Name of Program	Division	Author(s)
CalWORKs	Student Services	Michelle Zapata

INSTRUCTIONS:

1**.** This Program Planning Update covers the academic years 2012-2013 and 2013-2014.

2. The planning should be for the academic year 2015-2016.

3. Use the Save As feature in Word to save this template with your program name, so that you do not overwrite the original template. Please use your program's catalog rubric and this format when naming your document:

<div align="center">

Rubric PPU 15_16

e.g., ESL PPU 15_16

</div>

4. If the document displays in large type with only File, Tools, and View tabs at the top of the page, select **View, Edit Document**. You will then be able to type where it says "Click here to enter text" and you will be able to click on the check boxes to select them.

5. In each section, click in the box under the instructions and fill in your information. The box will expand as you type. If a section is not pertinent to your program enter N/A in the box; do not leave it blank.

6. When you have completed the form, run the spell-checker (**click inside the text in the first box**, then click on the Review tab and find Spell-Check in the far left corner of the ribbon).

7. Please address your questions to your Program Review Committee representatives or the PR Chair Karin Spirn. Concerns, feedback and suggestions are welcome at any time to PRC representatives or co-chairs.

8. Instructions for submitting your Program Planning Update will be available at the start of the fall semester.

I.   SERVICE AREA OUTCOMES

Review of academic years 2012-13 and 2013-14

A. SAO Assessment Review

Review your program's SAO assessment results through spring 2014 and respond to the following questions.

1.   Discuss how assessment results indicate success in provision of student services. Identify results that indicate a need for improvement.

> During AY 2011-2012, 2012-2013 and 2013-2014 the CalWORKs Program had Student Learning Outcomes (SLOs) in three areas:
> 1.   CalWORKs students will independently navigate their CalWORKs County responsibilities.
> 2.   Student is able to identify needs, determine resources and access appropriate services.
> 3.   Student has the ability to clarify their educational and career goals.
>
> We measured the SLO #1 by analyzing the extent to which students were submitting their Books/Supplies packet completely and on time. While our procedure for receiving the students' Books/Supplies packets was to offer a workshop to help the students complete the required documentation, we did not have a curriculum for the workshop. The workshop mainly consisted of drop-in time when the Counselor Assistant would help students one-on-one to complete the

documentation required in the Books/Supplies packet. When we measured the extent to which students were completing the packets completely and on-time, our results showed steady improvement in both 2011-2012 and 2012-2013. However in spring 2014, we decided to formalize the Books/Supplies workshop with a curriculum that clearly and concisely presented the information. The Counselor Assistant continued to provide the workshop in a group setting, but in the fall 2014 also uploaded the workshop to the office computers and allowed students to go through the workshop independently. We found that this new offering improved office efficiencies, and the Books/Supplies packets that we received since implementing the changes met our standard for complete and on-time.

During the spring 2014, we measured SLO #2 by analyzing the extent to which students retained information presented during the "New and Continuing Student Orientation." In order to help our students identify their needs, determine resources and access appropriate services, the orientation centered around two themes: (1) the LPC CalWORKs Program and on-campus Student Support Services; and (2) County- CalWORKs Program including Welfare-to-Work requirements and students' rights. We also included social and peer team building activities to encourage community among CalWORKs students. To measure our SLO, we developed a survey to determine the level of students' knowledge about the content presented in the orientation. We also had four survey questions that measured the extent to which students were more familiar with on-campus and off-campus resources, and their rights and responsibilities as a CalWORKs student.

We had a 78% response rate to our survey. The survey had a total of 16 questions; 12 were multiple choice and asked about the content of the orientation, 4 were based on a response scale. The survey results showed that 100% of the students answered 7 of the questions correctly. Four of the questions were answered correctly by 93% of the students and one question was answered correctly by 50% of the students. Overall, these results indicate that we have successfully communicated information to the students. The one question that gave students trouble was related to our gas card incentive policy. In AY 2012-2013, we implemented a new policy regarding how students would be eligible to obtain a $25 gas card. However, it was apparent to us that we did not do a good job communicating this change to our students. The survey result indicated that students were confused by the eligibility criteria.

When students were asked to rate the extent to which they were more familiar with their rights and responsibilities as a CalWORKs student, 36% indicated a response of 4 and 57% indicated a 5. (The scale was 1-5, with 1 being "less familiar" and 5 being "more familiar.") When asked the extent to which they were more familiar with on-campus resources, 14% selected a response of 4 and 71% selected 5. When asked the extent to which they were more familiar with the county Welfare-to-Work resources, 21% selected 3; 14% selected 4; and 50% selected 5. Finally, when asked about the extent to which they would be likely to "actively participate in the LPC CalWORKs Program," 21% selected 3; 14% selected 4; and 64% selected 5. The survey results indicated to us that the CalWORKs students were achieving our SLO of "identifying their needs, determining resources, and accessing appropriate resources."

For SLO #3, we analyze the student BANNER data to determine the number of CalWORKs students who have an SEP. In AY 2012-2013 and 2013-2014, 100% of our students have an SEP.

2. Discuss changes made in how your program provides services based on assessment data.

> Based on the survey data that measured the extent to which students were submitting their Books/Supplies packets completely and on-time, we decided that we needed to formalize the curriculum for the Books/Supplies workshop. Therefore in spring 2014, we developed a formal curriculum. In fall 2014 we offered the workshop using multiple formats: a group workshop setting, on the computer student workstation located in the CalWORKs Office, and accessible via the CalWORKs website.
>
> Over the period 2011-2012, 2012-2013 and 2013-2014 two of the SLOs that we analyzed were:
> (1) CalWORKs students will independently navigate their CalWORKs County responsibilities, and
> (2) Student is able to identify needs, determine resources and access appropriate services.
>
> The SLO #1 was measured in both fall 2011 and spring of 2012. The SLO #2 was implemented in fall 2011 and was assessed in spring of 2012. Based on our initial analysis of these SLOs, we found that there were areas within our program that we could improve upon. For instance, we found that our Orientation could better focus on (1) services and resources that students could access on campus; and (2) resources and responsibilities that students had with their County Welfare-to-Work programs. Therefore, in spring 2012 we redesigned our "New and Returning Student Orientation." In our redesigned orientation, we lengthened the duration of the orientation, and we focused the orientation around two themes: (1) the LPC CalWORKs Program and on-campus Student Support Services; and (2) County- CalWORKs Program including Welfare-to-Work requirements and students' rights. In the first part of the orientation, CalWORKs staff present information about the LPC CalWORKs Program. The students learn about the academic support services that are provided, their responsibilities to the LPC CalWORKs program, and how to remain eligible for the program's services. The students also hear from a variety of student services personnel about the available resources on campus including Financial Aid, the Health Center, Tutoring Center, and Student Life. In the second part of the orientation, a CalWORKs County specialist shares information about the Welfare-to-Work program and students are informed of their responsibilities in order to stay in compliance with their Welfare-to-Work plans. In addition, a County Child Care Resource and Referral specialist shares information about how students can access their child care benefits. Finally, attorneys from the Bay Area Legal Aid Society present information about the students' rights regarding their public assistance benefits and their rights involving family law. The CalWORKs Orientation also includes social and peer team building activities to encourage community among the CalWORKs students.

3. As a result of your assessment data, give an example of how your program has changed the way it provides guidance to students who use your program's services, if applicable.

> See response to #2 above.

4. Did your program discover the need for additional resources (for AY 2015-16) based on the assessment results?   YES ☒ NO ☐

   If yes, please explain.

   > Because counseling plays an integral role in the academic success of CalWORKs students, we believe the CalWORKs Program continues to have the need for a part-time, adjunct counselor on a regular basis.

B. SAO Process

1. Describe how your program reaches consensus when writing service area outcomes for the entire program.

   This is a one person program ☐

   > The CalWORKs Program staff consists of a full-time Coordinator, an adjunct counselor, and a 75% counselor assistant. When writing SAOs for the entire program, we use a collaborative process. The entire staff are involved in developing SAOs. In the past we have discussed SAO development at off-site retreats as well as in regularly scheduled staff meetings.

2. Describe how your program reaches consensus when developing and evaluating assessments for service area outcomes.

   This is a one person program ☐

   > As described in question #1 above, we also use a collaborative process to develop and evaluate SAO assessments. In the past we have discussed SAO assessment tools at off-site retreats as well as in regularly scheduled staff meetings. The development of the assessment tool itself is completed by both the CalWORKs Coordinator and Counselor. All three staff members work together to implement the assessment tool and evaluate the results of the assessment data.

3. What methods does your program use for documenting SAO related discussions? Check all that apply.

   Program emails ☒

   Program meeting minutes/agendas ☒

   Blackboard/other website ☐

   Other (please describe) ☐

II. PROGRAM ANALYSIS

Review of academic years 2012-13 and 2013-14

Review the student data provided by the Office of Institutional Research and any additional data your program has collected. Then respond to the sections below.

A. Data Review

If applicable, summarize any ***changes*** in your program's data since the Annual Program Review of 2011-12 or observed significant trends that will affect program planning or resource requests.

NOTE: Only include changes that affect student learning, program planning or resource requests.

> The most significant change that our program observed was a steady decline in the number of CalWORKs students who participated in our program. In fall 2011, we had 75 students. Whereas, in fall 2012 we had 44 students and in fall 2013 we had 37 students. These significant drops in student count are seen statewide among other community college CalWORKs Programs. A change in California's welfare law that limited the number of months that recipients could be on welfare was implemented in July 2011. As a result of this law, many welfare recipients were dropped from the program because they had timed out. Consequently, community college CalWORKs Programs saw significant drops in their student count. The Community College CalWORKs Association reported that many programs lost 40-50% of their students.
>
> While not a change since the last program review, the CalWORKs Program continues to serve students who are overwhelming assessing into Basic Skills English and Math classes. The fall 2009-fall 2013 CalWORKs data packet demonstrates a trend that has been consistent among our students. In fall 2013, 73% of CalWORKs students assessed into English 100A (9%) or English 104 (64%). During this same semester, 91% of CalWORKs students assessed into Math 107 (52%), Math 65 (29%) or Math 55 (10%).

B. Human Resources

1. Have there been changes in the number of full-time or part-time faculty associated with your program since the Annual Program Review of 2011-12? If yes, briefly describe the changes.

> No changes in full-time or part-time faculty.

2. Have there been changes in the number of full-time or part-time classified staff associated with your program since the Annual Program Review of 2011-12? If yes, briefly describe the changes.

> Yes, since the Program Review of 2011-2012 we were able to hire a permanent, 75% CalWORKs Counselor Assistant II position.

3. If applicable, describe how the changes indicated in 1 and 2 have impacted the student experience?

Since hiring the CalWORKs Counselor Assistant II staff member in fall 2014, our program has experienced better efficiencies and improved student communication. In addition, as a direct result of having a reliable and highly skilled Counselor Assistant, we have been able to develop and offer a variety of additional programs that support student success. For example, we developed a richer orientation program, and we developed a formal curriculum for the Books/Supplies workshop. Furthermore, the Counselor Assistant has played an integral role in providing professional development and leadership role modeling for the CalWORKs Student Assistants (2) and volunteers (2). These students view the Counselor Assistant as a role model, and have provided feedback to me by stating, "Amanda is the best boss," "Amanda and I get along so well. I don't want to leave this job," "Amanda really listened to me and I felt heard."

C.   Other information pertinent to the program

The fall 2011-fall 2013 CalWORKs data packet in addition to our program level data reveal that CalWORKs students face multiple academic and social challenges. The CalWORKs students are nontraditional with all of them having children (at least one child, some have multiple children) and all of them living in poverty. The data show that a majority of our CalWORKs students are older than traditional college students, and they are mostly continuing or returning students. While most of our CalWORKs students have a goal of transfer, degree or certificate; they have a long road to travel due to a majority of them assessing into Basic Skills courses. With many challenges facing them; however, CalWORKs students are resilient. The comprehensive supportive services that the knowledgeable CalWORKs Program staff provide helps to guide the students on their road to academic achievement and economic self-sufficiency.

Having a CalWORKs Counselor is an essential component of the program. The counselor provides personal, academic, and career counseling, as well as case management support. A CalWORKs Counselor must be knowledgeable not only of academic, personal, and career counseling skills and techniques, but also of the ever-changing Welfare-to-Work (WtW) laws. In addition, the CalWORKs Counselor must be informed of each county's implementation of these WtW laws to ensure that the students are in compliance with their county's policies. If a student is not in compliance, the student is at risk of being sanctioned. Being sanctioned will result in the student losing her CalWORKs supportive services, which include her monthly cash aid stipend and her financial support for her textbooks, childcare and transportation allocation. The CalWORKs Counselor must help the student navigate the state and county WtW policies and procedures, in addition to the college policies and procedures.

The LPC CalWORKs Program is funded through CalWORKs and TANF dollars. The CalWORKs program receives program dollars, child care dollars, work study dollars and Prop 98 TANF dollars. The CalWORKs budget is awarded base funding of $125,000 plus a per student allotment which is allocated to each program area. The California Community College Chancellor's office guarantees 95% of our previous year's budget. The college is required to provide dollar for dollar matching funds for its program and work study allocations. College match has been met through a General Fund split of the CalWORKs Coordinator's salary and through Financial Aid awarded to CalWORKs students.

In order to hire a CalWORKs Counselor, the program has traditionally used its program based budget. However, because the counselor's availability is directly related to the available program budget, it would benefit the students' success if counseling was a more stable component of the program. The

opportunity for CalWORKs students to have reliable access to a CalWORKs-trained counselor would make a significant impact on their academic, professional and personal success.

III. PLANNING

A. Planning Update

Summarize your program's plans, initiatives, and objectives accomplished since the Annual Program Review of AY 2011-12 (include accomplishments for the academic years 2012-13 and 2013-14).

During the academic years 2012-2013 and 2013-2014, the LPC CalWORKs Program has experienced the following accomplishments:

Staff and Staff Development

- In the fall 2014, we hired a permanent CalWORKs Counselor Assistant II position.
- In both 2012-2013 and 2013-2014, we had two student assistants work in our program. The student assistants participated in the CalWORKs Work Study program.
- During both academic years, staff participated in several staff development opportunities. On a semester-basis, the Counselor/Coordinator and Counselor Assistant attend the CalWORKs Region 3/4 meeting. On a monthly basis, the Counselor Assistant attends the Alameda County SSA/Community College CalWORKs Partnership meeting. In addition, we have participated in the annual CalWORKs Association Training Institute, as well as the California Department of Welfare Director's training. Finally, the Counselor/Coordinator has attended the UC and CSU Counselor Conferences, as well as the Ensuring Transfer Success conference.

Organizational Management

- In the spring 2013, we moved in the new 1600 building. We transitioned smoothly into the new office in 1668 and took the opportunity to establish new organizational procedures. For example, we implemented the use of SARS TRAK and a computer for students to sign-in when they arrive for their appointments or drop-in counseling. We developed new systems for storing office supplies, student supplies and distribution of these supplies. We developed new procedures for communicating information to students—using white boards in the office to highlight important announcements, as well as using technology such as email and our website. Finally, we also developed new systems for storing and accessing our student case files, which improved handling time and the tracking of notes on each student's file.
- In both 2012-2013 and 2013-2014, we prioritized strengthening our program's policies and procedures, and documenting them in written form. As a result, we have solidified policies around our case management, intake, work study, and workshop procedures.

Case Management

- All CalWORKs students are required to meet with the Coordinator and Counselor once per semester to discuss their education and career goals, and to determine how they are

progressing. All students are also required to have their instructors complete a mid-semester progress report indicating the students' grades at that point in the semester. For students who are at risk of failing their classes, the Counselor requires a meeting with the students to discuss intervention options, which may include tutoring, an assessment of current unit load and special circumstances affecting success.

- Both the Coordinator/Counselor and Counselor Assistant communicate and collaborate with the county Welfare Department officials to ensure the students are meeting their welfare-to-work activity requirements. The counties that we serve are Alameda, San Joaquin and Contra Costa.

Intake

- The California Community College CalWORKs Program regulations require that local programs must document student eligibility prior to serving a student and admitting them into their program. In the spring of 2014, the CalWORKs staff participated in training at the Alameda County Social Services Agency to gain access to the CalWIN system—the MIS program that the county uses to document information about CalWORKs' recipients. Gaining access to CalWIN has improved efficiencies for our eligibility procedures and how we document the information for auditing purposes.

- In the spring of 2014, we improved and amended our intake procedures based on access to the CalWIN system. During a student's initial contact with the LPC CalWORKs Program, we conduct a screening by asking if the student is receiving CalWORKs cash aid benefits. We also ask the student to provide a Notice of Action, copy of Passport to Services, print out of the CalWIN screen, or any other stamped and signed county documentation. Once we have determined that a student is eligible to participate in the LPC CalWORKs Program, we schedule an Intake appointment with either the CalWORKs Coordinator, Counselor or Counselor Assistant. During the Intake appointment, the student's eligibility is verified. For Alameda County CalWORKs recipients, because we have access to the CalWIN database, we can view eligibility information on-line in real-time.

- Once the intake has been completed we then schedule an appointment with the CalWORKs Counselor to complete a Student Education plan for Certificate/Degree attainment. The student cannot complete the intake process (counseling appointment) until we have verified his/her CalWORKs eligibility status. Once a student is approved for the LPC CalWORKs Program, we determine eligibility each semester by submitting a Student Eligibility Update (SEU) form to the student's Employment Counselor, or by viewing eligibility information directly in CalWIN. Each Employment Counselor completes an SEU, indicating the student's current CalWORKs status (e.g. active, sanctioned, exempt, etc.), then signs, stamps, dates, and faxes the SEU back to our office for each student's case file.

- During the Intake Counseling appointment, the student will complete an abbreviated SEP with the counselor. The CalWORKs counselor also explores how a student's educational goal aligns with her stated career goals and County expectations.

- Finally, the Counselor Assistant assists the students by submitting the County-required forms to their eligibility workers, case workers, and/or employment counselors.

Work Study

- We updated all of the off-campus and on-campus CalWORKs Work Study forms. Specifically, we updated the County Work Study letter, Student Award letter, Student Employment Agreement, Work Study Termination letter, and informational flyers that describe the CalWORKs Work Study Program.

- Because we experienced budgetary limitations in AY 2013-2014 for our Work Study Program, we developed a policy to limit students' Work Study participation to a total of three semesters, contingent upon maintaining their eligibility status.
- We developed written policies and procedures for our CalWORKs Work Study Program. These included: the CalWORKs Coordinator/Counselor requiring meetings with all students who are interested in participating in the CalWORKs Work Study program. The Coordinator/Counselor assesses the students' job readiness skills, assists them with resume development, and guides their job search for on-campus and/or off-campus employment. The Coordinator/Counselor also works with the students to strengthen their interviewing skills.
- Once a student is hired and participating in the Work Study program, ongoing meetings with the Coordinator/Counselor are required. The Coordinator/Counselor requires all students to complete a Work Study Agreement form that establishes performance expectations. These expectations are discussed with the student and her employer prior to the student's first day of employment. The supervisors are required to complete performance evaluations each semester where feedback is encouraged to be provided to the students. If the employer recommends areas for improvement, the Coordinator/Counselor (along with the employer) works with the student to develop a strategy for improving her job performance.
- At the end of each academic year the student meets with the area supervisor to complete a student evaluation with the CalWORKs Coordinator. This process then allows for the student to receive feedback and an opportunity to further address any concerns regarding employee performance or to acknowledge excellent work.
- If a student is no longer eligible for the CalWORKs Work Study Program, then the employer is immediately notified, and the student is terminated from the program. The Coordinator/Counselor works proactively with the employer to find another Work Study student if the employer desires.

<u>CalWORKs Orientation, Workshops and Events</u>

- Prior to the start of each fall and spring semester, new and returning CalWORKs students are required to attend an orientation. Based on the 2011-2012 SAO assessment results, we amended our Orientation Program. The orientation is now three hours in length and is focused around two themes: (1) the LPC CalWORKs Program and on-campus Student Support Services; and (2) the County- CalWORKs Program and students' rights. In the first part of the orientation, CalWORKs staff present information about the LPC CalWORKs Program. The students learn about the academic support services that are provided, their responsibilities to the LPC CalWORKs program, and how to remain eligible for the program's services. The students also hear from a variety of student services personnel about the available resources on campus including Financial Aid, the Health Center, Tutoring Center, and Student Life. In the second part of the orientation, a CalWORKs County specialist shares information about the Welfare-to-Work program and students are informed of their responsibilities in order to stay in compliance with their Welfare-to-Work plans. In addition, a County Child Care Resource and Referral specialist shares information about how students can access their child care benefits. Finally, attorneys from the Bay Area Legal Aid Society present information about the students' rights regarding their public assistance benefits and their rights involving family law. The CalWORKs Orientation also includes social and peer team building activities to encourage community among the CalWORKs students.
- We offered workshops that supported the academic achievement and personal development of our students. The Counselor has offered workshops on Stress Management and Self-Esteem,

and How to Write Personal Statements. Every semester, the Counselor Assistant offers a Books/Supplies Workshop that addresses the documentation that students need in order to receive financial support from the county for their textbooks. The Counselor Assistant walks the students through the packet requirements in a step-by-step manner.

- We also provided opportunities for our students to participate in several events, which included the Northern California Diversity and Leadership conference, the Annual CalWORKs Training Institute, and the March in March in Sacramento. On an annual basis, we also plan and provide a Holiday Party for CalWORKs students and their families, and a Year-End Celebration for students to recognize their scholastic achievements.

Student Data and SSSP

- In the spring of 2014 we worked with the Student Services division to implement the mandates of the Student Success and Support Program, and ensure our students were in compliance with the new law. We worked with the IT department to develop SARS Reason Codes and SARS TRAK codes to ensure that when we are meeting with our CalWORKs students, the data is accurately being captured to allow the college to be funded for meeting the 3 core components. We also trained the CalWORKs staff and student assistants to ensure the correct SARS Reason Codes and SARS TRAK codes are being inputted into BANNER. Finally, we documented these new procedures in writing.
- In the spring of 2014, the Counselor communicated the SSSP law to the CalWORKs students to ensure they were informed of the changes that will impact how they can register for classes and how they maintain eligibility for the BOGW fee waiver.
- We worked with the IT office to develop a BANNER report specifically for CalWORKs. Every semester we run an "Academic Report" that contains information such as students' term and cumulative GPA, students' academic standing, and students' financial aid status (progress, warning or disqualified). This allows the Counselor to proactively intervene with the students and ensure they are on a path toward academic achievement.

Scholarships and Grants

- We coordinate with the CalWORKs Association to offer the Regional and Statewide CalWORKs scholarship. We share the application with the students, and offer a Workshop to help the students complete the application and personal statement. Based on the number of scholarship applications that we receive, we forward the top 3 students to the region for consideration for the $500 regional scholarship. The region-wide winner is then forwarded to the state for consideration of the $1000 state-wide scholarship. Our program has provided a small financial scholarship the top 3 candidates that we forward to the region.
- We also coordinate with the CalWORKs Association to offer the "Portraits of Success" opportunity. Students have the opportunity to share their personal success stories and have their story presented in a comprehensive magazine that is shared with the California legislature and other organizations involved in welfare advocacy efforts. We have had a total of 10 students highlighted in this publication.
- In fall 2013, we applied and received a CARE (Chabot-Las Positas Association of Retired Employees) grant that allowed us to build a "Child Waiting Area" within our office. The waiting area includes child-sized furniture, educational toys, books, coloring books, crayons, a portable DVD player with wireless headset, and a collection of child-friendly DVD movies.

On-Campus Collaborations and Community Partnerships

- We continue to collaborate with other student services' and academic services' programs. For example, we work with other academic divisions to provide student assistants through our

CalWORKs Work Study Program. We also consult other counselors as needed when our students cross programs. For example, if a CalWORKs student indicates that s/he needs to be assessed for a learning disability, the CalWORKs Coordinator/Counselor will make a referral to the DSPS program and will follow-up with the DSPS counselor regarding the student's results. If the student belongs to more than one supportive service on campus, the CalWORKs Coordinator/Counselor will collaborate with the other counselor to ensure that we are best meeting the student's needs.

- We also operate our Work Study program in coordination with Financial Aid. Specifically, the Counselor/Coordinator works with the Financial Aid Director to identify positions on campus for CalWORKs student assistants, and to allocate matching funds for these positions.   The employment placement is done in collaboration with Financial Aid to ensure that the students' financial award is within his/her unmet financial need.

- Our program also collaborates with other entities off-campus. For instance, we work directly with the CalWORKs Association by attending quarterly regional meetings and volunteering for work groups as needed. We work directly with Alameda County SSA by attending monthly Partnership meetings. We partner with a local nonprofit organization, Abode Services, to promote their Housing Scholarship. The Housing Scholarship Coordinator holds intake meetings for our CalWORKs students about once per month within the CalWORKs Office, which our Counselor Assistant oversees. We also partner with the Assistance League of Amador Valley to promote their "Operation School Bell" program. This program provides brand new school clothes and shoes to the school-age children of our CalWORKs students. Our students who have participated have received about $4,000 worth of clothes and shoes.

B.   Program Planning for AY 2015-16

As appropriate for your program, please address each of the following areas. Describe your program's plans, initiatives, and objectives for the academic year 2015-16. Focus on how planning will impact student learning or the student experience at Las Positas College.

1. SAO assessments. NOTE: 100% of SAOs in your program should be assessed a minimum of once every two years.

    a. How does your program plan to use the results of the assessments for the continuous improvement of services to students and/or the improvement of student learning? Examples might include the following (Your responses may vary):
    - change a website
    - use technology differently
    - update the way an orientation is presented

For 2015-2016, the CalWORKs Program's priorities will be:
   Improving Student Success
- With the implementation of the Student Success and Support Program, the CalWORKs Program will focus its efforts to help our students' achieve their academic and career goals. To do this, we will concentrate on our counseling and intervention strategies, and case management. We will ensure our students are meeting the 3 core components (orientation, assessment and SEP) and that they have access to the most up-to-date information regarding SSSP policies and procedures. We will provide resources to help students complete their Math and English Basic Skills sequences.

We will develop a monthly Student Success workshop series that can be offered on an annual basis. We would like workshop topics to focus on transfer success and developing pathways for employment success. We will also research and provide opportunities for our students to attend academic, career, and personal development conferences. Finally, we will also collect student data to help inform us of what strategies are working and which need to be altered. We will use data and additional research if needed to help us understand the reasons behind CalWORKs student attrition.

Outreach and Recruitment
- We will focus on developing and implementing a marketing and outreach plan. The LPC CalWORKs student count has dropped steadily over the past several years and we would like to continue building our program. In addition to reaching out to Alameda County, we will focus on improving our relationship with San Joaquin County and Contra Costa County.

Improving Students' Knowledge of Welfare Policies
- We consistently hear from CalWORKs students that they are overwhelmed and confused by the welfare laws and their county's interpretation of such policies. We have addressed many of the students' concerns in our newly structured CalWORKs Orientation, however, we would like to address their concerns in other ways. We will be developing and publishing a CalWORKs student handbook. We will also look to offer workshops and/or a speaker series that will bring in experts to share the intricate CalWORKs Welfare-to-Work policies with the students, as well as inform them of their rights as welfare recipients.

b. Have your program's assessment results shown a need for new SAOs?

YES ☒   NO ☐

If yes, for what service areas will your program write new SAOs?

Over the period 2011-2012, 2012-2013 and 2013-2014 two of the SLOs that we analyzed were:
(1) CalWORKs students will independently navigate their CalWORKs County responsibilities, and
(2) Student is able to identify needs, determine resources and access appropriate services.

The SLO #1 was measured in both fall 2011 and spring of 2012. The SLO #2 was implemented in fall 2011 and was assessed in spring of 2012. Based on our initial analysis of these SLOs, we found that there were areas within our program that we could improve upon. For instance, we found that our Orientation could better focus on (1) services and resources that students could access on campus; and (2) resources and responsibilities that students had with their County Welfare-to-Work programs. Therefore, in spring 2012 we redesigned our "New and Returning Student Orientation." In our redesigned orientation, we lengthened the duration of the orientation, and we focused the orientation around two themes: (1) the LPC CalWORKs Program and on-campus Student Support Services; and (2) County- CalWORKs Program including Welfare-to-Work requirements and students' rights. We also included social and peer team building activities to encourage community among CalWORKs students. After participating in the redesigned Orientation, our assessment results indicated that the students were gaining a better understanding of their County responsibilities, and had greater understanding of the on-campus

resources that are available.

Because our analysis of the data measuring our two SLOs showed that CalWORKs students were making steady progress in these areas, we decided to develop new SLOs for the 2014-2015 Academic Year. We will implement the new SLOs during the fall 2014, and assess them during the spring 2015. The new SLOs that we will be assessing are:

By participating in the LPC CalWORKs Program, students will:

1. **Be an active partner in developing their student education plan.**

2. **Clearly understand their pathway to achieving their educational and career goal**

3. **Enhance their professional development and leadership skills in order to prepare them for the workforce.**

c. What percentage of SAOs will your program assess in the next academic year (2015-16)?

50%

2. Curriculum (omitted – not applicable to non-instructional programs).

3. General Program Planning

Use this area to describe any program plans, initiative, or objectives your program wishes to accomplish in 2015-16 and their impact on student learning or the student experience. Focus on what the plans are and how they are to be accomplished (not resources needed).

During the 2015-2016 year, the CalWORKs Program hopes to accomplish the following:
(1) Implement a monthly Student Success workshop series.
(2) Provide resources to help students successfully complete their Math and English basic skills sequence, such as tutoring.
(3) Provide at least one opportunity for our students to attend an academic, career, and/or personal development conference.
(4) Utilize data to ensure that 100% of CalWORKs students have completed the 3 core components (orientation, assessment and SEP).
(5) Develop an indicator, assessment tool, and/or utilize existing data to begin to determine the reasons behind CalWORKs student attrition.
(6) Develop and begin to implement a marketing and outreach plan.
(7) Publish a CalWORKs Student Handbook
(8) Develop and offer at least one workshop or speaker event that is focused on understanding the CalWORKs Welfare-to-Work policies.

As a result of accomplishing these goals, the LPC CalWORKs Program hopes to see some improvement in the student success indicators of CalWORKs students. For instance, we would anticipate seeing an improvement in the Course Success Rate and Course Completion Rate. We would also anticipate seeing an improvement in the degree attainment and transfer success rate. By implementing programs intended to improve the students' knowledge of the CalWORKs laws and their rights as welfare recipients, we would also hope to see that students are obtaining this knowledge. We also hope to increase our student headcount by implementing an outreach plan.

IV.   Resource Requests for AY2015-16

Complete all areas that apply to your program's resource needs for 2015-16 (**not all areas apply to all programs**).

For each request, in the rationale section:

- Describe how meeting this request will improve student learning or the student experience.

- Provide any data or evidence which supports this request.

A.   Enrollment Management (omitted – not applicable to non-instructional programs).

B.   Human Resources

For each request, describe how meeting this request will improve student learning or the student experience.

1.   Request: New or replacement faculty position(s).

(1) We request that the college continue to meet its required dollar for dollar match by funding 50% of the full-time CalWORKs Coordinator position. (2) In addition, we request that the college consider funding the salary for a part-time, adjunct CalWORKs Counselor.

2. Rationale for faculty position request(s)s.

(1) Historically, LPC has met the dollar for dollar match that is a required in order to receive the CalWORKs budgetary allocation by funding 50% of the full-time CalWORKs Coordinator's salary. We request that the college continue this allocation model from the General Fund.

(2) Historically, the funding for the CalWORKs adjunct counselor has come from the CalWORKs budget. For the past several years the CalWORKs Program has not been fully staffed so funding for a part-time Counselor Assistant, part-time Counselor, and 50% of a full-time Coordinator was feasible. However, now that the CalWORKs Program has a 75% Counselor Assistant and a full-time Coordinator, the feasibility of funding a part-time, adjunct Counselor is stretched. Given the demands of implementing the SSSP and ensuring that the CalWORKs students are given an equitable opportunity for academic success, having access to a CalWORKs-trained Counselor is essential.

Having a CalWORKs Counselor is an essential component of the program. The counselor provides personal, academic, and career counseling, as well as case management support. A CalWORKs Counselor must be knowledgeable not only of academic, personal, and career counseling skills and techniques, but also of the ever-changing Welfare-to-Work (WtW) laws. In addition, the CalWORKs Counselor must be informed of each county's implementation of these WtW laws to ensure that the students are in compliance with their county's policies. If a student is not in compliance, the student is at risk of being sanctioned. Being sanctioned will result in the student losing her CalWORKs supportive services, which include her monthly cash aid stipend and her financial support for her textbooks, childcare and transportation allocation. The CalWORKs Counselor must help the student navigate the state and county WtW policies and procedures, in addition to the college policies and procedures. The opportunity for CalWORKs students to have reliable access to a CalWORKs-trained counselor would make a significant impact on their academic, professional and personal success.

3. Request: Classified staff position(s) (for example, new or replacement classified staff position(s) or increasing classified hours/position level).

None.

4. Rationale for classified staff position request(s).

N/A

C. Financial

For each request, describe how meeting this request will improve student learning or the student experience.

1. Request: maintenance of, or increase in, existing program budget (e.g., for supplies, etc.)

We request that the college continue to fund the full-time CalWORKs Coordinator's salary at 50% from the General Fund. In addition, we request that the college fund a part-time, adjunct counselor that can be dedicated to the CalWORKs Program. Possible funding sources could include Student Equity dollars or SSSP dollars.

2. Rationale for financial request(s).

The CalWORKs Program hired a much needed Counselor Assistant in the spring of 2014. With a fully staffed program (75% Counselor Assistant and full-time Coordinator), the feasibility of funding a part-time, adjunct Counselor is strained. However, given the demands of implementing the SSSP and ensuring that the CalWORKs students are given an equitable opportunity for academic success, having access to a CalWORKs-trained Counselor is critical.

D. Technology (software only – discuss hardware in section E)

For each request, describe how meeting this request will improve student learning or the student experience.

1. Request: upgrade existing software or purchase new software.

None.

2. Rationale for technology request(s).

N/A

E. Facilities, Equipment (include technology hardware), Supplies

For each request, describe how meeting this request will improve student learning or the student experience.

1. Request: Renovation or upgrade of existing facilities or new facilities.

None.

2. Rationale for facilities request(s).

> N/A

3. Request: Upgrading of existing equipment or purchase of new equipment.

> None.

4. Rationale for equipment request(s).

N/A

5. Request: new supplies

> None.

6. Rationale for supplies request(s).

N/A