PART I: MISSION

DEPARTMENT: California Work Opportunity and Responsibility to Kids (CalWORKs) Program

DEPARTMENT HEAD: Mercy Yañez

Note: The department head assumed supervision of the program on February 1, 2011. The following document reflects goals, objectives and activities since the department head assumed supervision; a prior program review document, unit plan or other SLO/SAO materials were not located/made available. The previous unit vice president is retired.

1. Describe the department/program function and purpose.

California Work Opportunity for Kids (CalWORKs)

Mission
The CalWORKs program support students and their families by providing educational and career opportunities combined with an array of high-quality support services that enable students to complete their educational goals, find meaningful employment, and successfully transition into the workforce. Through collaboration and advocacy with the college and community partners, we prepare a segment of California’s workforce by promoting the economic self-sufficiency of CalWORKs students through the attainment of a higher education.

Primary Functions
The primary function of the program is to serve this underrepresented CalWORKs (cash assistance) population and their families by providing educational and career opportunities combined with an array of support services that enable them to complete their educational goals, find meaningful employment, and successfully transition into the workforce. This is done in collaboration with the Department of Social Services and liaison with community-based organizations. To accomplish this, CalWORKs provides the following direct student support services:

- Service coordination
- Counseling/Case management
- Child care
- Work study
- Job development and placement
2. Previous goals and objectives.

List the department goals, objectives and activities for the last academic year. Discuss the attainment level of activity implementation and its relationship to meeting student or program need by ranking the activity implementation as needs met, needs unmet, or needs partially met. Briefly explain why an activity was unmet or only partially met.

<table>
<thead>
<tr>
<th>Goal # 1: To provide services that meet the educational needs of the specially disadvantaged population served by the CalWORKs program.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective # 1: To ensure that CalWORK’s students are aware of program eligibility requirements, benefits and services offered by the program, requirements for maintaining eligibility for the program, and what factors determine the amount of time a student can participate in the program.</td>
</tr>
<tr>
<td>Person Responsible: All CalWORKs personnel and County personnel.</td>
</tr>
<tr>
<td>Timeline:</td>
</tr>
<tr>
<td>Complete</td>
</tr>
<tr>
<td>Activities for Attainment of Objective:</td>
</tr>
<tr>
<td>All program processes, documentation and services are being reviewed for compliance with the Chancellor’s Office, County and student satisfaction.</td>
</tr>
<tr>
<td>CalWORK’s intake paperwork/application submission</td>
</tr>
<tr>
<td>When students call or come into the office to apply or are referred by the County to the program, they are informed about the unique services the program offer and what the eligibility requirements are. Partially Met Need</td>
</tr>
<tr>
<td>CalWORK’s intake appointment/orientation</td>
</tr>
<tr>
<td>Once students have been determined to be eligible for CalWORKs, they are either processed immediately through an hour long intake walk-in appointment or will be required to attend an hour long orientation during which detailed information about the program is shared. Students are presented with the required paperwork that articulates the specific services the program offers and what minimum standards must be met by the student each semester in order to maintain eligibility for the program and County aid. During intake/orientation, information is also provided for students who might also qualify for the EOPS/CARE program. The latter programs can provide additional support services in the form of counseling and/or direct aid. We are in the process of designing the orientation model with the hope of launching a pilot trial in spring 2012. Partially Met Need</td>
</tr>
<tr>
<td>Case Management/Counseling appointments</td>
</tr>
<tr>
<td>After being processed (all paperwork is transmitted to the County) and the student is on their way to being admitted, the programs’ hourly counselor (this is an area of need) see students on a weekly basis (only 9 hours per week), and during counseling appointments the counselor</td>
</tr>
</tbody>
</table>
continues to build the case file, complete the County Student Educational Plan form, inquire with students to make sure they are aware of their responsibilities and are taking advantage of all of the programs’ services. This population requires such a large volume of paperwork and coordination between the program and college that meeting this need takes up most of the program’s limited staffing time. This in addition to helping them deal with the County bureaucracy that often sanctions or refuses to get auxiliary services to them in a timely manner.  

*Partially Met Need*

**Contact with CalWORKs support staff and unclassified peer support**  
In addition to an adjunct counseling faculty, CalWORKs students interact with support staff and unclassified support on a regular basis and during these interactions students also are reminded about program services and eligibility requirements.  

*Met Need*

**Student communications**  
The program uses a variety of communication methods to share information with students including email, the newly launched CalWORK’s website and social media platform Facebook. Email is a challenge as the program (this is a district wide program need) didn’t have Focus Reports set-up in the system that allowed the information to be pulled. The reports are in development. It is costly to use regular mail service because the population moves around due to unstable housing.  

*Partially Met Need*

**Service Area Learning Outcomes:**  
Students will have the following learning outcomes as a result of participating in activities linked to this objective:

- At the time of admittance, students will demonstrate an understanding of the county, college and program requirements. To measure this, the program will administer a quiz about requirements before and after orientation and observe the percentage increase of students able to answer all questions correctly. The program strives to have over 70% of students answer the post-orientation quiz questions correctly.
- Students will demonstrate an understanding of where pertinent information regarding their program participation can be found. To measure this, the programs’ staff and counselor will ask students about their pattern for checking their email, the programs’ websites, and the CalWORK’s Facebook pages.
- Students will demonstrate an understanding of how and when they are to utilize program services and benefits. To measure this, 1) CalWORK’s staff and counselor ask students to identify upcoming deadlines, service sign-up timeframes, and enrollment periods and inquire to make sure students complete their business within the allotted time, and, 2) the CalWORK’s Director reviews reports that show how and when CalWORK’s students utilize the services offered by the program. The program strives for over 70% of students utilizing registration deadline and returning the Notice of Action within specified timeframe to receive books, child care, transportation assistance and supplies in a timely manner.

**Objective # 2:** To provide services that allow CalWORK’s students to attain retention and persistence rates that match or exceed the retention and persistence rates of the general college population.
Person Responsible: All CalWORK’s personnel; Admissions and Records personnel; District IT personnel; County, Financial Aid and Life Skills Center personnel

Timeline:

<table>
<thead>
<tr>
<th>Complete</th>
<th>Incomplete</th>
<th>On-going</th>
</tr>
</thead>
</table>

Activities for Attainment of Objective:

Counseling services
The CalWORK’s part time counselor provides ongoing counseling services designed to continually focus students on their goals and how they will be able to reach them. Through program counseling, students are able to strategize adjustments necessary to overcome obstacles that may arise as they pursue their goals. Partially Met Need Because of budget reductions, the program is unable to fill a permanent or limited basis counseling position to offer individual counseling appointments to all students at all times or comprehensive evening counseling services.

Peer Mentoring
In addition to case management and counseling, CalWORK’s students have the opportunity to meet with Peer Advisors who are current or former college students. Peer Advisors have recent experience as to how to maneuver through the myriad of challenges that might prevent CalWORK’s students from continuing their education. Peer Advisors offer advice and support to encourage students to continue pursuing their goals. Partially Met Need Budget cuts have meant that the programs’ paraprofessional workers have had to reduce the amount of time they devote to mentoring to perform other tasks that have seen reduced staffing as a result of the cuts.

Educational Workshops and Job Placement Services
The CalWORK’s program, in coordination with other college programs, offer educational workshops to students that are designed to provide information on how to improve study skills, note taking ability, test taking ability, and other means for becoming a better student. The population also needs job readiness workshops and placement services that are hampered by the college’s inability to staff or house a Job Placement Center. Partially Met Need

Work Study Awards
Because CalWORK’s students are low-income, there are significant costs barriers that threaten their ability to maintain enrollment in college. To offset this, the CalWORKs program provides financial assistance to students in the form of on campus work study placement. These placements are designed to help defray the costs of books and other school related materials while offering on the job training. Partially Met Need Because of the reduction to the college budget matching the required 25% is challenging.

Personal Development 17 enrollment/Cooperative Work Education
Personal Development 17 (PD 17) is a course designed to help students improve all of the skills that have been demonstrated to determine a student’s level of success in college. CalWORK’s students are strongly encouraged to take the course. Budget cuts have forced the elimination of cooperative education a strong asset to CalWORK’s students participating in the work study program. Partially Met Need

Service Area Learning Outcomes:
Students will have the following learning outcomes as a result of participating in activities linked to this objective:
CalWORK’s students will maintain retention and persistence rates that are in line with the college’s retention and persistence rates. To measure this, the EOPS Director reviews reports on retention and persistence rates for CalWORK’s students and how these rates compare to the college’s rates. The CalWORK’s Director meets with the programs’ faculty and staff to determine the best methods for achieving this objective.

**Objective #3:** To assist CalWORK’s students with setting clearly defined educational goals and providing the resources to allow them to reach their goals

**Person Responsible:** CalWORKs Counselors; CalWORKs Support Staff; College Career and Transfer Center Staff

**Timeline:**
- Complete
- Incomplete
- On-going

**Activities for Attainment of Objective:**

**Development of the Student Educational Plan**
CalWORKs County Guidelines stipulate that, to help students in the pursuit of their educational goals, a comprehensive Student Educational Plan (SEP) should be agreed upon by the student and the program. Program counselor meet with students during a special hour-long appointment to develop the SEP. Once developed, the SEP serves as the roadmap for which classes a student will need to take in order to reach his/her educational goal. Students are expected to follow the SEP or meet with a CalWORKs counselor to update it if the student’s goal has changed.

**Partially Met Need**

**Counseling appointments**
Once an SEP has been established, CalWORKs counselor checks that students are following the SEP in subsequent counseling appointments. *Partially Met Need* The amount of one-on-one counseling appointments where students can get detailed information and ask questions has been reduced due to limited funding to cover hourly counseling and high salary.

**Career counseling**
CalWORKs counselor also provides limited career counseling in the process of helping students decide their educational goal. If more in-depth counseling is needed, students are referred to the college’s Career Center. *Partially Met Need*

**Transfer assistance**
CalWORKs counselor also provides guidance for students who wish to transfer to a four-year university. They develop the SEP with the student with this goal in mind indicating what additional classes need to be taken depending on the transfer institution. They also refer students to the college’s Transfer Center to find out more information about universities and possible fields of study. *Partially Met Need*

**Service Area Learning Outcomes:**
- By the end of their first year of participation in the programs, at least 70% of CalWORKs students will have met with a counselor to develop an SEP. To measure this, a random sample of CalWORKs students will be taken periodically that seeks to determine if students have a completed SEP in their student file.
- Each semester at least 70% of CalWORKs students will enroll in classes listed on their
SEP. To measure this, 1) CalWORKs counselor or case manager will inquire with students during their first counseling appointment of the semester to see if the students enrolled in classes prescribed on their SEP, and, 2) a random sample of CalWORKs students will be taken periodically that examines the transcript of the students to ensure that it matches the classes listed on the SEP.

**Objective # 4:** To monitor the progress of CalWORKs students and provide additional services for those students who find it difficult to meet minimum program standards.

**Person Responsible:** All CalWORKs; Instructors; District IT personnel; Matriculation personnel

**Timeline:**
- Complete
- Incomplete
- On-going

**Activities for Attainment of Objective:**

- **Counseling appointments/personal counseling**
  During counseling appointments students have the opportunity to share any difficulties they are experiencing with the counselor. CalWORKs counselor makes sure to ask students if they are experiencing any trouble with school or in their personal life. When students indicate that they are experiencing difficulties, counselors offer advice and refer students to resources that might assist them. *Partially Met Need*

- **Early alert system monitoring**
  The college has an early alert system that identifies students who are at risk for not being successful in their classes. The CalWORKs program monitors the reports from this system to identify the programs’ students who are at risk. Students identified this way are asked to meet with a counselor. *Partially Met Need*

  The current early alert system at the college is not comprehensive and it is tedious to generate and review reports of students. The college district is in the process of modernizing its Student Information System (SIS) and, once this is complete, a more comprehensive and useful early alert system is expected to come online.

- **CalWORKs progress reports**
  CalWORKs students are required to submit a progress report that indicates the grades they are receiving in all of their classes as prescribed by the county throughout the semester. The program must also verify days/hours of attendance. If the progress report indicates that a student is not at passing level for a class, the student is referred to a counselor or to tutoring. *Partially Met Need*

- **End-of-term report review and analysis**
  At the end of each semester the Director and staff review reports of the academic performance of students to determine whether or not they have met the minimum academic standards of the programs. Students determined to have not met these standards are placed on program probation, meaning that they must attend a special workshop and agree to additional requirements to remain in the programs. *Partially Met Need*
CalWORKs Probation workshops and contracts

Once a student has been placed on program probation, he or she must complete a special probation workshop at the beginning of the following semester before receiving any program services. This workshop is designed to help the student assess what caused his/her poor academic performance and strategize on how to avoid the same outcome for the following semester. The student is also asked to sign a contract promising to utilize the strategies suggested and all relevant program services to achieve better academic performance in the semester ahead. **Partially Met Need**

**Service Area Outcome:**

Students will have the following outcomes as a result of activities linked to this objective:

- At least 60% of EOPS/CARE students placed on probation will no longer be eligible for probation the following semester. To measure this, the academic records for all probationary students will be reviewed at the end of the probation semester.

**Degree of Goal #1 Accomplishment:**

In the area of objective 1, we need to assess data to determine that student identification of program services, benefits, eligibility requirements, and program limitations is on the increase.

In the area of objective 2, data isn’t available to suggest there are still some challenges for the program or not. Rates of retention for EOPS/CARE students have fluctuated over the last few years and some students participate in all three programs. But, on the whole, the EOPS program does appear to be maintaining retention rates in line with the college’s general population. Despite this, the programs are worried about the turnover rates for all three segments of students as budget reductions limit the amount of students that can be admitted, so a student attempting to re-enter the program may not find a class to enroll in.

For objective 3, this is the area that has seen the most disruption due to the budget reduction that first appeared in 2009. The primary function of CalWORKs is to provide services and resources to a specifically disadvantaged population of students so that they can set and reach educational goals and self-sufficiency. Having to operate with budgets reduced by 40% has meant a reduction in key services in this area. Coupled with the downturn in the national and state economies, the programs’ students have been struggling to maintain consistent enrollment. More CalWORKs students are skipping semesters as the need to work and attend to personal matters interferes with their educational goals. Also, many students are coming to college because they are unemployed, but as soon as opportunities for work appear, they are leaving. The programs are limited in their ability to assist students with their needs in this area. Compounding the problem is the college’s inability to staff an operational Job Placement Center that can provide job readiness and placement services. This is not just a program challenge, but a college one also.

In the case of objective 4, the effort to rehabilitate poorly performing students through workshops and counseling is a fairly recent one. The program is still collecting data and modifying their practices to achieve the desired results. As more time passes, the programs should have data to report that demonstrate the level of progress in this area.

**Goal #2: To develop and maintain campus and community program exposure and partnerships leading to resource development and more opportunities for success for EOPS/CARE students**

**Objective #1:** To increase program awareness among campus-enrolled students and the campus
### Objective # 1: To increase program awareness within the internal campus community

**Person Responsible:** CalWORKs Director; CalWORKs Counselors; CalWORKs Support Staff; CalWORKs Students

**Timeline:**
- Complete
- Incomplete
- On-going

**Activities for Attainment of Objective:**

<table>
<thead>
<tr>
<th>Campus inreach</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engage in campus recruitment via classroom presentations and presence at campus programs and activities. <strong>Partially Met Need</strong> With a 40% budget cut, the number of students the programs are able to serve has decreased, so campus recruitment hasn’t been a priority.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>On-campus committee participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have personnel from the CalWORKs program serve on key campus committees, thus being able to bring attention about CalWORKs concerns to the larger campus community. <strong>Met Need</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>On-campus marketing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students often don’t find out about the CalWORKs program until they’ve already spent a few semesters enrolled at the college. This limits the amount of assistance we can provide to them once they are admitted into the programs. The programs will publish flyers and advertise in the student newspaper so that students can enroll in the programs early and receive the maximum amount of services. <strong>Partially Met Need</strong></td>
</tr>
</tbody>
</table>

**Service Area Outcomes:**

Students will have the following outcomes as a result of activities linked to this objective:

- More students who would otherwise not get the opportunity to participate in the CalWORKs program will be able to apply and become admitted. To measure this, the programs will survey students at the time of admittance to inquire how they found out about the programs.
- Students will be admitted into the programs earlier in their tenure at the college, thus maximizing the benefit they receive from the programs. To measure this, the programs will survey students at the time of admittance to inquire how long they have attended at the college.

---

### Objective # 2: To increase program awareness within the external campus community

**Person Responsible:** CalWORKs Director; CalWORKs Counselors; CalWORKs Support Staff; CalWORKs Students; EOPS/CARE/CalWORKs Advisory Committee Members

**Timeline:**
- Complete
- Incomplete
- On-going

**Activities for Attainment of Objective:**

<table>
<thead>
<tr>
<th>Campus outreach</th>
</tr>
</thead>
<tbody>
<tr>
<td>Partner with the college’s outreach program to increase outreach efforts to local feeder high schools and at community-based events <strong>Partially Met Need</strong> As the programs’ budgets have been cut, the program have not had the ability to participate with the college’s recruitment efforts.</td>
</tr>
</tbody>
</table>

**EOPS/CARE/CalWORKs Advisory Committees**

EOPS/CARE/CalWORKs Advisory Committees function as advisors and advocates for the
programs both on and off campus. They allow constituents from the internal and external campus community to meet and discuss how to improve the programs’ ability to support students. By maintaining a strong presence of community leaders on the committees, the interests of the programs can be carried beyond the campus grounds. *Met Need*

**Service Area Outcomes:**
Students will have the following outcomes as a result of activities linked to this objective:

- More resources will flow to CalWORKs students as a result of efforts to maintain strong ties to the external campus community. To measure this, the programs will track the received contributions from external sources.

**Degree of Goal # 2 Accomplishment:**
Progress towards this goal has been hampered by the budget reduction. As the number of students the programs are able to serve has been reduced, recruitment and awareness spreading of the programs have diminished. The programs do continue to be represented on campus by faculty and staff serving on shared governance committees, so the needs of the programs are made known to the campus community. However, as the college has been in deficit for many years there are limited resources available to offset the shortfall.

The programs continue to have advisory committees with representation from academic institutions and social services programs that serve the external campus community. These representatives provide direction for the programs and help to identify additional sources of funding. Thanks to these efforts the programs have been able to tap into resources to provide funding for special events. The programs will continue to utilize their advisory committees to link to the external community.

2.2 Discuss in detail the barriers to completing the above goals.

The most significant barrier to completing the goals of the programs is a reduction of funding from the state. Since 2009, the CalWORKs program has been operating with 60% of the funding they received in 2008. This has impacted every facet of services provided by the program.

1) It has meant a reduction in the number of students the program has been able to serve. As the allocation model for CalWORKs only funds the program for serving a per student amount annually in addition to a base allocation of $125,000 along with the unduplicated count of students’ served and 5% for growth, but the funding cut to the district and college deficit result in course section cuts and closures that limit the program’s practice of serving a number of students over a set cap has been curtailed. But the need for the program hasn’t diminished accordingly. In spring and fall 2011, the program has had to turn away students because positive attendance classes or cooperative education are not offered. This may have a direct correlation to less funding as the Governor changed the lifetime benefits for public assistance from five years down to three years. With a 12% unemployment rate it will be unlikely that this unskilled workforce without a degree will find employment. Currently the program is closing more cases than are being referred by the Department of Social Services. This again, may prove to cripple the program if funding levels drop further. The second piece the puzzle is the county grant that is coming up for renewal in 2012. It would prove another catastrophic blow the program funding if the grant would not be renewed.
2) It has resulted in a reduction in the number of counseling hours the program can provide. Due to funding restrictions in an effort to avoid duplication of effort transferring funds between budgets proves challenging in meeting the needs of the student population. This has resulted in less availability of appointments. The program only has one classified position an SFP Specialist and one hourly counselor. The program is unable to offer evening services or group counseling to help to alleviate the demand for counseling appointments. The other barrier is the Chancellor’s Office practice to delay program allocations sometime in late fall. This makes it difficult to project, especially in a fiscal year, when they’re making adjustments to the allocation formula. It causes a delay in services that ultimately impacts students.

3) It has caused the amount of work study offered by the program to decrease significantly due to the 25% match requirement. CalWORK’s students are low-income students, and so any reduction in cash benefits can mean a significant disruption for these students. This also delays on the job experience for students that may be drawing down their last months on benefits.

4) It has prevented the program from establishing a book loan library. In addition to work study, the program may loan books to students. This is often a lifeline between success and failure. The county often is unable or delays processing the students’ book request form. In some cases students don’t have the required textbooks weeks into the semester. By law the county is the primary provider of auxiliary services like textbooks and supplies.

5) But the program has not been able to set-up a loan library.

6) It has meant that the program relies heavily on the services provided by Career Guidance Counseling Assistants (C.G.C.A.). This can be costly as once the employee hits 1000 hours, we’re charged fringe benefits.

Another significant barrier has been the means by which we are able to collect and analyze data. Currently, the college uses an antiquated computer system as its primary SIS. This system does not allow for the direct access and retrieval of data. Instead, the program must request that special reports be created that can be run against the data. The criteria for the reports must be defined in advance, meaning the program can’t create ad hoc reports on the fly as the need for different types of data arises.

3. Recent college and state developments.

3.1 List recent college and state developments which significantly impact the unit’s ability to provide services to students.

As mentioned previously, the most significant development was the 40% reduction to the programs’ budget as a result of the state legislature’s efforts to reduce California’s expenditures. As a result of this, the program has had to scale back on services offered to students. Almost all of the programs’ resources as directed to mandated services leaving little for the necessary staffing needs. Students have been affected in a number of ways, but primarily they are unable to receive much needed counseling services, job readiness and placement and some direct aid.

3.2 Describe the positive and negative impacts of these development on the unit.

Although services have declined significantly, anecdotally students appear very satisfied to satisfied with program services. This is an area that we need to assess further.

4. Describe the unit’s active participation in the college’s mission.
The college’s mission statement:

The mission of Los Angeles Harbor College is to offer an environment that fosters learning by providing comprehensive programs that meet the educational needs of students and are appropriate and useful to the community we serve, including:

- Degree and Transfer programs
- Vocational and workforce preparation
- Basic skills instruction
- English as a second language
- Credit and noncredit courses for life-long learning
- Contract education including customized corporate training
- Community services
- Support services
- Information literacy

An essential aspect of the mission for the community we serve is to advance economic growth and global competitiveness through education, training, and services that contribute to continuous workforce improvement and civic responsibility.

We are committed to student learning in a supportive educational environment that recognizes the uniqueness of individuals, provides a center for the cultural enrichment of the community, and seeks dynamic dialogue and reflective evaluation and improvement of the institution through ongoing assessment and evaluation of measurable student learning outcomes.

The CalWORKs’ program support this mission in the following ways:

- By creating services specifically designed to the needs of students
- By providing counseling and tutoring services to help support academic excellence
- By utilizing resources both on and off campus to maximize support to students
- By providing an environment that allows each student to develop a full complement of skills for reaching academic and personal goals

PART II: NEED

1. Describe Current and Needed Staffing

1.1 List the number of full-time (filled & unfilled positions) and part-time faculty, full-time (filled and unfilled positions) and part-time classified staff, unclassified (student workers) and managers in the program/department.

Current Staffing:
1. (1) Associate Dean/Program Director part-time
2. (1) Specially Funded Program Specialist full-time
3. (1) Adjunct Counseling Faculty part-time
4. (3) Unclassified Student Workers/Program Assistant part-time
5. (1) Unclassified Career Guidance and Counseling Assistant (CGCA) part-time
Identify the ratio of students to faculty/staff.
Faculty Ratio: 369: limited hourly/9 hrs./week
Staff Ratio: 369:1

Faculty, staff and student survey results and their significance to the program.

Survey provided to students in our last county audit visit August, 2011. We will survey students this fall on program services, facilities and customer satisfaction.

1.4 Do you have any additional staffing needs? Please explain.
Yes. Due to the continuing budget deficit at the state, the program continues to operate with a 60% allocation. We are further very concerned with the newly implements law changing lifetime cash aid benefit eligibility from five years to three. We’re seeing more case closures than referrals from the county. The county is the main referring agency for the program.

Needed Staffing:
1. (1) Assistant Director/supervisor – similar to the model in Financial Aid Office as the dean assumes supervision of additional areas.
2. (.5) or limited Counseling Faculty
3. (1) Job Developer/Coach
4. (2) Tutor (Math and English)

2. Describe the impact of the program’s service offerings on other departments.
We take a little bit of the burden from general counseling that has been understaffed for over a decade at the college, career and transfer center that recently reverted to a limited counseling position with the promotion of the Transfer Center director. The program director works with the
college foster youth population helping the Financial Aid office. She holds support group sessions with students prior to releasing their Chafee checks promoting financial literacy and budgeting. Program counseling faculty and the program director that also holds a master’s degree in counseling help Counseling and Financial Aid by holding “Success Workshops” aimed at programs students on academic or progress probation. The satisfactory academic probation workshops help students identify barriers and appropriate interventions. An updated educational plan is part of the process focused on student success as we implement the new federal Satisfactory Academic Standard. Program counseling faculty teaches personal development courses yielding FTE earnings for the college. And, we have a presence on a statewide level as the program director is serving her second term as an executive officer on the EOPS state wide association, as vice president. Classified staff also engages in participating in the Los Angeles CalWORK’s Consortium meetings, CalWORK’s Association and shared-governance committees.

3. Course Outline and Syllabi (where applicable)

Review all course outlines and syllabi to ensure currency (no more than 1 year old) and relevance. Updated outlines must be approved by the campus Curriculum Committee.

Course outlines and syllabi have been updated by the Counseling Division for Personal Development 1, 4, 17 and 20 courses.

4. Is the program information for the department consistent, current, accurate and accessible?

Program information for the department is updated regularly for consistency, accuracy and accessibility in the following access, print and communication mediums:

College Catalog – the catalog is revised and reprinted within two-year cycles at which time program information is updated at that time.

College Schedule – the schedule is printed each semester and intersession (when offered) at which time program information and advertising page is reviewed for any changes and updated.

College Program Web Page – the web page is updated each semester and on as needed basis.

PART III: QUALITY

1. Improvement of Student Learning Outcomes and Delivery of Student Services (address all applicable topics):

1.1 Departmental and individual activities toward improving services and contributing to professional community. (List participation in staff development, conference attendance/participation, and academic preparation/training during the past 5 years).
The director provides faculty and staff with the opportunity to attend CalWORK’s state conferences and other State trainings as appropriate. Each faculty/staff member is encouraged to participate in professional development opportunities on and off-campus. Faculty/staff participates in training webinars to continue to be aware of current program policies and procedures. In the prior five years preparation events/activities have been as follow:

**Associate Dean/Director:**
- Weekly Staff meetings
- Monthly District CalWORK’s Director’s meeting
- Quarterly Los Angeles CalWORK’s Consortium meeting
- Student Services Retreat
- CalWORK’s New Director’s Training/Sacramento
- Statewide Southern California Budget Workshop
- Student Success Task Force meeting – Sacramento
- Achieving the Dream Data Team meetings

**Counseling Faculty** – although part-time the counselor is tenured and participates widely in professional development and training
- Counseling division meeting
- Weekly Staff meetings
- MIS/SSARCC Project Training
- Serve on designated shared governance committees
- EOPS Region 7 meeting
- CCCEOPSA Annual Conference Northern and Southern California
- Chancellor’s Office EOPS/CARE New Director’s/Coordinator’s Training/Sacramento
- Chancellor’s Office EOPS/CARE Annual Training Sacramento
- Flex Workshops/activities offered throughout the calendar year

**Classified Staff/SFP Specialist:**
- Weekly Staff meetings
- Spring CalWORK’s Training in San Diego
- Quarterly Los Angeles CalWORK’s Consortium meeting
- Student Services Retreat
- CalWORK’s New Director’s Training/Sacramento

**Unclassified Student Workers/Interns:**
- Weekly Staff meetings
- Program Student Worker Training
- Workshops offered/presented by program faculty and staff

The CalWORKs faculty/staff has served on various hiring committees on campus.

1.1.1. Describe how these activities have enriched and been implemented into the department’s services and have resulted in campus, district or state enrichment.

Ongoing training is mandated by program regulations. Training is offered and provided by the Chancellor’s Office staff and CalWORK’s program state wide association. Program staff is encouraged to attend to learn the information first hand, then the information is brought back to the program and campus. Program review is ongoing and service provision is in constant assessment and review to ensure that mandated requirements are met and any new requirements
The training reflects changes in the master plan, Title 5 and local policy. These changes include the limitation on withdrawals, course repeatability, transfer major with the CSU system (SB 1440), the recommendations coming forward from the Student Success Task Force and much more. Because personnel are current, they can engage/enrich the discussion on campus.

1.2. Students typically served by the department/program.

The program serves economically and educationally disadvantaged students. 100% of CalWORK’s students are low-income at or below the poverty level. A larger majority is single head of household with one or multiple children and most are women. The following is a brief description of program demographic data.

### Ethnicity

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>White non-Hispanic</td>
<td>40</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>180</td>
</tr>
<tr>
<td>Asian</td>
<td>10</td>
</tr>
<tr>
<td>Filipino</td>
<td>120</td>
</tr>
<tr>
<td>African Amer</td>
<td>180</td>
</tr>
<tr>
<td>American Indian</td>
<td>10</td>
</tr>
<tr>
<td>Other</td>
<td>10</td>
</tr>
</tbody>
</table>

### Age

LAHC – September 2011 final update
The program is serving a larger average population in the 25-29 and 40-49 age range than the general population of the college. The college serves a growing population in the 18 – 24 age range. Conversely the program serves a small percentage in the 18-19 age range; this is probably a correlation with the changes in the Cal Learn (pregnant teen) population age eligibility for CalWORK’s services.

**Educational Major**

The program serves a larger percentage of Career Technical Education/vocational pathway students given the welfare-to-work mission of the federal reform public assistance reauthorization of the Temporary Assistance for Needy Families Law enacted in 1996, which was a departure from the former Aid to Family with Dependent Children legislation. This vocational pathway fits with the GAIN requirement giving participants/students one year to complete a program leading to employment like a CAOT certificate; many didn’t achieve their high school diploma or a certificate as a nursing assistant – again leading to employment. On the other hand a participant/student that self initiates demanding that the activity placement be education is allowed a two-year and with Nursing more time to complete the associate’s degree and even transfer. However, many participants/students do not know their options or are not informed by county that
1.2.1. Describe how the unit addresses the multicultural/diverse student body and disabled populations in the curriculum and/or services.

The program works close with the county who is mandated by law as the primary service provider. The program has four staff including the program director that is bilingual/fluent in Spanish. The majority of the program students are Latino. The county must complete the assessment role, including identifying a disability. At the college the program would collaborate with Special Programs and Services, which is the program on campus that provides student accommodation. All services are coordinated through the case management function/role of the program staff/faculty.

1.3. Describe active participation of flexible and alternative delivery systems (i.e., online applications/regulation, distance learning, web-based counseling):

This is an area that is in development within the unit. We launched the SARS Suite scheduling system in fall 2011 to help us track counseling appointments by reason code, assess ebb and flow of daily/weekly student access/service demand, facilitate reporting capability and enable the counselor to enter her notes in the system then print them out to place in the student file folder. Due to the heavy case management and because the process with the county is paper driven, transitioning from a paper student folder to a database/scanning system will require time and communication with the county. The Department of Social Services has not reached the 21st century and emerging technology. We continue to fax, rarely utilize email or other system to communicate. It’s all done by paper.

1.4. Describe any outside classroom learning experiences for students (field trips, field work, community service, etc.):

At this time funding restricts field trip opportunities, but students are encouraged to participate in university tours scheduled through the Transfer Center. We are in the process of developing community internship opportunities, but are hampered by having no staff or location for a college Job Placement Center.

1.5. List the results of the most current student satisfaction survey on your program:
2. Supportive Working Environment

2.1. Describe the involvement/inclusion of part-time faculty in departmental and college activities:

Part time faculty members are invited to participate in all CalWORKs activities. The CalWORKs program personnel actively participate to help the population meet their needs through the participation of division, unit and college activities.

2.2 Describe the involvement/inclusion of departmental classified staff (if any) in departmental and college activities.

Classified staff members are invited to participate in all CalWORKs activities. The CalWORKs program personnel actively participate to help the population meet their needs through the participation of division, unit and college activities.

2.3. Describe intra- and inter-departmental activities and collaborations between faculty and staff:

We are in the process of establishing collaborations with the Business and Child Development Division to increase access, course offerings and lab offerings that include positive attendance. These collaborations will greatly assist the CalWORK’s student population that often has to stop-out mid semester due to personal barriers or a county sanction. These partnerships will help the program maintain the annual MIS student count and funding.

2.4. Describe the methods used to promote respect for diversity and tolerance of differences among faculty, staff and students.

The program team meets regularly in an open and safe supportive environment where opinions are openly expressed and discussed. Program personnel participate in holiday, end-of-year and retreat activities geared to support the family environment fostered by the unit. The faculty and staff aim to promote a high standard of customer service offering empathetic support in the exchange of their similarities and differences.
2.5. Describe the department’s efforts to increase communication and collaboration between student services and instruction.

This is an ongoing goal involving the college community. This summer the former Transfer Center Director assumed the position of dean in Academic Affairs. This opportunity presented a wonderful link between both divisions given background in student services. All personnel in the division attends/serve on committees/meetings in the other division area and conversely. We also partner with faculty, who serve as advisors to our student clubs.

2.6. List the results of the current student survey regarding the department staff’s availability and helpfulness.

Student Services Satisfaction Survey Spring 2011. The survey didn’t measure the CalWORK’s unit. This will have to be corrected in a future survey.

<table>
<thead>
<tr>
<th>What is your primary job classification?</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrator</td>
<td>4.8%</td>
<td>4</td>
</tr>
<tr>
<td>Classified Manager</td>
<td>6.0%</td>
<td>5</td>
</tr>
<tr>
<td>Classified Support</td>
<td>32.1%</td>
<td>27</td>
</tr>
<tr>
<td>Division Chair</td>
<td>6.0%</td>
<td>5</td>
</tr>
<tr>
<td>Full-Time Faculty</td>
<td>31.0%</td>
<td>26</td>
</tr>
<tr>
<td>Hourly Faculty</td>
<td>16.7%</td>
<td>14</td>
</tr>
<tr>
<td>Student Worker</td>
<td>3.6%</td>
<td>3</td>
</tr>
</tbody>
</table>
3. Facilities Renewal

3.1. Adequacy and accessibility of departmental facilities with respect to size, layout and location.

Access for our disabled to population and public is restricted by a bolted bookshelf in the office reception area at the point of entry/exit to the counseling offices. The access issue was reported at the time the building opened and the bookshelf was bolted down against the request of the program administrator by the contractor.

3.2. Current condition of departmental facilities.

The current office accommodations are good for the size of the staff and number of students served. We did lose the program dedicated classroom/conference space that is now shared, which limits services when scheduled program orientation; group sessions or workshops are bumped to accommodate meetings.

3.3. Identify any safety or hazardous conditions in your departmental facilities.

We do not have a posted building evacuation plan map in our office suite.

3.4. Describe recent significant facility changes and their effect on departmental operations, if applicable.

There was a change in the proposed design of the Measure J funded Student Union building. The new design will include a hub for key student services units. The remaining student services units Financial Aid, Admissions & Records and EOPS/CARE and CalWORK’s program will remain in the existing Student Services and Administration building that opened in January 2009.
This redesign of both buildings will allow all three programs that are now housed in separate locations to be collocated together in a larger office suite formerly used by the counseling division.

3.5. Identify proposed modifications to facilities (within the next 5 years) and rationale for those changes.

Same as above. The redesign of the Student Union will trigger an office move for the unit to a larger office space that will allow all three programs to be housed together.

3.6. List the results of the student survey on the condition of the facilities.

We are planning to survey students this fall 2011 - results pending.

4. Technology

4.1. Departmental utilization of technology (i.e., computers, equipment, etc.) in the delivery of instruction, in or outside of the classroom, and/or services in the department.

4.1.1. Types of technology used and where (i.e., labs, classroom, and offices).

**Office** – Microsoft Suite, Internet, District Portal, SARS Suite Scheduling System, Eureka, Internet access, EdeExpress (Financial Aid Database), Paper Vision (Admissions & Records scanning system)

4.1.2. Numbers of faculty, staff, and student users.

- Faculty users: 1
- Staff users: 1
- Student workers: 3
- Student users: 369

4.1.3. Provision of staff training in technology applications.

The district and college provide ongoing training in technology applications. Since the last accreditation visit the college opened a Teaching Learning Center that offers regular web based, in person and open access to training opportunities.

4.1.4. Appropriateness of technology to departmental mission/function.

Emerging technology is vital to the mission and function of the program.

4.1.5. Accessibility of computer workstations, hardware and software for individuals with disabilities.

All computer work stations, hardware and software are accessible for individuals with disabilities.

4.2. Describe proposed technology-based instructional and services delivery in your department/program, both hardware and software.

At this time, the program Director and Data Management Support assistant in the EOPS program are serving on the President’s Social Media Committee. The program Director also has a seat on
the Technology Committee, both groups are working on making the college web page more user friendly/ease of access and readability; use of (proprietary vs. open source) to reduce cost, utilizing social media and the use of other mobile devices widely used by millennials. However, millennials are not the majority of the CalWORK’s population. Knowing that we serve a slightly older population calls for a blending between face-to-face interaction and technology. This with the coming Student Information System, SIS by 2014 should enable the ease of service delivery degree audit, online counseling/chat and other features through the portal. The program is in need of an internal database to help us reduce the use of paper, which is both costly in supply funds with a high volume of paper usage, ink cartridges and copier maintenance.

4.2.1. Identify required employee training to meet these plans.

<table>
<thead>
<tr>
<th>Employee Training to Meet These Plans</th>
</tr>
</thead>
<tbody>
<tr>
<td>As the SIS project comes online training has been programmed into the plan. Also, the Harbor Information Technology Department offers training along with the district offerings in applications used daily; SAP, Portal and DEC.</td>
</tr>
</tbody>
</table>

4.2.2. Describe the campus upgrades required to achieve these plans.

<table>
<thead>
<tr>
<th>Campus Upgrades Required to Achieve These Plans</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Information System implementation Measure J funds $0 program/college cost; Open Source ($0) and Share Point (approx. $15,000).</td>
</tr>
</tbody>
</table>

4.3. List the results of the student survey on the quality and condition of department technology (if students use department technology).

<table>
<thead>
<tr>
<th>Student Survey Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>This question will be part of the 2011 survey. Results pending.</td>
</tr>
</tbody>
</table>

5. Equipment & Supplies

5.1. Current condition of the department’s major equipment inventory.

<table>
<thead>
<tr>
<th>Equipment Inventory</th>
</tr>
</thead>
<tbody>
<tr>
<td>The CalWORK’s program has unfortunately not benefitted from Prop A, AA or Measure J funds. New equipment hardware for the department at the time we moved into the new Student Services and Administration building, however the computer hardware has proven to be less than reliable and durable as prior equipment purchases.</td>
</tr>
<tr>
<td><strong>Computer Lab:</strong></td>
</tr>
<tr>
<td>Desktop Computer hardware/CPU (6) are 3 years old</td>
</tr>
<tr>
<td><strong>Senior Office Assistant:</strong></td>
</tr>
<tr>
<td>Desktop Computer hardware/CPU may require replacement, it fails regularly</td>
</tr>
<tr>
<td><strong>Front Counter:</strong></td>
</tr>
<tr>
<td>2 Computer/CPU have crashed and require replacement</td>
</tr>
<tr>
<td><strong>Dean’s Computer:</strong></td>
</tr>
<tr>
<td>Computer hardware/CPU may require replacement</td>
</tr>
</tbody>
</table>

5.2. Need and rationale for any major new equipment (a cost must be included):

<table>
<thead>
<tr>
<th>New Equipment Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dell computers run at $1,500, including monitor</td>
</tr>
</tbody>
</table>

5.3. Need and rationale for any new supplies (a cost must be included):

<table>
<thead>
<tr>
<th>New Supplies Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supplies:</td>
</tr>
</tbody>
</table>
Paper – box $100
Printer Ink Cartridges – variable price $75 - $200
Pens/pencils – variable $1.00/per pen/pencil

5.4. List the results of the student survey on the department equipment (if students use
department equipment):
Survey pending fall 2011.

5.5. Describe any equipment/supply deficits (financial, A & I, etc.) hindering the functioning
of the department.
The challenge with the funding shortage has been covering the annual service contracts on our
copier lease, scanning software license, and …

6. External Funding Sources

6.1. List and describe any state/federal grants received (i.e., TRIO, VTEA, Block Grant, PFE):
The program doesn’t receive any additional state/federal grants.

6.1.1. Describe the amount awarded and items purchased.
N/A

6.2. List and describe any private-sector grants and donations received (i.e., Advisory Board
members):
The program has received grants and donations in the past to support its’ annual
CARE/CalWORK’s Adopt-a-Child Holiday Recognition Holiday Program. The event is in its’
fourth year (for CARE) gathering toy donations for the children (up to 150 children last year) of
program students. Often, this is the only toy the children receive during the holiday. All
donations are forwarded to the college Foundation to place in the program’s account. Donations
are used to cover toys for children that are not adopted, gift cards to cover the holiday meal,
luncheon food expenses and decorations. The event has become a campus tradition supported by
student government, some clubs, a good number of college personnel and community members.
One of our faculty members has been Santa Clause for all five years.

6.2.1.1. Describe the amount awarded and items purchased.
Donations received have included:
2010-2011 Wilmington Chamber of Commerce - $500
(covered the cost of the meal served by our Culinary Arts Program)
Toys for Tots
Program personnel adopt children
Individual toy/monetary donations from college administration, faculty and staff
Individual toy/monetary donation(s) from family members of program personnel
7. Community Interaction

7.1. List any current or proposed community outreach programs.

We are planning to visit our local Work Source/One-Stop Center and Gain Office to initiate outreach efforts to encourage referral. The challenge remains the staffing shortage in the program and zero staff to support the Job Placement Center that would be able to go offsite. We will also continue working with the now joint EOPS/CARE/CalWORK’s program advisory board that includes employers and community representatives.

7.1.1. Describe these programs.

The program plan is in the developmental stages. At this time community partners will be offering job readiness and legal advocacy workshop to program students.

7.2. List any current or proposed industry and school partnerships.

We currently partner with:

Los Angeles County Department of Social Services – MOU on file delineating the parameters of the grant awarded to the LACCD.
California Credit Union
Western Center on Law & Poverty
Legal Aid Foundation

7.2.1. Describe these partnerships.

The partnerships aim at preparing students to enter the workforce, offering them legal resources and updates of changes related to the county.

PART IV: FEASIBILITY

1.0 4 Year History of Student Count/Annual Budget:

<table>
<thead>
<tr>
<th>2011-2012</th>
<th>CalWORKs</th>
<th>TANF</th>
<th>Child CARE</th>
<th>DPSS-CalWORKs</th>
</tr>
</thead>
<tbody>
<tr>
<td>1000 Academic Salaries</td>
<td>$26,823</td>
<td>$27,113</td>
<td>$4,000</td>
<td>$0</td>
</tr>
<tr>
<td>2000 Classified Salaries</td>
<td>$70,286</td>
<td>$20,136</td>
<td>$24,237</td>
<td>$36,872</td>
</tr>
<tr>
<td>3000 Employee Benefits</td>
<td>$22,391</td>
<td>$4,672</td>
<td>$31,115</td>
<td>$16,000</td>
</tr>
<tr>
<td>4000 Supplies &amp; Materials</td>
<td>$1,417</td>
<td>$2,618</td>
<td>$5,769</td>
<td>$0</td>
</tr>
<tr>
<td>5000 other Operating Expenses and Services</td>
<td>$165</td>
<td>$2,482</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>5000 Contract Services</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>6000 Capital Outlay</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>7000 Other Outgo –</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>EOPS Services</td>
<td>7000 Other Outgo – EOPS Direct Aid</td>
<td>ARRA Funds</td>
<td>Budget Allocation Pending @ 85%</td>
<td></td>
</tr>
<tr>
<td>---------------</td>
<td>-----------------------------------</td>
<td>------------</td>
<td>--------------------------------</td>
<td></td>
</tr>
<tr>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td></td>
</tr>
<tr>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td></td>
</tr>
<tr>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td></td>
</tr>
<tr>
<td>$121,082</td>
<td>$57,021</td>
<td>$90,792</td>
<td>$52,872</td>
<td></td>
</tr>
</tbody>
</table>

1. Rationale and justification for any augmentations, including staffing increases.

There have been no augmentations or staffing increases.

PART V: COMPLIANCE

1. List any current program-specific compliance requirements (if any), with state and/or national agencies, and any other outside agencies.

The current program-specific compliance requirements include an annual:
Program Plan – report is submitted by the annual due date.
Final Expenditures Report – report is submitted by the annual due date.
Annual Narrative Report – report is submitted by the annual due date.
MIS annual count submission deadline – the annual program count boasts 0 student errors.

2. Describe the unit’s method or plans of complying with state and federal mandates and Title V regulations.

The program is audited by the county every six months, by internal district auditors and Chancellor’s Office program review cycle. The program also actively participates in program review and assessment.

PART VI: FIVE-YEAR PLAN

List measurable departmental goals and objectives for the next 5 years (based on the College’s mission statement and strategic plan), and the unit’s plan for completing these goals and objectives. Include proposed timelines, budget, if needed, and persons responsible.

Goal # 1: To continue to lobby and advocate on behalf of the program along with the support of the state wide association and Chancellor’s Office in an effort to secure restoration of categorical funding from the legislature.

<table>
<thead>
<tr>
<th>Objective # 1:</th>
<th>Budget: Funding restoration with growth dollars.</th>
</tr>
</thead>
<tbody>
<tr>
<td>To ensure that EOPS/CARE students are aware of lobbying and advocacy opportunities to</td>
<td>Person Responsible: All</td>
</tr>
</tbody>
</table>

LAHC – September 2011 final update
guarantee program viability.

**Lobbying/advocacy**
Partnering with the Associated Student Organization to leverage students’ $1 representation fee to secure their attendance at FACCC Policy & Advocacy Conference and March on March. Host local legislators on campus for town hall meetings and other public relations opportunities, including protests. And, actively working with the state wide Student Senate (SSCCC) to engage legislators and write resolutions to take forward on behalf of student stakeholders.

**Timeline:** This is an ongoing goal/object in the current economic climate.

---

**Goal #2: To offer and maintain a high standard of core services focused on student success.**

**Objective # 1:** To ensure that CalWORK’s students have access to core program services, counseling, tutoring, mentoring and direct aid to guarantee their goal completion.

**Budget:** Funding restoration with growth dollars.

**Person Responsible:**

**Timeline:** This is an ongoing goal/object in the current economic climate.

---

**Goal #3: To continue working with the California Community College CalWORK’s Association and the associations of other categorically funded programs in similar plite to continue lobbying and advocacy efforts to avoid flexibility and block grant funding that would mean the end of the program across the state.**

**Objective # 1:** To ensure that the CalWORK’s program isn’t consolidated (as recommended by the Student Success Task Force) or control of its’ funding given to the district to move around to support programs’ of local choice.

This would dilute services and not guarantee that funds would be directed to support student success, but rather offset shortages in the general fund.

**Budget:** Funding restoration with growth dollars.

**Person Responsible:**

**Timeline:** This is an ongoing goal/object in the current economic climate as with dwindling funding districts look to other funding sources to fund the revenue loss.

---

**PART VII: STUDENT LEARNING OUTCOMES (SLOS) AND SERVICE AREA OUTCOMES (SAOS) ASSESSMENT AND DATA INTEGRATION REPORT**

This is in development for the CalWORK’s program.