2026-27 Educational Services and Student Success

Departmental Program Review Report

The information below is required to be completed for all departments for the Departmental Program Review Report.

1. **Provide a brief summary of your department's operations and any significant changes since the last Program Review. Highlight the major duties and responsibilities of your staff in servicing the district and the colleges, along with the number and types of staff in your office. State how your department supports other administrative and academic units. Include a link to your department's current organization chart.**

Educational Services and Student Success (ESSS) provides districtwide leadership and coordination for academic programs, student services, enrollment management, accreditation, institutional planning, workforce and economic development, educational technology, and student-success initiatives. ESSS works across Chabot College, Las Positas College, and District Services to **build alignment, remove barriers, strengthen systems, and advance equitable student outcomes.**

The Vice Chancellor of Educational Services and Student Success provides leadership for the department and works closely with the College Presidents, Vice Presidents, research and institutional effectiveness leaders, faculty, classified professionals, and other District administrators. Direct-report areas include Educational Support Systems, Economic Development and Contract Education (EDCE), the Bay Area K–16 Collaborative, grant-funded initiatives, and executive administrative support.

A significant change for 2026–27 is the transition in Vice Chancellor leadership. This transition provides an opportunity to clarify and **demystify the role of ESSS**, strengthen departmental continuity, and establish a focused set of priorities tied directly to Board Priorities and District goals.

As part of this transition, ESSS is embracing a **"Barrier Busters" approach** to its work. This means bringing the right people to the table, strengthening alignment between the colleges and District Services, translating complex state and local requirements into actionable strategies, simplifying processes where possible, and developing shared tools and systems that better support employees and students.

Whether the work involves enrollment management, accreditation, strategic planning, statewide initiatives, dual enrollment, apprenticeships, educational technology, or workforce development, the guiding question is the same:

What barriers can we remove, and what systems can we strengthen, to better support student success?

Major areas of responsibility include:

- Districtwide educational and student-success planning
- Accreditation and regulatory compliance
- District enrollment management and SCFF strategy
- Dual and concurrent enrollment
- Financial-aid participation and student-success metrics
- Educational technology and student-support systems

- Workforce development and apprenticeship
- Economic Development and Contract Education
- Districtwide strategic planning and Educational Master Plan alignment
- Research, institutional effectiveness, and data-informed decision-making
- Statewide, regional, K–12, university, and employer partnerships

Organizational Chart: District Educational Services and Student Success organizational chart.
ESSSOrgChart
EDCE Org Chart

2. **Discuss generally the way in which the department serves and contributes to achievement of the District Mission and Vision, including academic excellence and student success (directly and/or indirectly).**

ESSS serves as a bridge between District priorities and college implementation. Its primary role is to create the conditions in which both colleges can more effectively serve students by aligning systems, sharing effective practices, coordinating districtwide initiatives, and addressing barriers that cannot be solved by one college or department alone.
For 2026–27, ESSS will focus its work around six priorities:

1. **Equity, Belonging, and Student Success**
   Expand equitable college access by strengthening dual and concurrent enrollment pathways, with particular attention to historically underserved students.

2. **Workforce Development and Economic Mobility**
   Build stronger apprenticeship and workforce systems by establishing clear processes, expanding partnerships, and increasing districtwide understanding of apprenticeship opportunities.

3. **Basic Needs, Housing, and Student Well-Being**
   Increase access to financial aid by improving systems, outreach, and participation in ways that support affordability, basic needs, and Student Centered Funding Formula outcomes.

4. **Fiscal Stewardship and Equitable Resource Allocation**
   Advance holistic enrollment management through shared practices, data-informed planning, professional development, and documented districtwide processes.

5. **Talent, Leadership Capacity, and Organizational Health**
   Build ESSS leadership capacity and continuity through recruitment, onboarding, mentoring, clarified departmental responsibilities, and increased organizational understanding of ESSS.

6. **Academic Excellence, Vision 2030, and Holistic Enrollment**
   Strengthen academic quality and institutional effectiveness through accreditation,

Educational Master Plans, Districtwide Strategic Planning, research and institutional effectiveness, regulatory compliance, and implementation of statewide student-success initiatives.

Together, these priorities support a simple ESSS purpose: **build alignment, remove barriers, strengthen systems, and empower student success.**

3. **State how your department has supported the Board Priorities.**

ESSS supports the Board Priorities by aligning its 2026–27 work directly with each priority.

Board Priority	2026–27 ESSS Focus
Equity, Belonging, and Student Success	Expand dual and concurrent enrollment and reduce barriers to college access, particularly for historically underserved students.
Workforce Development and Economic Mobility	Strengthen apprenticeship processes, workforce partnerships, and connections between education and regional employment opportunities.
Basic Needs, Housing, and Student Well-Being	Increase financial-aid participation and improve systems that connect eligible students to resources that make college more affordable.
Fiscal Stewardship and Equitable Resource Allocation	Advance holistic enrollment management, SCFF awareness, data-informed decision-making, and shared districtwide processes.
Talent, Leadership Capacity, and Organizational Health	Recruit, onboard, mentor, and support ESSS leaders while clarifying roles, responsibilities, and departmental functions.
Academic Excellence, Vision 2030, and Holistic Enrollment	Lead accreditation, regulatory compliance, Educational Master Plan and Strategic Plan alignment, institutional effectiveness, and implementation of Vision 2030 priorities.

Rather than treating the Board Priorities as separate initiatives, ESSS will use them as tframework for departmental planning, decision-making, and evaluation throughout 2026–27

4. **Identify key internal and external environmental factors and expectations, including those from funders and regulators, which impact the department's operations.**
External Factors:

ESSS operates in an environment of significant state and federal regulatory change, increasing accountability, and growing expectations for districtwide coordination.

Key factors include:

- California Community Colleges Vision 2030 and related statewide initiatives

- Student Centered Funding Formula metrics and fiscal implications
- State and federal financial-aid requirements
- ACCJC accreditation standards and reporting expectations
- Changes in California Education Code, Title 5, and Chancellor's Office guidance
- Dual enrollment and CCAP expansion
- Apprenticeship and workforce-development growth
- Increasing expectations for integrated and holistic enrollment management
- Alignment of the colleges' Educational Master Plans with the next Districtwide Strategic Plan
- Growing demand for timely, reliable, and actionable institutional data
- Increased reliance on technology to support student access, enrollment, advising, communication, and success
- Grant compliance and sustainability as externally funded initiatives transition into ongoing operations

Internally, the District continues to balance the distinct cultures and operational practices of two colleges with the need for greater alignment where shared processes improve efficiency, compliance, equity, and the student experience.

The breadth of ESSS responsibilities makes organizational capacity particularly important. Districtwide initiatives require sustained coordination, project management, documentation, data analysis, technology expertise, and follow-through.

5. **Identify areas for improvement, and any areas of change or growth.**

The primary opportunity for improvement is to move from strong individual initiatives toward more clearly documented and sustainable districtwide systems.

During 2026–27, ESSS will focus on:

- Creating clearer districtwide processes for dual and concurrent enrollment.
- Strengthening apprenticeship processes and communication between EDCE and the colleges.
- Improving financial-aid participation and developing shared strategies around SCFF student-success metrics.
- Establishing a more comprehensive approach to holistic enrollment management that connects enrollment, financial aid, student educational planning, persistence, and completion.
- Documenting ESSS processes, roles, responsibilities, timelines, and decision points.
- Strengthening the District's use of technology and data to support student success and operational decision-making.
- Building leadership capacity and succession planning within ESSS.
- Increasing understanding across the District of the role and responsibilities of ESSS.

- Coordinating accreditation, Educational Master Planning, Districtwide Strategic Planning, and institutional effectiveness so that these efforts inform one another rather than operate separately.

The goal is not to centralize work that appropriately belongs at the colleges. The goal is to identify where alignment adds value, eliminate unnecessary duplication, and create sustainable systems that allow both colleges to operate effectively.

6. **Discuss two or three projects/activities that you are planning to undertake that promote innovation and productivity, and overall service improvements. Briefly outline the steps you are going to take to get there, and how these projects consider best practices associated with improved quality.**

Project 1: Holistic Enrollment and Student Success Framework
ESSS will develop a districtwide holistic enrollment framework that looks beyond FTES to the full student journey from access through completion.

Key activities will include:
- Establishing shared enrollment-management definitions and practices.
- Reviewing application, enrollment, financial aid, SEP, persistence, and completion data.
- Increasing awareness of SCFF metrics and their connection to student success and District resources.
- Providing professional development and developing documented processes and dashboards where appropriate.
- Strengthening coordination across Academic Services, Student Services, Financial Aid, Admissions and Records, Institutional Research, and District Services.

This work will improve productivity by creating more consistent practices and better use of data, while improving service by helping the District identify and remove barriers more quickly. Best practices will include data-informed decision-making, cross-functional collaboration, and continuous improvement.

Project 2: Equitable Access and Economic Mobility Pathways
ESSS will strengthen two major access points into the District: **dual/concurrent enrollment and apprenticeship/workforce pathways.**

Key activities will include:
- Reviewing and documenting dual and concurrent enrollment processes across both colleges.
- Identifying barriers affecting high school students and historically underserved populations.
- Strengthening technology-supported enrollment processes.
- Clarifying districtwide apprenticeship procedures, roles, and responsibilities.
- Increasing coordination among EDCE, the colleges, K–12 partners, employers, and apprenticeship partners.

- Expanding awareness of apprenticeship as an educational and economic-mobility pathway.

This work will improve productivity by reducing inconsistent and duplicative processes and improve service by creating clearer, more accessible pathways for students and partners. Best practices will include student-centered design, equity-minded process review, technology-supported services, and stakeholder feedback.

Project 3: Expand EDCE Programs & Services

EDCE_Consolidated_Goals_Activities.docx is current.

Personnel Resource Request [Acct. Category 1000 and 2000]

Use this section only to request new or augmented personnel resources for administrative or classified professionals. Do not include requests for professional development, contract services, or other non-personnel costs.

Purpose: Identify and explain additional staffing needs to advance your service area's goals and improve service delivery beyond current funded levels.

7. **Position Request and Rationale: Provide details, including job title, classification, percentage of FTE, whether the request is new or an augmentation of existing resources, and the relative cost of the position.**

Educational Services and Student Success Division
Director, Educational Support Systems
Classification: Administrator
FTE: 1.0

Request: Replacement: General Funds Existing Resources
The Director of Educational Support Systems is needed to provide districtwide leadership for technology-supported student success, educational systems, data integration, and process improvement.

This position is particularly important as ESSS expands holistic enrollment management, financial-aid participation strategies, dual enrollment, data dashboards, and other initiatives requiring coordination among technology, data, Academic Services, and Student Services.

Projected Salary and Benefits

- **Salary:** $165,877
- **Benefits:** $58,057
- **Total Salary & Benefits:** $223,934
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Economic Development and Contract Education (EDCE) Division:
Program Coordinator – Child Welfare Title IV-E
Classification: Program Coordinator
FTE: 1.0
Request: New/Augmented position
The Program Coordinator – Child Welfare Title IV-E is requested to support EDCE's growing Child Welfare Training responsibilities and ensure effective coordination of Title IV-E-funded activities.

The position will provide program coordination, partner communication, reporting, scheduling, documentation, and operational support necessary to meet program and funding

requirements. As the scope and complexity of Child Welfare programming grows, dedicated coordination is needed to maintain quality, compliance, responsiveness, and service to participating agencies and professionals.

Self-Sustaining Revenue Available:

FY 2026-27 (budget)
Revenue $10,023,186
Expenses $8,518,140
Projected Net: $1,505,046

FY 2025-26 (actuals)
Revenue $11,158,057
Expenses $10,029,757
Net $1,128,300

Projected Salary and Benefits
Range 40/1 Salary: $79,991/ Benefits $52,174 = **$132,165**

Educational Services and Student Success Division
Districtwide Grant Writer
Districtwide Grant Writer
Classification: Classified or TBD
FTE: 1.0

Request: Salary to be split equally between both colleges & district Classification: To Be Determined/Redesigned

The Districtwide Grant Writer would expand the current Chabot College grant-writing position into a districtwide resource supporting Chabot College, Las Positas College, EDCE, and District Services. This position would provide coordinated leadership for identifying, developing, and submitting federal, state, foundation, and other external funding opportunities aligned with District and college priorities. A dedicated districtwide grant writer would strengthen collaboration across the organization, reduce duplication of effort, and increase the District's capacity to pursue larger and more complex funding opportunities.

The position would work closely with college and District leadership, EDCE, program managers, faculty, and other stakeholders to identify funding opportunities, coordinate proposal development, support grant planning, and help ensure that applications reflect institutional priorities and sustainable implementation strategies.

Because this would represent an expansion of the current position's scope and responsibilities, the job description and classification may need to be reviewed and redesigned in consultation with Human Resources.

Projected Salary and Benefits

- **Salary:** To Be Determined

- **Benefits:** To Be Determined
- **Total Salary & Benefits:** To Be Determined

8. **How does your request align with the information provided in your Departmental Program Review? Explain how this request supports your program goals, student success, service delivery, or other outcomes noted in your Program Review.**

   Personnel requests directly support the priorities identified in this 2026-2027 Program Review.

   Educational Services and Student Success Division
   The **Director of Educational Support Systems** supports holistic enrollment management, financial-aid participation, dual enrollment, institutional effectiveness, data-informed decision-making, technology integration, and organizational continuity. The position provides infrastructure necessary to move from individual projects to sustainable districtwide systems.

   Economic Development and Contract Education (EDCE)
   The **Program Coordinator – Child Welfare Title IV-E** supports the Board Priority of Workforce Development and Economic Mobility by strengthening EDCE's capacity to manage and expand workforce-development programs while meeting external funding and compliance requirements.

   Together, these positions increase ESSS's capacity to deliver coordinated, sustainable, and high-quality services without placing additional operational responsibilities on already limited existing staff.

Supplies Augmentation Request [Acct. Category 4000]

Please list additional/augmented funding requests for categories 4000. Do NOT include conferences and travel, which are submitted in the next section. Justify your request and explain in detail the need for any requested funds beyond those you received this year.

NOTE: Only use this form to add new requests to augment the current department budget.

9. **Supplies Request and Rationale:**
   No additional supplies augmentation is requested at this time.

10. **How does your request align with the information provided in your Departmental Program Review?**
    Not applicable.

Contract Services, Conference & Travel Augmentation Requests [Acct. Category 5000]

Use this section to request augmented funding for contracts & services and conference attendance. List or describe proposed contracts and services. For conferences/training programs, include available specific information on the name of the conference and location. Your rationale should discuss connection to the District Strategic Plan goal.

NOTE: Do not include existing Contract Services, Conference & Travel within your department budget on this form. Only use this form to add new requests to augment the current department budget.

11. **Listing/Description and Rationale for Contracts and Services:**
    No additional contract services augmentation is requested at this time.

12. **Listing and Rationale for Conferences and Travel:**
    No additional conference or travel augmentation is requested at this time.

13. **How do these requests support the results and future directions in your departmental program review?**
    Not applicable.

Technology Requests [Acct. Category 6000]

Please list computer and technology hardware and software requests including instructional technology and infrastructure, as relevant.

IN ADDITION TO THE TECHNOLOGY PURCHASE COSTS FOR THE HARDWARE AND SOFTWARE, INCLUDE ANNUAL MAINTENANCE COSTS AS A SEPARATE LINE ITEM TO PROVIDE THE "TOTAL COST OF OWNERSHIP" (TCO).

NOTE: Do not include existing Technology within your department budget on this form. Only use this form to add new requests to augment the current department technology, infrastructure, and budget.

14. **Summary of request and rationale. Explain how this request correlates with the findings of your departmental program review:**
    No additional technology augmentation is requested at this time.