

PROGRAM REVIEW Fall 2019

Program: CalWORKs & Homeless

Division: Student Services

Date: October 21, 2019

Writer(s): Amanda Ingold

SLO/SAO Point-Person: Amanda Ingold

Audience: Deans, Vice Presidents of Student Services and Academic Services, All Planning and Allocation Committees. This document will be available to the public.

Uses: This Program Review will be used to inform the campus and community about your program. It will also be used in the processes of creating Division Summaries, determining College Planning Priorities and allocating resources. A final use is to document fulfillment of accreditation requirements.

Please note: Program Review is NOT in itself a vehicle for making requests. All requests should be made through appropriate processes (e.g. Instructional Equipment Request Process) or directed to your dean or supervisor.

Time Frame: This Program Review should reflect on program status during the 2019-20 academic year. It should describe plans starting now and continuing through 2020-21. This document also provides the opportunity to describe more long-term plans (optional).

Sections: The first section of this Program Review focuses on general program reflection and planning. The second section has specific questions to be filled out by all programs this year. The third section is a review of curriculum. The fourth section is a review of data for CTE programs. Only programs with curriculum need to complete Section 3, and only CTE programs need to complete Section 4.

Topics: The Program Review Glossary defines key terms. Writers should review this glossary before writing: <https://bit.ly/2LqPxOW>

Help: Contact Karin Spirn: kspirn@laspositascollege.edu

Instructions:

- 1) Please respond to each question as completely as possible.
- 2) If the requested information does not apply to your program, write "Not Applicable."
- 3) Optional: Meet with your dean to review this document before October 21.
- 4) Send an electronic copy of this form to Karin Spirn and your Dean by October 21.

Links:

Program Review Home Page: <https://bit.ly/2Y0j7fW>

Fall 2018 Program Review Updates : <https://bit.ly/2GIWzsM>

Frequently Asked Questions: <https://bit.ly/2DHLnfj>

Section One: Program Snapshot

No Significant Changes Option

Contact person: _____

By marking an X in the box above, the writers of this Program Review indicate that there have been no significant changes to their program or their program's needs in the past year. In this case, programs may opt not to complete Program Review Section One: Program Snapshot.

Programs must still complete all other sections (as applicable).

Please note: Choosing this option means that your program's information may not be included in the yearly Division Summary.

The No Significant Changes Option may only be used for two years in a row; after two years, programs must complete a full Program Review including the Program Snapshot. Our program's most recent Program Snapshot was submitted in the following semester: Fall 20_____.

- A. Program Description: Briefly describe your program, including any information or special features of your program that will provide helpful context for readers of this Program Review.**

Examples of program descriptions can be found here: <https://bit.ly/2VwjNvZ>

CalWORKs

California Work Opportunity and Responsibility to Kids (CalWORKs) is a public assistance program that provides cash aid and services to families with dependent children. The program serves families living in poverty who are unable to meet basic needs, such as food, housing, clothing, and other basic living expenses. The goal of the CalWORKs program is to provide eligible families supportive services that will equip them with the skills needed to obtain employment and become self-sustaining. When CalWORKs participants are assessed through the county, they may determine that education will provide the best opportunity to attain self-sufficiency. The county will then refer the participant to local institutions of higher education and provide supportive services related to their education as long as they meet the county requirements established in their welfare-to-work contract. Supportive services include covering the cost of books, transportation, childcare, and other ancillary services required to successfully complete their education. In collaboration with the county, the Las Positas College CalWORKs program provides additional supportive services including priority registration, educational supplies, tutoring, academic and career advising, county advocacy, and assistance with understanding county guidelines and requirements.

Homeless Youth or At-Risk Success Initiatives

Per the assigned job duties, the CalWORKs Coordinator serves as the campus liaison for homeless youth or those at-risk of becoming homeless. The Homeless Youth Liaison develops ways to integrate supportive services tailored to meeting the needs of this student population. The goal is to provide services targeting homeless youth or those at-risk of becoming homeless to reduce barriers and increase academic success. The Liaison has partnered with the EOPS/CARE programs to serve these students, many of whom will meet eligibility guidelines to participate in EOPS/CARE. The CalWORKs program coordinator and Counselor Assistant serve as the main point of contact to provide financial aid application assistance, enrollment support, campus and community referrals, and case management services. Both EOPS/CARE and CalWORKs Counselors provide academic and career counseling services to these students as well. Homeless Youth who are eligible for EOPS/CARE or CalWORKs, will also receive the additional services offered through these programs. The goal is to give homeless youth, or those at-risk access, to all campus services through the **single point of contact** model. This prevents homeless students from going to multiple departments and having to repeatedly identify their status to receive services. A single point of contact provides a certain level of stability, which has proven effective for this student population. Our program provides them with one “home” to complete and receive services to support their academic goals. We have various resources and services specific to serving the homeless population, which are shown in detail under program accomplishments.

- B. IR Data Review: Describe any significant trends in your program’s data from the office of Institutional Research and Planning. (Note: Not all Programs have IR data packets available; if your program does not have a data packet, you may note that in the response box). You may also discuss any other data generated for your program by the Office of Institutional Research and Planning.**

IR Data packets are available here: <https://bit.ly/2IYaFu7>

Course Success Rates Dashboard can be found at the bottom of this page: <https://bit.ly/2Y9vGpl>

The unduplicated headcount for the 2018-2019 Academic year decreased to 31 students and we project about 30 students for the 2019-2020 Academic Year as well. Most of our students are between the ages of 25-39 with 50% of our students being between the ages of 30-39 during the Fall 2018 term. Male participation has decreased slightly and LatinX students continue to be the highest population of students served in our program, followed by white students. The number of continuing students in our program overall has decreased significantly from Fall 2017; however, our African American population has doubled since Fall 2017.

Based on previous data, Success rates for online courses among our student population is low, but fewer students are taking online courses so we hope to see some improvements in overall academic success. Even though our student population is older than most incoming freshman, many of our students have freshman status when they enter our program.

23% of CalWORKs students are not college ready in English compared to the 7% of the general student population. An overwhelming 54% of CalWORKs students are not college level ready in math compared to the 17% of the general student population. This data point is where I see the most opportunity for significant change. Our program will have to take a closer look at how we can provide better support to students taking math courses. The comparison chart below demonstrates some of the differences between the CalWORKs student population and the general student

population as a whole, showing higher levels of students from disproportionately impacted populations being served in the CalWORKs program.

Demographic	CalWORKs	Las Positas College	LPC Cities *2013	Alameda *2013	CA *2013
African American	15%	4%	3%	12%	6%
LatinX	35%	31%	15%	23%	38%
White	27%	34%	57%	33%	39%
Asian	12%	17%	21%	27%	13%
20-24 years	19%	33%	5%	7%	
25-29 years	23%	12%	6%	8%	
30-39 years	50%	11%	14%	15%	

**Data for homeless students is currently too limited as this is a new initiative.

Mark an X before each area that is addressed in your response.				Definitions of terms: https://bit.ly/2LqPxOW			
<input type="checkbox"/>	Community Partnerships/Outreach	<input type="checkbox"/>	Facilities, Supplies and Equipment, Software	<input checked="" type="checkbox"/>	LPC Planning Priorities	<input checked="" type="checkbox"/>	Services to Students
<input type="checkbox"/>	Course Offerings	<input type="checkbox"/>	Financial/Budgetary	<input type="checkbox"/>	LPC Collaborations	<input type="checkbox"/>	SLO/SAO Process
<input type="checkbox"/>	Curriculum Committee Items	<input type="checkbox"/>	Human Resources	<input type="checkbox"/>	Pedagogy	<input checked="" type="checkbox"/>	Student Equity
<input type="checkbox"/>	External Factors	<input checked="" type="checkbox"/>	Learning Support	<input type="checkbox"/>	Professional Development	<input type="checkbox"/>	Technology Use

C. Other Data Review (Optional): Describe any significant findings based on other data regarding your program. Possible sources of relevant information might include, but are not limited to, the following:

- **Data generated by your program**
- **CEMC Data**
- **Labor Market Data**

When the Coordinator and Counselor Assistant took over the CalWORKs program in Fall 2017, we noticed CalWORKs students were not doing well academically. 50% of our students were disqualified or on warning status for financial aid, 25% were on Academic Probation, Progress Probation or Academic dismissal, and only 34% of our students were meeting satisfactory academic progress (successfully completing 67% of units attempted, 67% overall completion rate, minimum 2.0 term GPA and minimum 2.0 cumulative GPA).

We implemented various supportive services (listed under “Section D. Accomplishments”), which had a positive impact on our student population. By Fall 2019, we noticed the following changes -

- Students not meeting satisfactory academic progress standards for financial aid went from 50% down to 9%.
- Students on Academic Probation (Cumulative GPA less than 2.0) and Progress Probation (50% or more of the cumulative units attempted resulted in poor progress grades) or Dismissal went from 25% down to 15%
- Students receiving financial aid and meeting satisfactory academic progress standards for financial aid increased from 34% to 70%

Mark an X before each area that is addressed in your response.				Definitions of terms: https://bit.ly/2LqPxOW			
<input type="checkbox"/>	Community Partnerships/Outreach	<input type="checkbox"/>	Facilities, Supplies and Equipment, Software	<input checked="" type="checkbox"/>	LPC Planning Priorities	<input checked="" type="checkbox"/>	Services to Students
<input type="checkbox"/>	Course Offerings	<input type="checkbox"/>	Financial/Budgetary	<input type="checkbox"/>	LPC Collaborations	<input type="checkbox"/>	SLO/SAO Process

Curriculum Committee Items		Human Resources		Pedagogy	X	Student Equity
External Factors	X	Learning Support		Professional Development	X	Technology Use

D. Accomplishments: What plans from the [2018 Program Review](#) or any [previous Program Reviews/Updates](#) have been achieved and how? You may also describe achievements that were not planned in earlier Program Reviews. Please highlight any positive impacts to students.

Full-time Counselor

One of the biggest achievements in our program was the addition of a fulltime counselor (Michelle Zapata) to serving students under the umbrella of the EOPS/CARE and CalWORKs programs. This allows greater success for our CalWORKs students to not only achieve their academic goals, but also allows for the extra time and special attention needed to make sure students are also meeting their county welfare-to-work requirements. The county requires our CalWORKs students to have accurate and thorough education plans, meet specific hourly requirements, and complete county paperwork accurately. A dedicated counselor is vital to our program to ensure accuracy in education plans that align with specific CalWORKs county requirements. Our Counselor has been vital in supporting a population of students who have higher needs; she is meticulous with completion of Student Education Plans and provides thorough case management along with intrusive counseling support which is a much-needed service for our program population. Our Counselor has also participated in professional development on Trauma-Informed Practices to effectively serve our student population, many of whom are impacted by some form of past or current trauma.

Reconfiguration of the CalWORKs/EOPS/CARE Office Suite

The Vice President of Student Services, William Garcia, was able to allocate funding for the purchase of items needed for the CalWORKs and EOPS/CARE office reconfiguration. This has been beneficial to students served within our program area. The office reconfiguration provides more student seating, designated study tables, student access to technology, and access to our food pantry for those facing food insecurity. It gives our students a safe space on campus for study time or to go to between classes where they already have established integral connections through program participation.

Student Recognition Ceremony

This year we changed our programming to have a recognition ceremony in collaboration with the EOPS/CARE program participants. We received positive feedback from our students and administrators on the success of this combined recognition program.

Technology Services (All)

We continue to maintain paper files for auditing purposes only, but our electronic filing system has been fully implemented and used exclusively in our daily program operations. This has proved highly useful in improving efficiency as our program area requires a high volume of case management services to successfully serve our students.

All program related paperwork, scheduling, deadlines, smart shops, etc. are accessible on and off campus through Canvas. We have continued to see success with the use of our canvas "CalWORKs" class. The use of Canvas supports the need for students to navigate their CalWORKs requirements independently. It is a best practice for our students, who will have to transition out of CalWORKs at some point and need the skills to navigate and seek out resources independently. It also increases accessibility to county required documentation as we have uploaded and created fillable PDFs for all county required forms. Since our implementation of Canvas as our primary tool for communication, we have also seen increased participation in our CalWORKs program through this system (Canvas tracking shows an increase in number of "page views" and "actions taken").

Another system our program utilizes is the use of Remind.com technology to allow text communication between students and program faculty/staff. This tool has served to help students meet program participation requirements more easily as it is a modern way to meet students' primary form of communication.

Decrease in Probation and Loss of Financial Aid

We saw improvements in our students' academic success rates this last year (see "section C"). Our CalWORKs Counselor Assistant's (Danielle Donohoe) efforts in detailed case management, early alert systems, follow-up services, and student advocacy have made an impact on overall program participation and academic success of our students. We have seen more students progressing in their courses successfully and fewer students on Academic and Progress probation.

The follow-up services, case management procedures and intrusive counseling strategies by our CalWORKs Counselor have greatly impacted our students' success rates as well.

Campus & Community Outreach

The CalWORKs Coordinator has been active in outreach and partnership building with our community to market opportunities the CalWORKs program can offer to low-income families who meet the guidelines. Since November 2017, the CalWORKs Coordinator has established 61 partnerships from 37 community organizations, who support homeless, foster youth, low-income families, and other at-risk populations. These include non-profit organizations, Alameda County Office of Education, county social services departments, K-12 school districts, and more. We have developed inreach and outreach materials targeting at-risk populations and the CalWORKs Coordinator will meet with all at-risk students who are referred to our office to initially assess and identify needs, then refer to other areas on campus if they do not meet CalWORKs eligibility guidelines.

The CalWORKs program works with Admissions & Records to pull data from the CCCApply application related to low-income students with dependent children. We have also built collaborations with the Financial Aid department, work-based learning, tutorial center, library, child development center, and the Office of Student Life to bring awareness, streamline processes, increase referrals and support CalWORKs students.

The CalWORKs program has collaborated with Admissions & Records, Financial Aid and EOPS/CARE to support our homeless or at-risk student population.

The CalWORKs Coordinator also attends community meetings to support our homeless student population. The Coordinator serves on the steering committee for the Tri-Valley Anti-Poverty

Collaborative (TVAPC) and attends the McKinney-Vento (Homeless) Liaison Meetings with Alameda County Office of Education, quarterly community meetings with a homeless collaborative group, , and other community meetings serving homeless community members on an as needed basis.

CalWORKs Work Study Achievements

Our work-study student self-evaluation along with a supervisor evaluation continue to be successful. We changed these evaluations to meet with each student at the midpoint of the semester instead of at the end of each semester. This allows us time to work with students and supervisors who have identified issues so we can resolve them before the end of the term. The self-evaluation gives the student an opportunity to self-reflect and take responsibility for their level of work ethic. It also provides opportunity to collaborate with the Coordinator to develop strategies that support them in achieving their work-related goals. It has also increased communication between the student and supervisor as well as communication between the Coordinator and student supervisors. It has been a great achievement and step forward to meeting the CalWORKs state-wide goal to move families towards self-sufficiency.

We had 7 students in the work study program during the 2017-2018 academic year, equivalent to 16% of our total program participants. We had 9 students in the work study program during the 2018-2019 academic year, equivalent to 29% of our total program participants and we project 9 students participating in the 2019-2020 academic year. A goal for our program is to continue to develop work experience opportunities for students and increase work study participation to further improve student transition into the workforce. The increase in student participation in our work study program is a major accomplishment, especially since the overall headcount for our CalWORKs program has decreased.

Progress Towards a Student Success and Retention Database

We are continuing our work on building a student success and retention database. We hope to utilize this database as a way to align our program objectives with the state's Vision for Success and Guided Pathway models. We want to create a "guided pathways" student approach specific to overcoming academic barriers as well as non-academic barriers to increase academic success and degree completion and/or transfer. Progress is being made, but the work is very time consuming so we have not fully completed this project. This topic is also listed in the challenges section of program review due to the effort required to build a custom database from the ground up.

Academic Success Program

The CalWORKs Program is mirroring the Academic Success Program (ASP) used by EOPS/CARE to track the academic progress of its students. We track the grade point average (GPA) of our students, along with college standing. For students on academic or progress probation, and students with a GPA of 2.49 and below, we track their progress more closely. We send their information to the CalWORKs Counselor and they conduct more targeted case management with this group of students—considered part of our "ASP" program. The Counselor emails and calls these students to ensure they have scheduled their counseling appointments. If the student misses their appointment, then the Counselor follows up directly. For their "ASP" appointment, the students are required to meet with the counselor for one-hour and the focus is on developing a strategy and goals for getting back in good standing, or to continue making academic progress. Students remain in the ASP Program until their GPA is a 2.50 or above, and they are back in "good standing" with the college.

Homeless Youth or Those At-Risk of Homelessness Supportive Services

Serving as the campus homeless liaison, the CalWORKs Coordinator has begun to design and implement some supportive services for this population. The design and implementation of supportive services for homeless students or those at-risk of becoming homeless is a significant accomplishment for our program. In addition to the services described in "Section A. Program Description", our program has also implemented the following activities:

Case Management – The liaison has an initial meeting to make sure homeless youth or those at-risk are receiving all the services available to that student population.

CalFresh – The CalWORKs program can also help students apply to receive CalFresh (formerly food stamps) benefits. We have partnered with a CalFresh Outreach Specialist who comes on campus once a month to table at the campus food pantry and help students apply for CalFresh. The CalFresh representative can also make appointments to process paperwork and determine CalFresh eligibility for Las Positas College students on a monthly basis or as needed.

Food Pantry – The CalWORKs program has partnered with Las Positas College Student Government (LPCSG) to support in hosting "The Market" each month, which provides free groceries to students. In partnership with LPCSG, the CalWORKs Coordinator has completed the process to launch an in-house food pantry for our student population to access. This will best serve students participating in the EOPS/CARE and CalWORKs programs, as well as students referred to our office area with food insecurity. The items for the food pantry have been provided by the surplus from "The Market" events. We can now immediately provide food resources to students who come to our office.

Housing & Other –

- Hunger & Homelessness Awareness Week – We partnered with Las Positas College Student Government to host our first Las Positas College Hunger & Homelessness Awareness week, which included a student panel where Las Positas College students shared their stories of overcoming homelessness.
- Housing Resources Handbook - We developed a comprehensive housing resource guide which provides housing tools, resources, and lists of community housing agencies within the Tri-Valley area. This guide was an idea that came from, and was developed by, a former CalWORKs student assistant after discussion about how many of our CalWORKs students were faced with housing instability. The guide has been recognized by various Tri-Valley Community organizations as one of the most comprehensive housing resources they have seen to-date. Some organizations have now standardized use of this guide as their housing manual while working with local homeless residents of the Tri-Valley area.
- Housing & Tenant Rights Workshops - In Spring 2018, we hosted our first housing resource workshop on campus, which included presenters from multiple community housing organizations. After the workshop, students were able to meet with representatives from these community housing organizations, which connected them directly to the current housing resources available. We have hosted one housing resource workshop each semester and added a tenant rights portion to our workshop facilitated by a lawyer from Bay Area Legal Aid. The Housing workshop is still being hosted and facilitated through the CalWORKs program, but we have revised this workshop to fall under the Hunger and Homelessness Awareness Week.
- Housing Resources Identified for Student Referrals - As the requests from students we serve in our office suite for housing and other basic needs have increased, so have the student referrals

to our office from faculty and staff. In response to this campus-wide need to better serve more vulnerable students, we developed a student guide with various campus and community resources for college employees' use when working with students identifying housing, food, or other basic needs.

Mark an X before each area that is addressed in your response.				Definitions of terms: https://bit.ly/2LqPxOW			
X	Community Partnerships/Outreach	X	Facilities, Supplies and Equipment, Software	X	LPC Planning Priorities	X	Services to Students
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	Curriculum Committee Items		Human Resources		Pedagogy	X	Student Equity
X	External Factors	X	Learning Support	X	Professional Development	X	Technology Use

E. Uncompleted Plans: What plans from your 2018 Program Review have not been achieved and why?

CalWORKs Portraits of Success

We did not participate in the CalWORKs Portraits of Success during the 2018-2019 Academic Year. We sent an initial email asking students if they would like to participate and we were unable to gather enough interest. Our primary focus was on increasing academic success so we chose not to pursue this activity. Depending on the progress and student need during 2019-2020 academic year, we may look into this if there is a student who has expressed a desire to participate in what is known this year as CalWORKs Student Voices, previously known as Portraits of Student Success.

CalWORKs Student Success Workshops: Revisions ONLY

These are still being completed, but the process has been revised to free up time for our program staff to focus on other tasks needed to support and increase program efficiency. Instead of monthly in-person workshops hosted by the CalWORKs program, the workshops are now part of an accessible online curriculum through the Canvas student portal. Our CalWORKs students generally have higher levels of responsibilities outside of the classroom and have difficulty creating space to come to the office on a regular basis, which made for lower participation levels during in-person workshops. Use of Canvas supports students who are completing distance education courses and increases access to meet the needs of our program population.

CalWORKs Online Orientation: PROCESS CHANGE ONLY

We have some revisions that need to be completed on the student online orientation. This orientation is for students who enter into our program during mid-term and missed an opportunity to attend our in-person orientation. The online orientation includes program overview, county guidelines, and a workforce development tool. We noticed that the online orientation took longer than anticipated, the student had to physically move from one office to another, and the student had to have access to technology to complete an assessment. This seemed burdensome to the student, it was difficult to utilize career assessment results, and it did not allow for the Coordinator and student to connect during the appointment. Our program is placing a strong emphasis on only two required appointments for our students during the term, the midterm appointment with the counselor and the in-person group orientations. The Coordinator still completes a needs assessment with incoming students, but we have removed the online orientation curriculum. Since our Counselor Assistant has been able to increase student participation in mandatory program

appointments and group orientations, we have integrated key parts of the online orientation into those appointment times. Implementation of career assessments during Counselor appointments and workforce development activities during group orientations have been successful replacements to the online orientation.

Mark an X before each area that is addressed in your response.				Definitions of terms: https://bit.ly/2LqPxOW			
X	Community Partnerships/Outreach	X	Facilities, Supplies and Equipment, Software	X	LPC Planning Priorities	X	Services to Students
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X	External Factors	X	Learning Support	X	Professional Development	X	Technology Use

F. Challenges, Obstacles and Needs: Describe any significant challenges, obstacles or needs for your program. Please highlight any negative impacts for students.

CalWORKs: Student Headcount

We continue to face challenges with increasing our overall unduplicated student headcount and each year our number of eligible students continues to decrease. This has been discussed in previous program reviews and is still an issue being discussed among CalWORKs programs throughout the state. Although we have spent extensive time focusing on outreach and recruitment strategies, we still continue to see numbers go down. There are a number of reasons for this decline, all of which are dependent upon external factors.

- The welfare policy implementation to reduce time on aid from 60 months to 48 months in 2011 has had a significant impact on our program numbers. The shortened time limit meant counties were required to expedite their plans to move students into work activities, thus requiring students to work instead of continue in their education.
- The funding source for each county CalWORKs program is dependent upon meeting the federal work participation rate (WPR). The WPR requires 50% of single head-of-household CalWORKs recipients and 90% of two-parent household CalWORKs recipients to participate in work as their primary welfare-to-work activity. If this is not met, then counties are financially penalized, which is the biggest deterrent to referring CalWORKs students to educational activities. One example of how county CalWORKs regulations have impacted our program numbers were seen during the 2018-2019 academic year. The CalWORKs program Coordinator met with 8 students who informed our office they had to quit school or missed class to attend work activities mandated by the county CalWORKs department in order to continue to receive their cash aid. Being a small program, those 8 students alone, would have increased our annual unduplicated headcount by nearly 20%; but the county had created a barrier to their enrollment in the program.
- Another reason for the decrease in our headcount is the cost of living, for our area in particular. For a family size of 3, the maximum allowable income for a student to become eligible to participate in the CalWORKs program is \$1900 a month. Our location does not allow for housing opportunities at the income level of our student population, thus impacting the number of students who are eligible to participate in our CalWORKs program.
- We attempted to utilize student data on our campus to recruit students based on their annual income. This produced a long list of students who were potentially eligible to receive CalWORKs benefits. We utilized and actively recruited from this list during the 2018-2019 Academic year as well as Fall 2019 term, but this yielded no additional students who were

eligible for or interested in participating in the program. We no longer plan to apply this recruitment strategy and will look at alternative strategies to recruiting new students.

Historical look at student headcount:

2011-2012 109 Students

2012-2013 61 Students (60 months to 48 month time limit changes)

2013-2014 66 students

2014-2015 56 students

2015-2016 64 students

2016-2017 37 students

2017-2018 45 students (county financially penalized: not meeting WPR requirement)

2018-2019 31 students (county financially penalized: not meeting WPR requirement)

The state plans to make radical changes in regards to the Work Participation Requirement as the primary formula for funding. There is a plan to migrate to a new system where the per-participant allocation prioritizes barrier removal without the allocation being impacted for non-working participants. The new system will allow the per-participant allocation to move according to the needs of each case. This system will take about three years to implement state-wide, but we are hopeful it will increase our student referrals from the county, so education can be utilized as a way to remove the significant barriers that most of our students face as they try to move out of poverty.

CalWORKs: Parent Club

Those participating in our Parent Club really enjoyed the comradery it brought to student parents on campus. The issue we noticed was, once again, the availability of our student parents. All our parents are incredibly passionate about supporting other parents on campus, but it is very difficult to gather a group together who have responsibilities to their children after they leave school and/or work. At this point we do not have appointed club officers for the 2019-2020 academic year, but we have some student interest so we hope to reactivate our club during Spring 2020. Our plan for the Parent Club will be to request stronger collaboration with the EOPS/CARE programs to build a higher level of interest and participation.

CalWORKs: Student Recognition Ceremony

This last year was the first time we could not host a CalWORKs recognition ceremony for our students before the December break. In previous years, we received a large donation from Las Positas College Student Government (LPCSG) and we collaborated with Fire Technology department to donate toys to our CalWORKs families. Last year, we were informed we could no longer receive a donation through our student government and Ron Johansen, who oversaw the toy donations our program received each year, retired. We essentially lost the two largest sources of funding that provided our students with enough donations so they could create something a little extra special for their families during the holiday season. This year we are going to test out the "Adopt-A-Family" model to see if there is enough campus support to provide for our families. We are looking forward to this event in hopes that it will be successful and assist our students with providing their children something special over the holiday break. Although this specific plan was not achieved in the same manner as years' past, we still celebrated the students in a collaborative ceremony, as discussed in the program accomplishments section.

Mark an X before each area that is addressed in your response.

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G. Short Term Planning: What are your most important plans (either new or continuing) for next year? Describe plans starting now and continuing through AY 20-21.

Student Success and Retention Database

Our plans to implement use of a student database is still in progress, but the database has to be created in-house so time and professional development are still needed to complete this project. Development of a student database will allow us to take a closer look at student barriers, successes, interventions, etc. and allow us to eventually customize and pinpoint specific strategies to support academic success. The creation of the database has taken longer than anticipated and more training is required to connect some of the final pieces of the puzzle. In our previous program review, hiring an outside consultant was discussed, but this would prevent us from understanding the structure of the database to allow for changes as needed. Therefore, professional development opportunities to increase our knowledge of database structure will bring more promising results to customize a database.

Recruitment Strategies to Increase Student Headcount

We are seeing an increase in students coming from San Joaquin County, but we are faced with some barriers that have had a negative impact on our students. We are currently making progress by working with San Joaquin County to align processes for book reimbursements to current San Joaquin County CalWORKs students which would remove barriers and build stronger collaboration with the county. Currently, students are required to pay for books before San Joaquin county provides reimbursement, which has caused students to drop out because they cannot afford to pay for book costs up front. The process would prevent the student from paying out of pocket and increase referrals from San Joaquin County.

We also plan to develop stronger partnerships with all counties providing services to our CalWORKs students to better advocate and align our processes. This would provide more opportunities to receive student referrals from those counties and remove some obstacles we face working with campus and county processes.

Development of a “Basic Needs” Website & Center

The CalWORKs/EOPS Counselor has taken the lead to write a SCFF proposal for a “Basic Needs” website and center. In recent years, numerous studies have looked at barriers to student success at both the community college and 4-year college level, and those studies have found that a lack of access to basic needs prevents many students from reaching their educational goals. Such *basic needs* include regular access to nutritious food, secure housing, and financial security. Researchers have found that when college students lack these basic needs, they are more likely to experience depression, anxiety, eating disorders, suicidal ideation, and other mental health issues. In a national study, researchers found that over half of students at 70 community colleges were food insecure, and half of the students were described as living in insecure housing arrangements (35% were living in unaffordable or unstable environments, and 14% were homeless).

Given these statistics and knowing that our own CalWORKs, foster youth and homeless student populations experience these same challenges with regular access to basic needs, we will be pushing for a Basic Needs website, and a longer-term goal of a Basic Needs Center.

One immediate goal of the SCFF proposal is to launch a Basic Needs website that will serve as the “hub” for information to basic needs resources available at LPC. We plan to post referral information for our foster youth and homeless students so they are clearly guided to the CalWORKs/EOPS office suite to begin their educational careers at LPC. We hope to consolidate all of the scattered basic needs resources that we offer at LPC on one landing page to make it easier for our most vulnerable students to navigate our system and be successful while they are here.

Mark an X before each area that is addressed in your response.				Definitions of terms: https://bit.ly/2LqPxOW			
X	Community Partnerships/Outreach	X	Facilities, Supplies and Equipment, Software	X	LPC Planning Priorities	X	Services to Students
	Course Offerings	X	Financial/Budgetary	X	LPC Collaborations	X	SLO/SAO Process
	Curriculum Committee Items	X	Human Resources		Pedagogy	X	Student Equity
X	External Factors	X	Learning Support	X	Professional Development	X	Technology Use

H. Long Term Planning (Optional): Please detail any long-term plans for the next 3-5 years. (Only if you have significant plans, such as implementation of a grant project, creation of long-term initiatives including those using restricted funds such as Equity or SSSP, construction and outfitting of a new building).

Basic Needs Website and Center

As discussed in Part G., above, we are putting together a SCFF proposal to push for a Basic Needs website and center. We will be proposing for the build-out of a Basic Needs Center to be located within the new Student Center (documented in the Facilities Master Plan, section 5.11, pg. 110). The Facilities Master Plan discusses the building of a Student Center with a dedicated space for a Food Pantry. We will be proposing space for a Basic Needs Center, which will also host the food pantry. Establishing a Basic Needs Center is in alignment with priorities set forth by the California Community College Chancellor’s Office, the California State University system and the University of California system. Many community colleges, and most CSUs and UCs have already established Basic Needs Centers with staff to support the services offered by these centers.

Mark an X before to each area that is addressed in your response.				Definitions of terms: https://bit.ly/2LqPxOW			
X	Community Partnerships/Outreach	X	Facilities, Supplies and Equipment, Software	X	LPC Planning Priorities	X	Services to Students
	Course Offerings	X	Financial/Budgetary	X	LPC Collaborations		SLO/SAO Process
	Curriculum Committee Items	X	Human Resources		Pedagogy	X	Student Equity
X	External Factors	X	Learning Support	X	Professional Development	X	Technology Use

Section Two: Current Topics (Required for All Programs)

- A. Program-Set Standard (Instructional Programs Only):** The program-set standard is a baseline that alerts programs if their student success rates have dipped suddenly. There may be many valid reasons a program does not meet the Program Set Standard; when a program does not meet this standard, they are simply asked to examine possible reasons and note any actions that should be taken, if appropriate.

Program-set standard data can be found on this page:

<http://www.laspositascollege.edu/research/outcomes.php>

(Data for AY 18-19 will be available by the beginning of Fall 2019).

Did your program meet its program-set standard for successful course completion?

yes no

If your program did not meet your program-set standard, discuss possible reasons and how this may affect program planning or resource requests.

- B. SLOs/SAOs:** Describe an example of how your program used course SLO data (SLOs) or SAO data from last year (2018-19) to impact student learning, access, achievement, or other services to students. (Copy the box below if you would like to discuss multiple examples).

Course (SLOs only):
SLO or SAO: Upon completion of the CalWORKs program, all students will have a high-quality resume to increase employability.
Describe the quantitative or qualitative results: Several students submit resumes during the year, but we did not capture all our students who exited the program. We had 13 students who exited our program for various reasons, but we could only achieve 7 high quality resumes from our exited students.
Discuss any actions taken so far (and results, if known): We had several students submit resumes, but it was hard to follow the SAO language specifically related to obtaining resumes before <u>completion of the CalWORKs program.</u> For various reasons, students entering and exiting our program is highly unpredictable, which can be difficult when we work to develop proper resumes to utilize for those leaving the program and entering the workforce.

Further thought needs to go into developing ways to reach all our students before they exit the program and provide activities that help them build a high-quality resume.

Discuss your action plan for the future:

Some of the ideas we are considering as they relate to the SAO are –

How to breakdown different aspects of the resume and look at strategies to implement various work-related activities that would help students to build a strong resume.

Focus more on work *experience* in order to expose students to what employers are looking for as a way to define what a good resume should look like.

Based on the unpredictability of students exiting the program, it may be in the best interest of the program to take a second look at this SAO and consider revising the language or altering the way we assess this student area outcome. It may be better to reframe the SAO to focus on students' exposure to activities that would increase the likelihood for future employment or provide work opportunities that would help students build a strong resume.

- C. Program SLOs (Degree/Certificate granting programs only):** Describe an example of how your program used program-level SLO data (PSLOs) from last year (2018-19) to impact student learning or achievement. (Copy the box below if you would like to discuss multiple examples).

Degree/Certificate:
Program SLO:
Describe the quantitative or qualitative results:
Discuss any actions taken so far (and results, if known):
Discuss your action plan for the future:

D1. SLO/SAO Progress Review: To see if your program is up to date with the creation of SLO/SAOs, please consult the list available here: <https://bit.ly/2LggoKv>. List any courses or services areas that do not have SLOs or SAOs approved. These SLOs/SAOs need to be submitted to eLumen by November 18 to become active for Spring 2020; please work with your SLO/SAO coordinator.

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D2. This question has been removed.

D3. This question has been removed.

E. This question has been removed.

F. Student-Centered Funding Formula (SCFF): The state funding allocation model has shifted to include socio-economic status and student achievement metrics. LPC will begin to be funded by this model by AY 21-22. The district and college are using this opportunity to develop projects that support these funding considerations and the needs of our students. The projects should help LPC achieve the goals listed below.

Goals for SCFF Projects

- Ensuring eligible students receive financial aid, if desired
- Removing barriers that hinder students from moving toward their goals
- Offering additional information and support about educational pathways
- Offering academic support that increases English/math completion in the first year
- Enhancing career readiness through coursework
- Increasing completion of degrees and certificates
- Increasing transfers and transfer readiness

F1. SCFF Actions Taken: Describe one initiative or action your program or area has taken in support of one of the goals in the list above.

- **What was the action?**
- **What was the result, if known?**
- **If your action or initiative was successful, please explain why and whether it could be used in other areas or scaled for use across the campus.**
- **If your action or initiative was not successful, please indicate why (lack of resources, unforeseen variables, etc.)**
- **If you did not take any actions in support of the goals above, you may write “N/A.”**

Ensuring eligible students receive financial aid, if desired

We make sure all students who come into our office have completed a financial aid application and if they have not completed a financial aid application, one of our program staff will walk the student through the application, if needed. We also go into the Banner database to check their financial aid status and work closely with the Financial Aid department to make sure all required documentation is submitted and the student receives their financial aid package in a timely manner.

Since the CalWORKs program serves students living in poverty, ensuring students successfully apply, receive and maintain financial aid eligibility is what allows them to continue in the program. It is rare to have a CalWORKs student continue their education if they are not receiving financial aid. Program staff make sure to consistently follow up on students' academic progress so they can continue to receive financial support. Students are successfully enrolling in classes knowing they are going to receive financial aid.

Financial support for our student population is key to their academic success. Having the ability to meet with someone on campus who can check their status and advocate or help support them in completing any required documentation helps students and the college

by 1) increasing students' connection to the campus, 2) increasing student retention because they continue to receive financial aid, and 3) increasing the number of students receiving the fee waiver and Pell grant which in turn yields a higher allocation per the new funding method.

Removing barriers that hinder students from moving toward their goals

Many of our students have multiple out-of-classroom barriers. We make sure to meet with each student to complete a needs assessment, then we provide them with resources and tools to help remove any barriers they are facing. We also make sure our students meet with a counselor during the midpoint of each semester to check on their progress in classes and provide them with additional resources and tools if they need the extra support. Vulnerable students facing out-of-classroom barriers are successfully enrolling in classes and accessing our program's resources.

Offering additional information and support about educational pathways/Enhancing career readiness through coursework/Offering academic support that increases English & Math completion in the first year/Increasing completion of degrees and certificates

We provide our CalWORKs students with workforce development activities to help them focus on what is required to successfully obtain employment. This helps the student remain focused on how they can utilize different campus and community entities to develop and strengthen work ethic and employability skills.

Consistent contact with counselors ensures that students have an updated SEP. Ongoing discussions about career pathways ensures transfer success. Counselors verify degree and certificate options, and encourage students who are eligible to apply by the deadline. Counselors offer career counseling, and encourage students to complete the MBTI and SII assessments to help students choose an appropriate career path.

Students who are participating in services offered through the CalWORKs program tend to have better academic outcomes. Providing workforce development opportunities to our CalWORKs students continues to be successful. Many of the CalWORKs students who are participating in the CalWORKs work-study program have either improved academically or have successfully entered the workforce or transferred to a University to continue in their studies.

F2. Future Strategies (optional): Please describe any possible strategies or actions that your program or the college could use to support the goals listed above. What resources would be needed?

Ensuring eligible students receive financial aid, if desired.

Consistent, year round one-on-one assistance with completion of the Financial Aid application. This could be one of the key components of the Student Services division. A way to support expanding this outside of our program area would be to hire "student

ambassadors” to work with students on completing the financial aid application. The student ambassadors should also be financial aid recipients and the ambassador role would be a paid work-study position. They would be trained and supervised by the financial aid department, but their sole purpose is to walk students through the entire financial aid application. Students would be more likely to accurately complete the FAFSA and would have the opportunity to connect to students who, like them, need financial aid to afford college. Additional advantages in providing this type of student service include 1) lowering the number of basic application inquiries the financial aid department receives 2) increasing the number of students receiving financial aid 3) increasing opportunity for financial aid recipients to find employment, as student ambassadors 4) empowering low-income students who are serving as ambassadors 5) increase student engagement on campus to refine college processes and focus on closing equity gaps.

Removing barriers that hinder students from moving towards their goals

Campus-wide trauma informed training should be a requirement for all campus employees. This would provide students in need with instant access to speak to someone who has sensitivity to their needs and can properly refer them to resources. The Student Resource Guide, a publication developed by the CalWORKs program, is another useful tool for all campus employees to have and provide to students who have identified a need.

Homeless youth have higher levels of disproportionate impact. Although we can provide several support services to these students, there are a few major barriers the CalWORKs program cannot remove without extra support or funding.

1. Housing is obviously the biggest barrier for homeless students, but there are very few resources to remove this barrier. Housing waitlists are years out or closed, and shelters are either not widely available or unsafe. Strategies to improve access to student housing options should be researched if homelessness for college students continues to rise and state funding allocated for homeless prevention continues.
2. Transportation is another financial barrier for homeless students. We do not currently have a funding source to provide transportation to this student population. If the campus had funds to provide homeless and foster youth students with transportation vouchers in addition to the free bus pass, it would better support the academic success of these student populations. The transportation vouchers could be in the form of clipper cards, covering transportation costs throughout the Bay Area. The clipper cards would not only support the students attending classes, but it would also give students access to more employment opportunities while completing their degree and further their efforts to move out of poverty.
3. Cost of books is another barrier for our homeless youth. Students receive a set amount of book funds only if they are participating in the EOPS/CARE or CalWORKs programs, but if a homeless youth is not eligible for either of these programs, they receive no additional financial support to cover the cost of books. Funds to support our homeless youth with the purchase of books would greatly benefit them. Financial aid is hugely beneficial to our students, but it is still not enough to meet their basic needs.
4. Food vouchers to the cafeteria could be another way homeless students or those with food insecurity could access a steady food source while attending the college.

**Offering additional information and support about educational pathways/
Enhancing career readiness through coursework**

Expansion and further development of the college’s internship program and the college central network tool would help increase students’ ability to not only successfully obtain their degree, but also help them successfully obtain employment within their field. All students should have exposure to their field while they are completing their degree as a way to develop a stronger skillset, resume, and work portfolio to enter the workforce with. The internship program is helpful, but currently only provides off-campus opportunities to our students.

The CalWORKs program tested the on-campus internship idea with one of our CalWORKs work-study students. The Coordinator met with a campus department and proposed the idea to have a student work in their department for a few hours a week as her professional development. After one semester, the department asked if the student could spend more time working in their department. The Coordinator later met with the department to see how to further the student’s professional development and proposed some ideas to continue supporting the student’s exposure to work experience opportunities. By the time the student graduated, she had secured a part-time position as an hourly employee at LPC that she would hold while completing her Bachelor’s degree at a University.

Campus opportunities for internships could be incredibly useful for our students. Rather than sending students off-campus, we could connect students to faculty or departments who are offering internships on campus. Interested faculty members could post an internship specific to something related to their expertise and students pursuing a career within that scope of work could apply for the internship. For example, Faculty who teach a course in Nutrition could offer an internship where a student has to conduct research, compile relevant information and design curriculum for a class lecture on Type 2 Diabetes.

This provides faculty with a student who essentially serves as a teacher’s assistant, but also provides the student with an opportunity to develop their knowledge and skill set in their field. This opportunity would help students determine if their career goal is what they expected and could help narrow down exactly what they would like to do when they enter the workforce. This would be an experience that would support persistence in their educational pathway as well as add work experience to their resume.

G.

Student Equity and Achievement Program: To ensure equitable outcomes for vulnerable student populations, Las Positas College plans to close equity gaps in the areas listed below. For each area/metric, the listed impacted groups have had proportionately lower rates than other groups.*

Area/Metric	Impacted Groups
Access: Enrollment at LPC	Black or African American (Female), Black or African American (Male), Filipino (Female), White (Female)
Readiness: Completion of both transfer-level Math & English	American Indian or Alaska Native (Female), Black or African American (Female), Black or African American (Male), Hispanic or Latino (Male/All), First Generation (Male/All), Foster Youth (Female), Foster Youth (Male), LGBT (All)
Retention: Retention from Fall to Spring	Black or African American (Female/All), First Generation (Female/All), Foster Youth (Male)

Completion: Completion of an Associate Degree, Certificate	American Indian or Alaska Native (Male/All), Asian (Male), Black or African American (Male/All), Native Hawaiian or other Pacific Islander (Female), Native Hawaiian or other Pacific Islander (Male), Foster Youth (Male), LGBT (Female), LGBT (Male)
Completion: Transfer to a Four-Year Institution	Disabled (Male/All), Black or African American (Female), Hispanic or Latino (Male), Native Hawaiian or other Pacific Islander (Female), Native Hawaiian or other Pacific Islander (Male), First Generation (Female), Foster Youth (Male), LGBT (Female)

*The full list of impacted groups with supporting data can be found here: <https://bit.ly/2XZVGDb>

G1. Equity Actions: Describe any actions your program has taken in the past two years (2017-2019) or actions currently in progress to improve the metrics above for the impacted groups listed (for example, to increase the ability for African American students to enroll in classes at LPC, or to increase the ability of LGBT students to complete Associate's Degrees or Certificates). What has been the effect of these actions, if known?

Access: Enrollment at LPC

Our CalWORKs program meets with any and all prospective students who identify as a CalWORKs participant or possible CalWORKs participant, homeless or at-risk of being homeless, or foster youth. Our experience serving our student population has shown that most students who come to our office identify as one of the areas of disproportionate impact. We guide students through the entire enrollment process, sometimes walking students over to various departments to complete their enrollment steps. We also advertise Fast Pass weeks to community partners who are working with Seniors in the K-12 schools. Our programs (CalWORKs, Homeless, and Foster Youth) primarily serve students who fall under one of the disproportionately impacted categories. Since our programs implement high levels of case management services, we are able to support students more effectively, specifically students who are underrepresented. We look at the big picture when we meet with students and focus on removing barriers outside the classroom as well as inside the classroom, in order to provide a holistic approach to support. We do see the CalWORKs case management program model as being effective for our disproportionately impacted students.

Readiness: Completion of both transfer-level Math & English

Counselors are encouraging all students to utilize the Guided Self Placement and complete their first transfer-level Math & English classes, along with the co-requisite support class if necessary. The counselors are checking-in at each appointment during the semester to inquire about progress and recommending appropriate interventions if determined necessary.

Completion: Transfer to a Four-Year Institution

Counselors are using Degree Works to determine degree and certificate completion. Counselors are reminding students through Canvas announcements to apply for the degree/certificates by the deadline. Counselors are tracking students' progress and planning comprehensive SEPs to ensure students' transfer requirements are clear.

Counselors in our program area (EOPS/CARE/CalWORKs offices) facilitate workshops throughout the year to help our students advance further with their educational and career goals. Workshops that have been offered align with the metrics defined to close equity gaps. Workshops such as; “Goal Planning”, “Time Management”, “TAG”, “CSU/UC Application”, “Personal Insight Questions”, and “Next Steps After Transfer” have been offered. Our counselors continue to revise and develop workshops specific to supporting our student populations and close the equity gaps.

G2. Equity Challenges: Describe any challenges your program has faced in promoting equity and equity-based decision making in the metrics listed above (or any other areas).

The biggest challenge is the lack of time, resources, and staffing to develop the full level of support needed for our specific student populations, all of which have the highest need for support. The Counselor regularly meets with all student populations, which require high levels of follow-up and case management to aid in their success. These are among the most vulnerable populations on campus and with that comes higher needs that have to be met in order to remain successful in school. The time and effort required to support these populations collectively, without additional staffing, funding or other resources has proven very difficult and we cannot be as effective as we should be to support students who need the highest levels of support. Our services need to be intentional and our program area does not have the means to be as intentional as we should. More professional development is also required to remain up-to-date on best practices when supporting vulnerable or disproportionately impacted student populations. It is also difficult when CalWORKs funding guidelines are narrow, very limited and our allocation continues to decrease with the decline in our student headcount.

H. Program Review Suggestions (optional): What questions or suggestions do you have regarding the Program Review forms or process?

**Section Three: Curriculum Review
(Programs with Courses Only)**

The following questions ask you to review your program's curriculum. To see the last outline revision date and revision due date:

1. Log in to CurricUNET
2. Select "Course Outline Report" under "Reports/Interfaces"
3. Select the report as an Excel file or as HTML

Curriculum Updates

A. Title V Updates: Are any of your courses requiring an update to stay within the 5 year cycle? List courses needing updates below.

B. Degree/Certificate Updates: Are any degrees/certificates requiring an update to do changes to courses (title, units) or addition/deactivation of courses? List needed changes below.

C. DE Courses/Degrees/Certificates: Detail your department's plans, if any, for adding DE courses, degrees, and/or certificates. For new DE degrees and/or certificates (those offered completely online), please include a brief rationale as to why the degree/certificate will be offered online.

**Section Four: CTE Updates
(CTE Programs Only)**

A. Labor Market Conditions: Examine your most recent labor market data. Does your program continue to meet a documented labor market demand? Does this program represent a training need that is not duplicated in the college's service area? (Please note: your labor market data should be current within two years. Contact [Vicki Shipman](#) or the current CTE Project Manager for access to data).

B. Advisory Boards: Has your program complied with advisory board recommendations? If not, please explain.

C. Strong Workforce Program Metrics: Utilizing LaunchBoard, review the Strong Workforce Program Metrics. Review the data and then answer the following questions.

(Contact [Vicki Shipman](#) or the current CTE Project Manager for help accessing the data).

C1. Does your program meet or exceed the regional and state medians **for increased enrollments, completions, and/or transfer since your last program review**? If not, what program improvements may be made to increase this metric?

C2. Does your program meet or exceed the regional and state medians **for students gaining employment in their field of study**? If not, what program improvements may be made to increase this metric?

C3. Does your program meet or exceed the regional and state medians **for student employment rates after leaving the college**? If not, what program improvements may be made to increase this metric?

C4. Does your program meet or exceed the regional and state medians **for increased student earnings and median change in earnings**? If not, what program improvements may be made to increase this metric?