

# Santa Rosa Junior College

## Program Resource Planning Process

### CalWorks 2014

#### 1.1a Mission

The CalWORKs program staff will provide individualized support, encouragement and services that empower students to access opportunities for growth within a supportive educational setting, and realize their educational and career goals.

To achieve this, the staff will:

- Support and acknowledge students' achievement of their short and long term educational goals.
- Equip students to effectively utilize the resources they need as students, as employees, as parents, and as individuals.
- Assist students in identifying meaningful employment goals, support successful employment experiences, and begin the steps of a career ladder leading towards economic independence.
- Maintain working partnerships with college, county and community programs.
- Inform potential students about opportunities to access education as a part of a welfare-to-work plan, or after leaving aid.
- Inspire and encourage students to act on their own behalf.

#### 1.1b Mission Alignment

The CalWORKs Program is fully aligned with the District's Goals and Strategic Objectives Strategic Plan: Goals and Objectives	CalWORKs alignment with Strategic Plan
A. Support Student Success: Support Development of the whole student from early college awareness through successful completion of educational and career goals.	
Expand and sustain access by eliminating barriers, expanding strategic outreach efforts, and delivering services effectively through current technologies	SRJC CalWORKs is a key player in a broad partnership of agencies supporting clients in the welfare to work program. Closely linked to the Sonoma County Human Services Employment and Training Division, Sonoma WORKS, SRJC CalWORKs also works with programs such as Job Link,

Child Welfare, the Department of Rehabilitation, Public Health, Sonoma County Mental Health, Sonoma County Alcohol and Other Drug Services, Teen Parent Connections, Legal Aid, Restorative Resources, child care agencies, the Sonoma County Child Care Planning Council, and a network of community-based organizations that serve the clientele. A small number of students from Marin County CalWORKs are being served through SRJC CalWORKs; referrals are also coming from Solano County, Contra Costa, Mendocino and Lake County in very small numbers.

CalWORKs staff provides limited outreach services to TANF recipients involved in services at community-based organizations, providing information regarding opportunities to include work as a part of their welfare to work activities.

- Providing telephone appointments to distance education students or students who are unable to travel to campus due to transportation, or other issues
- Reaching out to student attending Petaluma classes only to provide Advising and/or Counseling at the Petaluma campus when needed
- Provide Peer Advisors and Interns to assist with additional resources necessary to students to be able to attend class
- Creating an Intake Specialist position to assist the Student advisor in processing new student referrals
- Collaboration with Counseling to improve CalWORKs orientation to meet new matriculation guidelines
- New student orientations and tours of the campus

	<ul style="list-style-type: none"> <li>• CalWORKs Peer Advisors implementing projects such as the Clothing Closet to assist students in job readiness</li> <li>• Employment Services staff assisting students in resume development, interview skills and career knowledge</li> <li>• Providing necessary supplies (back packs, flash drives, bus passes and book vouchers) so that students are prepared for classes</li> <li>• The Student to Student Intern program supports additional resources such as referrals to food banks, housing and child care centers</li> </ul>
<p>Increase retention and academic progress through student engagement with: academic and student services, faculty and staff, and campus and community activities</p>	<p>The outreach, access, case management and retention and success strategies developed and implemented by the SRJC CalWORKs program have increased student participation, work study opportunities and wages as well as student completion and persistence rates. These highly vulnerable students would not likely attend or succeed in college without the efforts of an access and support program with a dedicated partnership with the county.</p> <p>During the 2013-14 academic year, a CalWORKs Counselor is teaching one section of the following:</p> <p>Summer 2013: Counseling 270</p> <p>Fall 2013: Counseling 93 and Counseling 53</p> <p>Spring 2014: Counseling 62 and Counseling 94</p> <ul style="list-style-type: none"> <li>• CalWORKs Academic Counselors meet with students to discuss academic plans that meet the requirements of their Welfare to Work plan according to Program guidelines</li> <li>• Increases retention &amp; academic progress because the vision of the end goal becomes clearer.</li> </ul>

	<ul style="list-style-type: none"> <li>• Employs Advisors, Counselors and Employee services.</li> <li>• Student engagement, Student services</li> </ul>
<p>Increase the number of students who complete their educational plans and goals</p>	<ul style="list-style-type: none"> <li>• Supporting students in rough times by listening to student needs and offering support.</li> <li>• Counselor, Advisor, Intake Specialist.</li> <li>• Early bird counseling.</li> </ul>
<p>Enhance cultural competency to better serve all student populations with a focus on first generation college students and the increasing Latino/a population</p>	<p>SRJC CalWORKs is the point of access for TANF recipients referred to the college. Data from 2012-2013 indicates that 16.24% of CalWORKs students disclose that English is not their primary language (down from last year's 18.55%); however, 4.57% of CalWORKs students enrolled in ESL classes (up from last year's 2.33%). A striking 61.19% of CalWORKs students are enrolled in basic skills courses; this is up slightly from last year's 61.09%. The number of CalWORKs students with a substantial disability fell from the 2011-2012 rates of 16% to 9.14% in 2012-13; while the CalWORKs population seems to have become younger with 50% of students between 20-29 years of age and 44% of CalWORKs students are between the ages of 30 and 50. These student parents face many barriers and require a great deal of contact with the staff to support their retention and success in transitioning into the workforce and as they try to navigate the county and college systems.</p> <ul style="list-style-type: none"> <li>• Taking time to discuss student's backgrounds more in depth and placing them where they will be most understood/ accepted.</li> </ul>

	<ul style="list-style-type: none"> <li>• Increased staff, bilingual support, discussions/ case reviews of cultural needs of students.</li> <li>• Director, Intake specialists, Academic Counselors, Peer Advisors, Employment Services Advisor.</li> </ul>
<p><b>C. Foster Learning and Academic Excellence</b> Foster learning and academic excellence by providing effective programs and services</p>	
<p>Support and promote teaching excellence across all disciplines</p>	<ul style="list-style-type: none"> <li>• Peer Advisors, Academic Counselors, Intake Specialists, Employment Services Advisor, Director, Student Advisors.</li> <li>• Encourage students to email or meet with their instructor or counselor when they're unsure of what to do with their class and progress.</li> <li>• Counselors and Instructors are very knowledgeable on classes and resources and how to direct students.</li> </ul>
<p>Engage students and spark intellectual curiosity in learner-centered environments</p>	<ul style="list-style-type: none"> <li>• Foster Learning and Academic Success. Career Center-professional development, Workshops, Internships, Work-study/Employment Services. Work experience partnership-seminars student employees. Student support services. Using flyers and emails to encourage students to come to workshops.</li> <li>• Developing of 21<sup>st</sup> century skills, interview practice, career prep, time management. These skills can also be applied to student's academics.</li> <li>• Peer Advisors engage students and spark intellectual curiosity in learner-centered environment.</li> <li>• Director, Advisors, Counselors, Intake Specialist, Employment Services Advisor.</li> </ul>
<p>Integrate academic and student support services across the college</p>	<ul style="list-style-type: none"> <li>• Director frequently meets with different departments such as Career Development Center, Work Experience and EOPS.</li> <li>• Classified Staff Representative on</li> </ul>

	<p>Institutional Planning Committee to bridge Academic Affairs and Student Services.</p> <ul style="list-style-type: none"> <li>• Collaborate between CalWORKs and Work experience for Human Services, internships, and general work experience.</li> </ul>
<p>Identify and implement responsive instructional practices that increase the learning and success of our diverse students</p>	<ul style="list-style-type: none"> <li>• Through students, reading, and workshops gathering information on how to support students outside of just American Culture.</li> <li>• Advocate for time for students to study, use tutoring, and cohort groups.</li> <li>• Census, Midterms and Grades reporting to ETC's</li> <li>• Counselors, Intake Specialists, Peers and Director.</li> </ul>
<p><b>C. Serve our Diverse Communities</b>  Serve our diverse communities and strengthen our connections through engagement, collaboration, partnerships, innovation, and leadership</p>	
<p>Identify the educational needs of our changing demographics and develop appropriate and innovative programs and services with a focus on the increasing Latino/a population</p>	<ul style="list-style-type: none"> <li>• Serve our diverse communities.</li> <li>• Working with EOP (Advising Board), which has a predominantly Latino population.</li> <li>• Plan for small group meetings and recognition of ESL students.</li> <li>• Encourage participation of Latino Service Provider.</li> </ul>
<p>Contribute to the richness of our multicultural community by promoting cultural initiatives that complement academics and encourage the advancement and appreciation of the arts</p>	<ul style="list-style-type: none"> <li>• Peer Advisors, Counselors, Intake Specialist, Director, Employment Services Advisor, and Bi-lingual Intake Specialist.</li> <li>• Promote/ announce (multi-cultural) seminars/ activities on campus.</li> </ul>

<p>Meet the lifelong educational and career needs of our communities (e.g. seniors, emerging populations, veterans, re-entry students)</p>	<ul style="list-style-type: none"> <li>• Collaborate with other student services to serve CalWORKs students who are seniors, 1<sup>st</sup> generations, Veterans, or re-entry students.</li> <li>• Meet lifelong educational and career needs of our community.</li> <li>• Director being in constant communications with services such as Financial Aid and Disability Resources Department.</li> <li>• Employment Services, Counselors, Advisors and Intake Specialist</li> </ul>
<p>Provide relevant career and technical education that meets the needs of the region and sustains economic vitality</p>	<ul style="list-style-type: none"> <li>• CalWORKs program works with needs of employers to place applicants who meet their expectations, provide supervision support, and financial support.</li> <li>• Employee Services, Work study on and off campus, placement, Career Workshops, and Financial Aid</li> <li>• Director, Budget Specialist, Employment Services Advisor, Intake Specialist, Peers, Advisors, and Career Center.</li> </ul>
<p><b>D. Improve Facilities and Technology</b> Provide, enhance, integrate, and continuously improve facilities and technology to support learning and innovation</p>	
<p>Incorporate best practices and innovations for facilities and technologies in order to enhance learning and working environments</p>	<ul style="list-style-type: none"> <li>• Constant checking of paper, ink, toner, staples, calendar, and all student supplies in lobby.</li> <li>• Timekeeper, Library-supervised study.</li> <li>• Best practices for learning: Plasma Screen with messages, mass emails inviting everyone to events, small workshops, and discussions for CalWORKs.</li> <li>• Director, and Budget Specialist.</li> </ul>
<p>Improve and sustain infrastructure, facilities, and technology to proactively support our diverse learning community</p>	<ul style="list-style-type: none"> <li>• Kiosk computers with front desk support in setting up emails, applying, registering, and navigating.</li> <li>• Director, Budget Specialist, Employment Services Advisor, and Student Advisors</li> </ul>
<p>Increase District-wide coordination</p>	<ul style="list-style-type: none"> <li>• Member of staff serving on Strategic Planning Committee to discuss</li> </ul>

<p>and collaboration to improve facilities and technology access, efficiency, and effectiveness</p>	<p>improvements.</p> <ul style="list-style-type: none"> <li>• Director, Budget Specialist, Peer Advisors, Employment Services Advisor and Student Advisors.</li> </ul>
<p>Provide effective facilities and technology technical training for all employees to ensure operational effectiveness</p>	<ul style="list-style-type: none"> <li>• Effective training for employees; College wide lectures- First Oaks.</li> <li>• Orientation to Student Workers &amp; new staff includes SARS, SIS, and equipment.</li> <li>• Improve Facilities and Technology: Purchasing Laptops, Student computer areas, Flash drives, Programs linked to other departments- SIS, Financial Aide, and Counseling 3.</li> <li>• Director, Budget Specialist, Employment Services Advisor, Counselors, Intake Specialists and Peer Advisors.</li> </ul>
<p><b>E. Establish a Strong Culture of Sustainability</b> Establish a culture of sustainability that promotes environmental stewardship, economic vitality, and social equity</p>	
<p>Expand, support, and monitor district-wide sustainability practices and initiatives</p>	<ul style="list-style-type: none"> <li>• Establish a strong Culture of sustainability</li> <li>• Recycle paper to take notes on.</li> <li>• Students Clothes Closet</li> <li>• Scholarships</li> <li>• Director, Intake Specialist, Advisors, Peer Advisors, and Counselors.</li> </ul>
<p>Infuse sustainability across the curriculum and promote awareness throughout District operations</p>	<ul style="list-style-type: none"> <li>• Directors, Counselors, Advisors, Employment Services Advisor, Intake Specialist and Administrative Assistant.</li> </ul>
<p>Promote social and economic equity in the communities we serve</p>	<ul style="list-style-type: none"> <li>• Represent CalWORKs at community meetings &amp; committees, advocating for student equity for low income, single parents, homeless, refugees, ESL and LGBT.</li> <li>• Promote social and economic equity (book vouchers)</li> <li>• Employment Services.</li> <li>• Meetings outside of the college.</li> <li>• Provide monies that make it possible to go out into the community and do outreach.</li> <li>• Director, Counselor, Intern Specialist,</li> </ul>



	Advisors, Budget Specialist and Employment Services Advisors.
Ensure economic sustainability by leveraging resources, partnering with our communities, and contributing to the economic growth of the region	<ul style="list-style-type: none"> <li>• Contributing to economic growth- students receiving certificates, A.A's and transfers.</li> <li>• Counselors- Academic Plans</li> <li>• Student Advisors- Vouchers</li> <li>• Peer Advisors- Encouragement</li> <li>• Partner with community organizations by having staff representative on SC Planning Council.</li> <li>• Upstream Investments, Latino Services Program, and other community committees (Homeless).</li> <li>• Contribute to economic growth of community by placing volunteers, Interns, and Paid students in career-oriented jobs and funding them 25-100%.</li> <li>• Leverage CalWORKs funding with other departments and offer campus employers to provide job placement opportunities for students.</li> </ul>
<b>F. Cultivate a Healthy Organization</b> Cultivate an inclusive and diverse organizational culture that promotes employee engagement, growth, and collegiality	
Foster an environment focused on collegiality and mutual respect in regards to cultural and individual perspectives	<ul style="list-style-type: none"> <li>• Foster environment focused on collegiality. Help each person respectfully and effectively</li> <li>• Provide training, modeling, and mentoring of all staff on the culture of respect, teamwork, and quality service and support to each other and students.</li> <li>• Cultivate a Healthy Organization. Peer staff meetings.</li> <li>• Director, Counselors, Advisors, Intern Specialist, Peer Advisors and Employment Services Advisor.</li> </ul>
Recruit and hire outstanding faculty and staff and implement an exemplary Professional Development Program for all employees	<ul style="list-style-type: none"> <li>• Employ CalWORKs Students on and off campus.</li> <li>• Director, Interview Committee.</li> </ul>
Establish robust programs to improve	<ul style="list-style-type: none"> <li>• Provide student and staff workshops on nutrition, housing, and financial</li> </ul>

<p>the health and wellness of students and employees</p>	<p>health.</p> <ul style="list-style-type: none"> <li>• Encourage the use of on-campus and community resources to students and staff.</li> <li>• Foodies Project Workshop.</li> <li>• Potlucks</li> <li>• Director, Advisors, Counselors, Budget Specialist, Employment Services Advisor, and Peer Advisors.</li> </ul>
<p>Increase safety planning, awareness and overall emergency preparedness</p>	<ul style="list-style-type: none"> <li>• Designated safety leader, training in emergency safety plan and in-service on how to maintain security in the office.</li> <li>• Use of the key work “Sally”</li> <li>• Phrase “Sally canceled her appointment today”, making staff aware of possible situation.</li> <li>• Director, Counselors, Advisors, and Budget Specialist.</li> </ul>
<p><b>G. Develop Financial Resources</b> Pursue resource development and diversification while maintaining responsible fiscal practices and financial stability.</p>	
<p>Increase the amount of discretionary, unrestricted general fund local revenue.</p>	<ul style="list-style-type: none"> <li>• Sonoma Works fund- establish relationship with fund that allows for continued and increased funding each year.</li> <li>• Director, Budget Specialist, Advisors.</li> </ul>
<p>Increase and maintain the District reserves above the state requirements.</p>	<ul style="list-style-type: none"> <li>• Director, Advisors, Budget Specialist, and Employment Services Advisor.</li> </ul>
<p>Pursue alternative funding sources including grants, partnerships, and scholarships to support our diverse communities and students.</p>	<ul style="list-style-type: none"> <li>• Solicit donations from local merchants.</li> <li>• Applications for scholarships, grants, help with FASFA’s, Bog Fee Waiver, handouts to students, personal technical assistance in filling them out, and celebrating when awarded.</li> <li>• Develop Financial Resources.</li> <li>• Student clothes closet.</li> <li>• WIP for funding.</li> <li>• Directors trips to Sacramento to communicate and participate in CCC and CWA</li> </ul>

	<ul style="list-style-type: none"> <li>• Director, Budget Specialist, Employment Services, and Advisors.</li> </ul>
Manage enrollment and course offerings to maximize apportionment funding.	<ul style="list-style-type: none"> <li>• Manage enrollment.</li> <li>• Peer Advisors- Out Reach,</li> <li>• Student Advisor-call lists</li> <li>• Counselors</li> </ul>
<p><b>H. Improve Institutional Effectiveness</b> Continuously improve institutional effectiveness in support of our students, staff, and communities.</p>	
Fully implement continuous quality improvement strategies to achieve greater transparency, effectiveness, efficiency, and participation.	<ul style="list-style-type: none"> <li>• Case files on all students to track services, progress and needs, with CalWORKs SIS database to make information accessible.</li> <li>• Track no shows for employment services and report to ETC to keep current on student's status.</li> <li>• Facilitate between ETC and students, or student and community resources to reduce barriers.</li> <li>• Provide reminder calls for student appointments.</li> <li>• Advisor Manual itemizes job tasks and processes for consistency and training purposes.</li> <li>• Teach and practice strength-based approach at all staff and faculty levels.</li> <li>• Work with county liaison to improve communication, efficiency, and service to clients with high needs.</li> <li>• Cards to students to congratulate on achievements and good news, or sympathy.</li> <li>• Annual retreat to review practices, provide training, set goals, check in's, and improve teamwork.</li> <li>• Focus groups and student surveys.</li> <li>• Attend ETC meetings to receive feedback on systems and problem solve gaps or desired improvements.</li> <li>• Have occasional staff morale days which then uplifts students- hat day, dress-up, or holiday craft day.</li> </ul>
Enhance internal and external communication systems to ensure	<ul style="list-style-type: none"> <li>• Focus groups formed with current/former CalWORKs students</li> </ul>

<p>effectiveness.</p>	<ul style="list-style-type: none"> <li>• Student panel presentations at CalWORKs Association Trainings</li> <li>• - sharing with other community colleges.</li> <li>• Improve institutional effectiveness</li> <li>• Community partnership with Sonoma County outside community organizations.</li> <li>• CalWORKs Association Regional Meetings.</li> <li>• Director encourages release time for staff and student workers to access training, conferences, and workshops.</li> <li>• Started Advisor meetings once a week for 30 minutes to enhance communication about clients and events.</li> <li>• Frequent contact with ETC's at county to track progress of students and collaborate on goals.</li> <li>• Outreach to employers in community to create job placement partnerships.</li> <li>• Site visits to employees to screen work sites for appropriateness.</li> <li>• Host statewide regional meetings to exchange ideas, attend statewide conferences.</li> <li>• Electronic files/ forms to county rather than paper.</li> <li>• Workroom calendar of all vacations, events, academic calendars, meetings, and semester planning tasks.</li> <li>• Moved away from phone and forward email because students responded better and said they were computer oriented.</li> <li>• Case notes in files.</li> <li>• Sponsor special presentations- "Girls on the Wall".</li> <li>• Director, Budget Specialist, Intake Specialist, Employment Services Advisor, Peer Advisors, Counselors, and Administrative Assistant.</li> </ul>

1.1c Description

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SRJC CalWORKs served 394 student parents on TANF (cash aid) during the 2012-2013 year. We currently have an agreement with Sonoma WORKS to also participate in outreach activities to potential CalWORKs participants, as well as serving refugees who are not yet eligible for cash aid but need social service support. In addition, approximately 20-30 students per year are served by CalWORKs but do not meet the criteria to be included in MIS numbers used to determine our allocation for the following year. Students on TANF are often first generation college students who live in poverty, parent their children alone, and are often under-prepared for college. Many are recovering from substance abuse and may also have mental health issues. SRJC CalWORKs students may also be homeless, recent refugees, or older students attempting to re-enter the work force for additional training in a second career. Additionally, the program is serving a newer population of the long-term unemployed, including many two-parent families who never thought that they would find themselves without work and in need of government support to sustain their families.

### **CalWORKs and TANF**

The California Community College CalWORKs and TANF funds are used for specific coordinated student services as detailed in the budget act. These comprehensive support services are designed to assist welfare recipient student parents obtain the educational level they need to transition off of welfare and ultimately achieve long-term self-sufficiency for their families. These funds enable the community colleges to be a full partner in the statewide welfare reform system by requiring the colleges to provide the following direct student support services: service coordination; curriculum development and redesign; work-study; subsidized child care; and job development and job placement.

Federal TANF regulations place a significant burden on counties to raise their “work participation rates” by “fully engaging” welfare recipients in a combination of work and/or training activities. This means that most single TANF parents at SRJC must participate in a minimum of 32 hours per week of work and/or training activities; most must complete a “core” of 20 hours of work per week in addition to their education. By providing a package of 25 hours of subsidized work-study along with a related educational program, the CalWORKs program helps students meet these challenging requirements. Counties and states that do not meet required work participation rates face severe fiscal penalties.

SRJC CalWORKs had experienced significant growth until the last two years, when changes in eligibility regulations and time limits impacted the amount of TANF recipients referred for vocational training. Despite the decrease in referrals, the families referred continue to have challenging and complex needs that can only be addressed by integrated case management and coordination with county workers and various community agencies. The increase in homelessness and poverty among those students impacted by the economic downturn has increased staff time in providing case management services and referrals. In addition, ever changing regulations have increased requirements for documentation and data collection. Finally, CalWORKs serves many students who are referred but do not enroll in classes or drop classes unexpectedly due to family crises. These students may see a CalWORKs counselor for an academic plan, apply to the college, attend a CalWORKs advising orientation, and even be provided case management services, but if they do not attend class beyond first census in the current semester, they will not be counted in the MIS data reporting that determines allocations.

### CalWORKs Growth

	08/09	09/10	10/11	11/12	12/13
Number of Students	508	644	624	537	394

### Coordination

Coordination at SRJC CalWORKs consists of several components. CalWORKs and TANF funds, along with match dollars from the District and a contract with the county's Sonoma WORKS Program, fund the activities that make up "Coordination".

The SRJC CalWORKs Program coordinates with the county Human Services Department, Employment and Training Division to meet the needs of students. The Sonoma WORKS Program facilitates the initial and on-going eligibility determination, proper implementation of students' Welfare-to-Work Plans, joint planning and training opportunities, and coordination of funds.

The SRJC CalWORKs Counselor serves as a regular member of the Counseling Department faculty with an assignment to the CalWORKs Program. CalWORKs counselors assist in the development and delivery of counseling services to students interested in transfer and vocational/occupational programs and academic skill development. They also provide academic, vocational and career counseling to Temporary Assistance for Needy Families (TANF) recipients. CalWORKs counselors work closely with and serve as liaisons to county offices and community based organizations in support of students in the welfare to work program. This includes direct services to students and staff at the county welfare department twice per month. CalWORKs counselors also carefully monitor student caseloads to ensure compliance with TANF guidelines and that students are obtaining the educational level necessary to transition off of welfare and ultimately achieve self-sufficiency. These counselors teach counseling classes, lead workshops and seminars, assist in developing and implementing retention programs, and monitor student progress. CalWORKs counselors are advocates for CalWORKs students who have specific barriers to academic success and must learn to navigate through a variety of complicated systems.

The SRJC CalWORKs Student Advisor performs a broad range of duties with the purpose of providing a comprehensive system of service delivery to students. CalWORKs advisors draw upon the resources of the department, the college, governmental bodies, and community agencies, while being responsive to changing program needs and regulations. Advisors may provide guidance and crisis intervention to assist students in meeting their academic and career goals; assist students with the registration process, financial aid and all other SRJC forms and procedures; and establish and document student's eligibility for programs based upon knowledge of changing governmental, college, and departmental regulations. Advisors provide orientations to campus life and services, authorize vouchers for books and supplies, and provide case management services for students identified as having language, cultural, disability, mental health or other barriers to engaging in campus life and classes. Student advisors are a vital part of collaboration with the County Health and Human Services Departments, and serve on multi-disciplinary and case review teams to improve coordinated service delivery to SRJC students.

The SRJC CalWORKs Employment Services staff coordinates a wide range of district activities designed to provide a comprehensive system of employment services to assist TANF students to enter the workforce, improve career options and achieve family self-sufficiency. Employment Services staff may help students to research occupations and industries in demand in the local labor market, monitor employment opportunities, establish relationships with area-wide business and industry, and work with employers to identify career ladder information. They may also assess student needs and discuss possible job goals and work history and evaluate a student's job readiness. This position is also responsible for identifying potential barriers to employment and work in cooperation with college, community and county staff when TANF

students have significant employment barriers. The Employment Services staff refers qualified CalWORKs applicants to employers for placement consideration and develops career positions for CalWORKs Program completing students.

A case management approach is utilized by all staff members to ensure that students are supported and issues are addressed as needed. The SRJC CalWORKs Counselors, Student Advisors and Employment Services staff currently uses a Student Information System (SIS); utilized by other college programs, to track information about students, document eligibility, itemize expense authorizations, log case notes, and more. In addition, a case file is maintained for each student in the program. Staff consults regularly with one another to help ensure that the students' needs are met. Student Case Review meetings are scheduled as needed to allow staff members to discuss students who are facing difficulties in their coursework and/or their lives. A county Employment and Training supervisor is assigned as the liaison to the SRJC CalWORKs Program and attends these meetings on an as-needed basis. The Employment and Training Counselor assigned to the student is also contacted to discuss concerns. Information regarding students is recorded as confidential case notes in the database.

Data collection is integrated into the staff's daily contact with students. Information entered in to SIS includes eligibility documentation; intake information; SRJC CalWORKs Work Study employment services, jobs and wages; information on learning disabilities; enrollment information by semester; expense authorizations; short and long term educational goals; Welfare-to-Work Plan information; and information needed to track the Chancellor's Office SRJC CalWORKs Program required MIS data elements.

During the 2011-2012 year, CalWORKs and IT staff worked together to design a CalWORKs module in SIS. The new module was tested with real data during June 2012 with great success and the Access database was discontinued and replaced by a fully functioning CalWORKs SIS on July 1.

Coordination between college programs remains a priority for CalWORKs. Beginning in 2009-10, CalWORKs Study was designated as a part of the financial aid package for students. CalWORKs Study awards are reported to the Financial Aid Director each semester and tracked to avoid the possibility of over-awarding. CalWORKs Study Employment Advisors collaborate with the Career Center, Work Experience and Student Employment to place and supervise CalWORKs Study students who find on-campus jobs. In addition, CalWORKs staff members supervise unpaid interns in the CalWORKs office who are required to complete internships for their Human Services or Business major.

Further collaboration includes working with a liaison from Disability Resources who is assigned each year to coordinate intake and service delivery to the CalWORKs students identified with learning or other disabilities. CalWORKs also provides eligibility documentation to the EOPS/CARE program serving TANF students. Additional coordination with the Bookstore,



Accounting, Admission and Records, Student Affairs, Financial Aid, etc. is done on a regular basis to facilitate service delivery to the students.

### **Job Development and Job Placement**

The Employment Services Advisor (ESA) provides job development and placement services for students in the CalWORKs Work Study Program as well as those seeking unsubsidized work while in school or at training completion. Students work with the ESA to develop resumes, learn interview techniques and prepare for active job search. The ESA first provides a group orientation to the SRJC CalWORKs Work Study Program, then works individually and in groups with the students to identify ideal job sites. The ESA then assists students in applying for positions and continues to support them throughout employment. When the program grew significantly in 2008-09, a part time STNC staff member was hired in April 2009 to complete complex paperwork, and manage data and tracking tasks required for program operation. A full-time ESA position was requested and approved for spring 2012 to replace this STNC position. As the student numbers for the work study area of this program have not decreased, nor the workload, and job placement efforts are increasingly difficult due to the poor economy, two full-time ESA positions are necessary to address the increased workload. We have also found it necessary to hire an STNC to keep up with the paperwork required to place and track students in work study positions.

The ESA provides a range of services that are tailored to the individual student's needs. Services include: assessing each student's employment readiness skills; providing information on the range of training-related jobs available within the community; providing career ladder information; resume development, writing cover letters, resources for job search (web-based, newspaper, job postings, etc.); completing cold calls to targeted employers; accessing career assessment software; assisting students in utilizing the resources of the Career Center and the college's Student Employment Office; interview preparation and assisting ex-offenders in overcoming barriers to employment.

The ESA also contacts potential employers and explains the work-study program to them. Employers are provided with a detailed SRJC CalWORKs Work Study Employer brochure that outlines that program's objectives, guidelines and wage subsidy information. Off-campus employers sign an annual contractual Agreement with the college's Purchasing Department that outlines the responsibilities of each party; an Addendum is completed each semester for each student hired by the employer. Students can be hired as student workers on campus as well. On-campus departments sign an Agreement each semester for the students who are working in their area. The ESA completes a Verification Form when a student becomes

employed, changes their hours or wage, or leaves a job. These forms are sent to the student's county (welfare) Employment and Training Counselor as documentation of work participation hours and to the designated liaison in the county's eligibility services, so that the wages are appropriately documented as exempt for TANF income purposes.

The Employment Services staff also utilizes group activities to support the job search process and connect students with peers who share similar goals and experiences. Additional group orientations and job clubs are scheduled during peak busy periods; these groups also create cohort/peer support opportunities that support retention.

## **Work Study**

SRJC CalWORKs Work Study supports students in meeting their required work participation rates, especially when 20 hours of core activity are required. The Student Advisor reviews the Welfare-to-Work Plans to determine if work is needed to meet the required hours, and then refer eligible students to the Employment Services Advisor (ESA) services. The ESA works with the student to find employment and maintains on-going contact with the county Employment and Training Counselor to share the student's progress in job search. Written verification is sent to the county at intake and at job placement and when any changes occur. This is also documented in SIS and in the case file.

Students benefit from participating in the SRJC CalWORKs Work Study Program by developing job search skills, obtaining work skills by utilizing a career ladder model, increasing their hours to meet work participation requirements and by earning additional money that does not count as income against the TANF grant. SRJC CalWORKs Work Study provides students with opportunities for CalWORKs Work Study in both on- and off-campus jobs. The job categories and current payment rates\* for the positions funded with the Chancellor's Office CalWORKs program funds are as follows:

1. An on-campus Student Employee can work up to 25 hours per week. SRJC CalWORKs Work Study pays 50% of the wages. Students are paid from special college timesheets designated for CalWORKs funding.
2. An off-campus Employee can work up to 25 hours per week. SRJC CalWORKs Work Study will reimburse the employer for 25% of the wages. Off-campus students are paid by the employer who then submits a monthly claim for the 25% reimbursement. Annual contractual Agreements with off-campus employers are processed by the college's Purchasing Department and assigned a vendor number for payment purposes.

3. During the 12/13 FY the CalWORKs program also received \$4,000 from the Women in Philanthropy (WIP) group through the SRJC Foundation to support difficult to place students in employment opportunities. These funds are in place of the employer portion of the student salary and are used to subsidize the 25-50% of the students' salary as the CalWORKs program is not able to fund a student work study position 100%. (We have received \$6,000 for the 13/14 FY.)

\*Note that as per Chancellor's Office guidelines, the percent of wages paid may vary up to 75%, depending on the availability of funds.

Wages are set by the District for on-campus employment and by the employer for off-campus employment. The wages paid are the same as those paid for any individual working in a non-subsidized position. SRJC CalWORKs will only cover a portion of the wages of a CalWORKs Work Study student; benefits and other costs are the responsibility of the employer. Timesheets and claims are submitted to the CalWORKs Budget Specialist for review and signed by the Director on a monthly basis. The college's Student Employment Specialist verifies eligibility for the Federal Work Study match on each timesheet.

Community Colleges have been experiencing severe budget cuts since 2009-10. CalWORKs programs have been targeted over the last few years for radical cuts and regulatory changes in attempts to address the California budget crisis, yet the most devastating cuts have been turned back by advocacy efforts each year. Although the SRJC CalWORKs allocation has been reduced over the years, the program has been able to compensate with decreases in student and office supplies, and reassigning child care dollars to be used for work study and other fiscal needs.

During the 2010-2011 year, the Work Study program implemented a waiting list for Work Study subsidies due to increased job placement success, particularly in on-campus jobs. The waiting list ranged from 3 to 7 students waiting at any given time, with a wait-time of 2 weeks to a few months. This process has been very helpful in determining the number of employers needed for student positions as well as providing information to county workers to advise of the students participation hours. In the 2011-2012 year, the CalWORKs program was fortunate to receive \$4,000 in additional funding from the "Women in Philanthropy" group through the SRJC Foundation. These funds have been used for students who have been difficult to place due to lack of experience or language barriers. The CalWORKs program will use these funds at a split of 75% CalWORKs funding and 25% WIP funding to increase the number of students who will be eligible for use of these funds.

Those who are enrolled in the Work Study program are required to meet eligibility and enrollment requirements to participate. The Student Advisors determine eligibility by reviewing the Welfare-to-Work Plan, the student's enrollment and semester eligibility. A Referral to the SRJC CalWORKs Employment Services form is completed and forwarded to the Employment Services Advisor. This triggers the start of job search activities. The Director signs off on all work-study forms regarding eligibility and employer agreements. All new students attend an orientation to the program as the first step in their participation. The program's goal is to place all participating students in "training-related" jobs. Jobs must meet one of the two following criteria for the wage subsidy to apply:

1. The employment is directly related to and in furtherance of the student's educational goals. The employment will provide the student with work experience that will make her/him more employable when finished with her/his educational program **OR**
2. The student is unable to qualify for/secure employment that is directly related to her/his educational goals so will utilize this employment opportunity as a short-term career step. Students who qualify under #2 agree to work towards goals that will help them prepare for future training-related employment.

The SRJC CalWORKs Program coordinates CalWORKs Work Study earnings with the Financial Aid Department. Prior to 2009-10, it was jointly agreed that CalWORKs Work Study wages earned in one year would be reported as income for financial aid purposes in the following year. Due to a new interpretation of the federal requirements for work study dollars, the Chancellor's Office directed CalWORKs Programs across the state to initiate a change by including CalWORKs Work Study wages as a part of the financial aid package. To plan for this conversion, The CalWORKs Director and several CalWORKs staff worked with the Financial Aid Director to become familiar with the award process, learn how to utilize the password-protected Financial Aid Management System (FAMS) and create a process for notifying the Financial Aid Director about each semester's CalWORKs Study award amounts. The new process was initiated in summer of 2009 and has worked well to date.

The CalWORKs Budget Specialist processes the timesheets and claims, the Director reviews and signs them, and they are then forwarded to Payroll (on-campus positions) or to the Accounting office (off-campus positions). Federal Work Study funds are often used as match for the on-campus student employee positions; college Student Employment staff review and approve student eligibility for these funds as match. Documentation of eligibility and payments for both on- and off-campus work-study are maintained in an annual CalWORKs Work Study binder by the CalWORKs Budget Specialist. Student and Employer information is also kept in the student case file.

## CalWORKs Work Study Student Participation and Work Study Wages Expenditures

	08/09	09-10*	10-11	11-12	12-13
Number of Students	118	101*	86	66	83
Work Study Wages	\$191,236	\$100,873*	\$122,240	\$114,846	\$120,056.95

\*In the spring of 2010, the Chancellor's Office allocated One-Time Supplemental TANF Work Study/Job Placements funds to CalWORKs Program across the state. SRJC received \$89,093 for one-time, short-term work study position for eligible students. These funds are not included here.

In 2009-10 the Chancellor's Office CalWORKs Program created new expenditure guidelines to emphasize needed growth in the work study programs across the State. SRJC CalWORKs responded and has increased participation in the program by an estimated 71% increase in participating students and a 157% increase in wages over a four year period, reflecting both the increase in student numbers and a greater emphasis on high paying jobs. SRJC currently exceeds the minimum requirement for CalWORKs study expenditures.

### Child Care

Child care is coordinated with the county as well as with community-based agencies providing Stage II, III and other subsidized child care programs. EOPS also partially funds several slots in the college's child development center which SRJC CalWORKs/EOPS students can access. In Sonoma County, TANF recipients' child care needs are met as soon as the parent selects care. In Spring 2008, the decision was made to reallocate the child care funds to work study, as the students child care needs could be met with other resources. The change was invisible to the students, as the staff worked with the county and child care agencies to seamlessly transfer the cases to other funding sources. This transfer of funds to work study is a common practice throughout the state at this time due to the emphasis on work study to help meet work participation hours. In 2009-10, the Chancellor's Office modified the annual budget plan to allow for an "automatic" transfer of child care dollars to work study or program as needed by each college. SRJC CalWORKs requested a transfer to both work study and program in 2009-2010 and 2010-2011, as child care needs could be covered with other resources. It is anticipated that child care services will remain suspended in 2011-12.

## **Post-Employment**

In the past, the county program provided support for post-employment education to former TANF recipients for up to one year after leaving aid if they were working a minimum of 20 hours per week. Effective in the summer of 2009, the county made the decision to stop enrolling participants into this program due to the reduction in funding for these county services. As a result, SRJC CalWORKs served only a few of these students in 09-10, and no post-employment students in 10-11 or 11-12. To continue to serve post-employment students, the CalWORKs Program would need to dedicate funds to cover the cost of books, supplies and child care that the county is no longer covering. At this time it is not realistic to divert funds from the primary population of current TANF recipients. The SRJC CalWORKs Program will continue to offer counseling services to former CalWORKs students as needed by our District funded Counselor.

## **Instruction and Curriculum Development**

No activities are funded in these approved areas at this time; however, it may become necessary to create “bridging activities” for students between semesters when classes are not offered to give students the necessary activities required to fulfill their individual welfare to work plans. The CalWORKs program currently has faculty who have the curriculum in place to provide such activities and additional staff may need to be hired in the future to assist. The County has increased our grant by \$10,000 to include more hours for a counselor and another staff member to conduct these bridging activities to better fit the needs of the students.

## **Sonoma County, Human Services Department, Employment and Training Division, Sonoma WORKS Contract**

This contract has been in place for 26 years, signifying the long and valuable partnership between Santa Rosa Junior College and the County of Sonoma. The contract funds .50 FTE of the SRJC CalWORKs Director position, 1.0 FTE of a Student Advisor, Categorical Programs, and provides funding for Adjunct Instructional Faculty to lead Basic Computer Literacy workshops for TANF recipients at Goodwill Industries of the Redwood Empire. Services included in this contract are the computer workshops, shared case management and the payment of ancillary costs for students including fees, books, supplies and parking. The funds from this contract augment the daily operations of the program and provide match to help draw down the CalWORKs funds from the Chancellor's Office. The County has recently increased the contract by \$10,000 to include more hours for a counselor and another staff member to conduct bridging activities necessary for students to meet their welfare to work requirements during the periods when classes are not in session.

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## 1.1d Hours of Office Operation and Service by Location

The SRJC CalWORKs Program has one location on the Santa Rosa campus.

The office is currently open for student appointments during the following days/hours:

Monday, Tuesday, Thursday and Friday, from 9 AM to 3 PM

Wednesday from 9 AM to 6 PM

During the summer, the office is closed on Fridays in June and July (as per District policy). During the past two years, the campus was closed for two weeks during winter break and one week during spring break due to mandatory time off policies. Office coverage is manageable as long as staff positions are fully funded according to need, and there is sufficient funding for student employees to manage the reception area. A minimum of two staff (or one staff and one student employee) are in the office at all times during the days and hours of operation.

Generally, counselors, advisors and the employment services advisor are available on a daily basis for appointments with students and drop-in visits.

At this time, there are periodic SRJC CalWORKs services provided on the Petaluma campus on an as needed basis (see 1.1b, II: Multi-Campus Coordination for additional information).

## 1.2 Program/Unit Context and Environmental Scan

### 1.2 Program/Unit Context and Environmental Scan

There have been a number of program and budget changes over the past two years that have impacted CalWORKs; some of the main changes are summarized below:

In July 2011, Senate Bill 72 (SB 72) created changes within the statewide CalWORKs program moving from a 60 month lifetime limit on welfare benefits for eligible adults to a 48 month lifetime limit. While the overall caseload reported by CDSS increased slightly (0.4%) between December 2012 and January 2013, the changes enacted by SB 72 created a slight decrease in One-Parent (0.7%) and Two-Parent (0.1%) cases but had a significant increase in Child-Only cases (1.5%) and TANF Timed Out cases (0.6%). \* As of January 1, 2013, County Welfare Departments (CWDs) put into place additional changes, and new hourly requirements, to the CalWORKs Welfare-to-Work (WTW) program, pursuant to Senate Bill 1041 (SB 1041), which was enacted by the Legislature and signed by the Governor on June 27, 2012 (CDSS All County Letter (ACL) #12-69). The implementation of SB 1041 included programmatic changes such as a new Welfare-to-Work 24-Month Time Clock (ACL 12-67), changes to the young Child Exemptions (AB X4 4) and the Reengagement of clients with Young Child Exemptions that were ending (ACL # 13-01)

(\*CDSS Data Systems and Survey Design Bureau: CA 237 CW, Item 8a, March 7, 2013)

Under previous law, CalWORKs eligible single parent families were required to participate in specific activities for 32 hours per week (two-parent assistance units had a requirement of 35 hours per week), with restrictions on those activities as they related to work and job training (referred to as “core” activities) being given different classification, or weight, than education or counseling (referred to as “non-core” activities) for domestic violence or substance abuse.



As of January 1, 2013, SB 1041 amended Welfare & Institution Code Section 11322.8 so that for the first 24 months of participants 48 month time allotted to receive CalWORKs benefits, the adult in the unit may participate in a wider variety of CalWORKs WTW activities needed to lead to self-supporting employment. This period of time is now referred to as the 24-Month Time Clock, a “clock” that can “tick” and “un-tick” at any time during the participants’ 48-Month time clock depending on the activities and the number of hours in which they participate during a given month. CalWORKs clients will be able to participate in WTW activities, consistent with their assessment, without the restriction of the CalWORKs WTW core requirements. Weekly hours must align with federal hourly requirements (listed below) and must lead to self-sufficiency.

(The following information can also be found in All County Letter (ACL) 12-69 or at the following link: <http://www.dss.cahwnet.gov/lettersnotices/entres/getinfo/acl/2012/12-69.pdf> )

As of January 1, 2013, the hourly participation requirements for both single-parent and two-parent assistance units would be aligned with the federal work requirements as follows:

- 20 hours per week for single parents with a child under six years old
- 30 hours per week for single parents with no child under six years old
- 35 hours per week for two-parent families (hours combined between the two parents)

Allowable CalWORKs Activities within the 24-Month Time Clock are as follows:

- Unsubsidized employment
- Subsidized private or public sector employment
- Work experience
- Community service
- Vocation education
- On-the-job training (OJT)
- Job search
- Job readiness
- Self-employment
- Supported work and transitional employment
- Work study
- Mental health, substance abuse, domestic violence services
- Job skills training directly related to employment
- Education directly related to employment
- Satisfactory attendance in a secondary school or in a course leading to certificate of general equivalence (GED)
- Adult basic education (reading, writing, arithmetic, high school proficiency or GED, and English-as-a-Second-Language)
- Participation required by school to ensure child’s attendance
- Other activities necessary to assist in obtaining employment
  - Non-credited study time

After the WTW 24-Month Time Clock has been exhausted, the aided adult(s) must meet all federal work requirements to continue to receive cash aid. All participation hours must be in

work activities as identified in WIC Section 11322.85(a)(3) and the hours of participation must meet federal core and non-core requirements according to Section 607(c) of Title 42 of the United States Code. This would change the participants from the preceding weekly participation hours to the federal requirements of core activities as follows:

- 20 hours per week for single parents with a child under six years old
- 20 hours per week for single parents with no child under six years old
- 30 hours per week for two-parent families (hours combined between the two parents)

Federal core activities are limited to the following:

- Unsubsidized employment
- Self-employment
- Subsidized private or public sector employment
- Grant-based on the job training (OJT)
- Work study
- Work experience
- Community service
- Vocational education (12-month lifetime limit)
- OJT
- Job search and job readiness
  - Mental health services
  - Substance abuse services
- Providing child care to a community service program participant

Federal non-core activities

- Job skills training directly related to employment
  - Education directly related to employment (for individuals with no high school diploma or equivalent)
  - Satisfactory attendance in a secondary school or in a GED course
- 
- The Chancellor's Office CalWORKs Allocation Sub-Committee reconvened in fall 2009 to evaluate the implementation of recent changes made in the funding formula, address the budget cuts anticipated for 09-10, and finalize the last of the recommendations. Beginning in 2010-11 CalWORKs Programs are funded by college rather than by District, with \$125,000 in base funding guaranteed. Additional funds are allocated by student head count with an enrollment record.
  - The State Department of Social Services All-County Letter 09-46 exempted some parents with young children from mandatory participation in the program; volunteers from this group can still be served. At this point in time the college has many "exempt volunteer" students who are continuing to attend school to receive the training they need to reach their employment goals. These parenting students will be "re-engaged" slowly, and at the discretion of the county by January 1, 2015. The impact of this change should continue to be monitored; the minimal reduction in student referrals that CalWORKs experienced in 2010-2011 was due primarily to this exemption option; work study participation was not affected.

- Effective July 1, 2011, TANF cash aid grants were reduced, and time limits for participants went from 60 months to 48 months. The time limit change made no provision for grandfathering current participants, and many SRJC CalWORKs students had only 30 days' notice or less before losing their cash aid grant, and CalWORKs eligibility and in some cases their work study job was lost as well. The decrease in referrals during 2011-2012 is due primarily to students being timed off aid sooner than originally planned. The regulatory change impacted CalWORKs students in that many who had educational plans based on a 60 month time limit were suddenly without CalWORKs and cash aid support to finish their programs. SRJC CalWORKs staff worked to identify these students as early as possible and provide additional counseling and planning in order to support their completion of certificate and degree programs.
- Community Colleges received major funding cuts since 2005-06. In 2009-10 the Statewide the CalWORKs Program experienced an overall 39% reduction in funding which has never been restored. CalWORKs was not included in the "flexibility" category with many other categorical programs.
- Post-employment services have been phased out through the county's Sonoma WORKS Program due to budget cuts.
- The continuing poor economy and high unemployment rate have changed the profile of CalWORKs students. In the past, most were single mothers. Now there are an increasing number of single fathers and two-parent families participating in the program, including a number of long-term unemployed parents. Due to the economic impact, there are also a higher percentage of families who experience homelessness at some point in their college career.
- SRJC CalWORKs depends on the District and the county Sonoma WORKS funding match to draw down the categorical funding from the Chancellor's Office. As a part of this, the full-time Academic Counselor has been funded through the Counseling Department since 1990; this anchor position is critical to the functions of the program. The District contribution to the program has been maintained in 2012-2013.

## 2.1a Budget Needs

### **Interpretation and Clarification of Core Data**

The information provided in the Program Unit Review/Employee Data and Calculations section can be incomplete or misleading:

- The one full-time Academic Counselor assigned to SRJC CalWORKs is paid through the Counseling Department so this position is not reflected in the data provided.

- Adjunct faculty includes both part-time Academic Counselors who work specifically with CalWORKs students and 3 part-time Instructional Faculty who provide Basic Computer Literacy workshops for TANF recipients at Goodwill Industries of the Redwood Empire through the County SonomaWORKS contract.
- CalWORKs Work Study students who are employed as student employees in departments throughout the District are calculated into the CalWORKs head counts and FTE totals because they are partially funded with CalWORKs dollars. The correct staffing details for CalWORKs in 2012-2013 are included in the review.
- SRJC CalWORKs has limited Federal Work Study and District Student Employment funds that provide the match to allow CalWORKs Work Study students to work as Peer Advisors in the department. An increase in 2360 and 2361 would leverage the use of existing categorical funds and increase the department's ability to provide more direct services to students utilizing peers.
- The CalWORKs categorical funding has been barely adequate to meet the needs of the program above what is provided by the District and the County. However, the County Sonoma WORKS Program has recently increased the Contract with SRJC CalWORKs program in order to provide additional needed services. The SRJC CalWORKs Program depends on the contribution from the county, and future cuts could impact their ability to maintain the current contract level (cuts have been made in contracts with other partner agencies). The contract currently pays for .50 FTE of the CalWORKs Director position and 1.0 FTE of the Student Advisor position. Additionally, the District will receive approximately \$35,814 in both on campus and off campus indirect costs from this contract in 2012-13.
- Actual comparisons to District averages are not relevant due to the categorical funding requirements of the program. Additionally, categorical programs experience frequent and unpredictable change which can alter program plans and budgets with little warning.
- The funds are closely monitored to ensure that expenditures meet Chancellor's Office guidelines, and are effectively used to directly support students and maintain the required documentation.
- **The decrease in spending in the 5000s is due to the reduction in off-campus placements for CalWORKs Study students.**
- SRJC CalWORKs depends on the District and the County SonomaWORKS match to draw down the categorical funding from the Chancellor's Office. As a part of this, the full-time Academic Counselor has been funded through the Counseling Department since 1990; this anchor position is critical to the functions of the program.

- Telephone charges are not an allowable CalWORKs expense and therefore are paid with District funds.

## 2.1b Budget Requests

Rank	RS	ACTV	Object	Location	SP	M	Amount	Brief Rationale
0001	82	0000	2360	Santa Rosa	07	01	\$4,500.00	Additional FWS dollars to support CalWORKs Study student employees in the CalWORKs office
0002	82	0000	2361	Santa Rosa	07	01	\$1,500.00	Additional District work experience dollars to support CalWORKs Study student employees in the CalWORKs office

## 2.2a Current Classified Positions

Position	Hr/Wk	Mo/Yr	Job Duties
1.0 FTE Budget Specialist	40	12	Budget development and oversight; monitor and calculate work study claims and timesheets for payment; oversee child care contract and payments; expense journals; reports and claims.
1.0 FTE Administrative Assistant	40	12	Office management, support to Director and other staff, supervise Peer Advisors. This position has remained vacant since May 2012 due to withdrawal of District funding; Categorical funding is unavailable due to supplantation restrictions; however permission to hire has been granted as of Fall 2014. The recruitment process has begun and should be completed by the end of the fiscal year.
2.0 FTE Employment Services Advisor	40	12	Provide employment services to students and maintain paperwork/tracking requirements of wage subsidy program. [1.0 of the above ESA positions was approved for hire in May 2012.]
1.0 FTE Student Advisor	40	12	Provide advice and resources to students; determine eligibility; facilitate the payment of school fees, books and supplies and child care; work closely with county staff; participate in case management.

## 2.2b Current Management/Confidential Positions

Position	Hr/Wk	Mo/Yr	Job Duties
1.0 FTE CalWORKs Director	40	12	Responsible for the supervision and administration of all aspects of the CalWORKs Program.

## 2.2c Current STNC/Student Worker Positions

Position	Hr/Wk	Mo/Yr	Job Duties
1.4 FTE Peer Advisors	56	12	Front desk reception and administrative support to staff; resources and help applying/registering for classes to students participating in the CalWORKs office. Peer Advisors must have Federal Work Study that can be used as a match for CalWORKs Study funds. CalWORKs must also have enough FWS funds to provide for the students' FWS awards. Due to a lack of FWS and District funds in 2011-12, these P.A.s were paid out of categorical funds for 100% of some of their wages, during which the students lost the benefit of the income disregard that comes with subsidized funding.
5.272 Student CWS/District	211	12	CalWORKs students working in student positions throughout the District. They are employees of the hiring department. The positions are partially/fully funded with CalWORKs work study dollars and

			may be matched with either District or Federal Work Study funds.
.5 FTE STNC Advisor II	20	12	Provide direct advising services to students, ancillary expenses, eligibility, data base, MIS and coordination with county. This is currently a .5 back fill position from the Union with .3 additional support hours.

## 2.2d Adequacy and Effectiveness of Staffing

SRJC CalWORKs is a categorically funded program providing specialized services to a highly at-risk population so a comparison to the District staffing ratios is not appropriate. The program has experienced rapid growth over the past few years that has impacted service delivery to students. (However, due to the increase in exemptions for parents and time limit changes, there was a decrease in referrals from the county this year.) The maintenance of the District and County match for designated positions is critical to maintaining the required staff and avoiding supplantation. The current growth and workload increases necessitated additional adjunct faculty, STNC staff and student employees to provide the direct services to students, manage systems, and meet data collection and reporting requirements. The current use of STNC staff to help with the increased workload is not a good solution in the long run. The SRJC CalWORKs allocation formula rewards growth when compared with other Districts so there is the potential to increase categorical dollars. However, student growth throughout the state will result in less funding per student; this is a possibility due to the rising unemployment rate and anticipated growth in the welfare population.

There has been a significant increase in student appointments and contacts made by Counselors and Advisors within the department, in part due to an increase in economic and personal stress for students, and the necessity of providing multiple counseling and support appointments for students. The department has made a concentrated effort to build retention and success strategies, resulting in much higher contact numbers as students spend more time with staff and the staff-initiated prevention contacts to proactively intervene before a crisis occurs.

As a part of the re-engineering efforts at the college, the CalWORKs staff have completed 'Staff Check-in's' to summarize on-going tasks, peak periods that are highly impacted and to calendar planning steps to better address needs in a more proactive manner. These efforts are detailed in individual Planning Calendars for CalWORKs staff throughout the year. In addition, semester planning timelines have been streamlined and are planned well in advance of the next semester to allow for the highest number of counseling appointments available before the "early bird" deadline.

The CalWORKs department has defined the following student/staff "ratios" to reflect the intensive case management services required for the welfare population:

Student Advisor, Categorical Programs: 1.0 FTE : 90 students

Academic Counselor, CalWORKs: 1.0 FTE : 120 students

Employment Services Advisor: 1.0 FTE : 50 students (includes contacts with employers/supervisors)

**Here are the actual caseload ratios in effect for spring 2012, taking into consideration the fluctuations we have had in staffing due to maternity leave, retirement and new hire situations:**

Time Period	CalWORKs Participants in S12	Student Advisors	Current Ratio of Staff to Students	Desired Ratio of Staff to Students
Jan-Mar	341	2.5	1 : 136	1 : 90
Apr-May	341	1.8	1 : 189	1 : 90
June-July	283 (based on x11)	2.3	1 : 123	1 : 90
Beginning in Aug	343 (based on f11)	2.5	1 : 137	1 : 90
Time Period	Referrals to Employment Services	Employment Advisors	Ratio of Staff to Students	Desired Ratio of Staff to Students
Jan-Apr	137	1.5	1 : 91	1 : 50
May	137	2.0	1 : 69	1 : 50
June	137	2.5	1 : 55	1 : 50
Beginning In July	82 (based on x11)	2.0	1 : 41	1 : 50
Aug	170 (based on f11)	2.0	1 : 85	1 : 50
Time Period	CalWORKs Counseling	CalWORKs Counselors	Ratio of Staff to Students	Desired Ratio of Staff to Students
Nov. 2011 to date	322 Academic Plans for spring*	1.5	1 : 215	1 : 120
Jan. 2012 to date	409 counseling appts. 1/17/12 to date*	1.5	1 : 273	1 : 120

\* Counseling numbers provided show two different ways of looking at these ratios – the first in terms of how many Academic Plans must be accomplished for a semester, usually before the semester begins and in the first part of the semester; the second is how many counseling appointments were attended between these dates, which could include personal counseling, second appointments, long-term plans, etc. Counseling remains the most understaffed position considering optimal ratios over the past few years.

The current staff members are utilized effectively and are often asked to do “more with less” as program demands grow. It will be critical to use whatever resources are available to maintain and improve the current ratios, and monitor the counselor and advisor student referrals and appointments to ensure that staffing levels remain workable.

CalWORKs Work Study students who are employed as student employees in departments throughout the District are calculated into the CalWORKs head counts and FTE totals because they are partially funded with CalWORKs dollars. The correct staffing detail for CalWORKs in 2011-2012 year is listed in this review.



2.2e Classified, STNC, Management Staffing Requests

Rank	RS	ACTV	Location	SP	M	Current Title	Proposed Title	Hrly	Type	Salary Increase	Benefits Increase	Total Increase
0001	82	6491	Santa Rosa	00	00	STNC Advisor II (.5 FTE)	Student Advisor	\$19.72	Classified	\$19,720.00	\$1,877.00	\$21,597.00

## 2.3a Current Contract Faculty Positions

<b>Position</b>	<b>Description</b>
1.0 FTE Academic Counselor	Assigned to CalWORKs and is paid through Counseling; anchor position since 1990; core to service delivery

## 2.3b Full-Time and Part-Time Ratios

Discipline	FTEF Reg	% Reg Load	FTEF Adj	% Adj Load	Description
BOT/BAD	0.2100	0.0000	0.2100	0.0000	The hours reported include assignments to the BOT/BAD departments and are not exclusively those for CalWORKs. The % of adjunct load in CalWORKs varies based on a contract with the Sonoma County Human Services Department. Workshop instructors for the Basic Computer Literacy Program at Goodwill are hired for a specific number of hours each year as specified by the contract; in 11-12 there were 288 paid hours. The activity is ghost load.
Counseling	0.6700	0.0000	0.6700	0.0000	The % of adjunct load varies. As a categorical program, CalWORKs hires adjuncts each semester to work in specific program areas. The full-time/part-time ratios are categorically driven and cannot be compared to the District. In 11-12 CalWORKs funded 952 hours in adjunct counseling. The ratio of counselor: students for CalWORKs should be 1.0 FTE: 120. Instead, the ratio for counselors to students is closer to 1 : 215 (unduplicated), with many students having more than one counseling appointment.
Counseling	1.0000	100.0000	0.0000	0.0000	There is one district-funded full time Academic Counselor assigned to CalWORKs. The desired ratio of counselor : students set by SRJC CalWORKs is 1.0 FTE:120. The current ratio is 1.0 FTE : 242

### 2.3c Faculty Within Retirement Range

None.

### 2.3d Analysis of Faculty Staffing Needs and Rationale to Support Requests

It is imperative that CalWORKs maintain the anchor position of a full-time District funded Academic Counselor assigned to the program. This position has lead responsibility for the academic planning, retention and success activities in place to support student success. Additionally, coordination with the County SonomaWORKS Program Employment and Training Counselors is critical to the success of students.

CalWORKs will continue to utilize categorical funds to support additional adjunct Counseling time to respond to student enrollment needs. Adjunct Counselors are recruited through the Dean of Counseling and Student Support and the Counseling Department Chair. With rising student need due to many factors (reduction in number of classes and sections; increase in economic stress and homelessness; current and planned reductions in time limits and cash aid amounts due to state budget, etc.), the CalWORKs office will continue to need increasing adjunct counseling time. With the current ratio of 1 FTE counselor: 242 students, the CalWORKs program will request a second fulltime CalWORKs Counselor (funded with categorical dollars) if funding allows. The goal of hiring a second fulltime counselor is to succeed in maintaining a student to counselor ratio of 1: 120.

It is critical that the selected individuals have knowledge of the targeted population and a desire to work with the students while interfacing with the county welfare department.

### 2.3e Faculty Staffing Requests

Rank	RS	ACTV	Location	SP	M	Discipline	SLO Assessment Rationale
0001	82	6491	Santa Rosa	01	02	Counseling	

## 2.4b Rational for Instructional and Non-Instructional Equipment, Technology, and Software

CalWORKs anticipates the need for replacement computers for the existing computers that are now 5+ years old.

There are now four student kiosks in the lobby of CalWORKs and they are in use much of the time. Student kiosks are necessary to accommodate students who do not have computers at home, or need assistance in completing online applications, registering for classes and printing materials for classes. We have begun to allow students to print larger documents, sometimes as much as 100 pages at a time, particularly if they are in medical/dental programs that require a lot of online materials. Students have also begun to request a larger volume of copies related to classes.

The anticipated digital display screen has been ordered and will be installed in the CalWORKs reception area. This will provide information to students regarding program updates, eligibility requirements, county messages, workshops, bridging activities, etc. This equipment has been purchased using categorical funds and the information displayed on the monitor will be controlled and updated exclusively by the CalWORKs Staff.

The department and the county fax eligibility and other materials back and forth many times each day. These documents are critical to the operation of the program. In Spring 2010 the department's categorically-funded fax quit working and it was replaced with a very basic district-funded machine that malfunctioned regularly. A new fax was ordered in spring 2011 and installed many months later. Within a few months, this fax also quit working, subsequently a new fax was installed in spring 2012, was functional for a couple of months, and again quit working. the CalWORKs program has now been without a working fax machine for two semesters. we have been in communication with

When CalWORKs is without a fax machine, we redirect incoming faxes to the Counseling office, faxed CalWORKs documents from the Counseling office, and told students we could not fax materials (e.g., child care documents, attendance sheets, etc.) for them. The disruption of this basic equipment need for three years off and on has strained relationships with county workers, disrupted eligibility confirmation for students, and has decreased staff efficiency in a time when we need heightened efficiency. If the problem reoccurs, we will require more of an IT/phone analysis of why fax machines here do not last longer than a few months at a time. include the time/expense needed to replace the machine, travel between floors to retrieve additional documents from other departments and loss of documentation due to the lack of a working fax machine.

## 2.4c Instructional Equipment Requests

Rank	RS	ACTV	Location	SP	M	Item Description	Qty	Cost Each	Total Cost	Requestor	Room/Space	Contact

## 2.4d Non-Instructional Equipment and Technology Requests

Rank	RS	ACTV	Location	SP	M	Item Description	Qty	Cost Each	Total Cost	Requestor	Room/Space	Contact
0001	82	6491	Santa Rosa	04	07	Replacement computers for existing ones 5+ yrs old	2	\$1,500.00	\$3,000.00	Lily Hunnemeders-Bergfelt	CalWORKs 4804	Lily Hunnemeders-Bergfelt
0002	82	6491	Santa Rosa	04	07	Printer/Copier for students	1	\$500.00	\$500.00	Lily Hunnemeders-Bergfelt	CalWORKs 4806	Lily Hunnemeders-Bergfelt

## 2.4e Safety, Utility, and ADA Impacts

### Safety & Utility:

CalWORKs moved to the new Bertolini Student Services Center in January of 2010 and is now housed in clean, spacious offices.

Two inside offices without windows have affected staff productivity and health due to a lack of natural light and the use of fluorescent lighting. It has been necessary to research modifications to improve these workspaces. One staff member has developed a sensitivity to the fluorescent lighting used throughout the office making it necessary to purchase several floor lamps and "full spectrum" light bulbs to provide a better working environment and to provide staff with adequate lighting throughout the office space. Placing windows in the interior walls to bring in natural light from an outer office would be a better option for the two interior spaces.

The AA office currently has two windows to the lobby and an entrance without a door. This sometimes affects efficiency and quality of work in reports, MIS, or other work with data and finances. The addition of blinds for the windows would provide the ability to attend more efficiently to tasks requiring uninterrupted concentration.

### Accessibility/ADA:

All offices are accessible, and the front desk reception area has an accessible counter. The office has one ADA accessible kiosk station. The office is on the third floor with elevator access. Public restrooms are also accessible. The office and building comply with ADA standards.



## 2.5a Minor Facilities Requests

Rank	RS	ACTV	Location	SP	M	Time Frame	Building	Room Number	Est. Cost	Description
0001	80	0000	Santa Rosa	00	00	1 Year	Santa Rosa Bertolini Student Center	2 inside offices	\$5,000.00	Two interior offices currently used by counselors, advisors and Interns have no outside window or natural light. The lack of natural lighting and the use of flourescent lights for full days are affecting staff health and efficiency. This proposal is to add a window near the ceiling in each room that would allow natural light from the Director's office to penetrate these areas.

## 2.5b Analysis of Existing Facilities

CalWORKs moved into the beautiful new Bertolini Student Services Center in January 2010. The design of the building and offices accommodates students and staff with disabilities. Private offices, an accessible kiosk and a reception counter were also included in the design. A wonderful children's area has been included in the reception area that has created a safe and inviting area for children to play while their parents wait for appointments or use the kiosk computers.

As a part of the building planning process, CalWORKs was assured that there would be a shared large meeting space on the 3<sup>rd</sup> floor (room 4841) that could be scheduled by the programs co-located on that floor. However, the room has been primarily dedicated to another program, and is booked by other departments the remainder of the time. The CalWORKs staff has tried to work around this by scheduling space in EOPS, Career Center and Library. Such scheduling is becoming more difficult, and CalWORKs has been bumped out of scheduled conference room space more than once, creating a hardship for students and staff. Direct access to a meeting room has been a long term goal of the program, particularly with the need to see students in group settings in group settings more frequently in order to use staff time more efficiently.

Due to the changes in the CalWORKs Program on a State level, it has become necessary to provide "Bridging Activities" in between semesters; Winter break, between the spring and summer sessions and between summer and fall sessions. The need for permanent meeting/classroom space is becoming more of a necessity. Currently Media Services located in the Library seems to be the only available space on a regular basis for smaller groups, which defeats the purpose of centralizing CalWORKs services in one location and reduces the amount of actual "class" time allowed for students.

The design for the new CalWORKs office does not include adequate space for the current staff and future growth. CalWORKs has been impacted by increased unemployment as more parents turn to welfare during these periods. Currently, the two Employment Services staff must share an office designed for one. This solution was chosen over the option of moving a staff member to another area in the building, as proximity to other staff is essential to the case management service delivery model; however, should space become available in the Career Center area, one or both of the CalWORKs Employment Service Advisors would be willing to relocate to deliver services in the Career Center area.

County workers have also been requesting office space to recertify students in our program. This practice has enhanced continued collaboration with the county and improved services to students who can accomplish multiple appointments in one place on the same day. It also provides students with better opportunities for engagement with CalWORKs and County staff together, and improved case conferencing between the two programs. Currently we have only been able to schedule two county workers due to lack of office space. It would benefit the program to have an office or conference room that could be used for staff overflow, meetings, and visiting workers.

Another impact to office space is the addition of an internship program which utilizes six interns in the spring 2013 semester, to provide peer support to students, and back office support for the staff. During the spring 2013 semester, we began to use one office that was vacant (due to a position change) for two Interns and another office has been turned into a "flex" space with two computers where Interns and staff can meet with students to work on Resume development, informational interview skills and assist students in finding off campus resources for food and/or housing. (we have two offices (Advisors and Employment Services) where staff are doubled up)

CalWORKs counselors may recommend sections of Counseling 60 in the fall and spring semesters; however these are not targeted to CalWORKs students but open to the general student population. Offering the classes in Bertolini would support the community/cohort efforts that the program would like to build upon. Both the need for adjacent meeting space and access to a classroom in Bertolini have been discussed with the Dean of Counseling and Support Services, and he had previously indicated that these requests could be met.

Additionally, the new adjacencies with other Student Services programs has already provided increased opportunity to collaborate and greater access and convenience for students engaged in multiple programs. This is an area of growth that CalWORKs has looked forward to for years, as it will further highlight the core purpose of the program – education leading to employment and family self-sufficiency.

### 3.1 Diversify Funding - Grants/Contracts

### 3.2 Cultural Competency

### 3.2 Cultural Competency

Students served by SRJC CalWORKs in 2012-2013 were 4.82% African-American, 3% Asian, <1% Filipino, 36.39% Hispanic, 1% Native American, 1% Pacific Islander, 4% Unknown, 5% multiple ethnicities, and 43% White. This reflects a higher number of students with race/ethnicity other than White enrolled in the program when compared with the District as a whole. The diversity of CalWORKs students remained stable with little change from previous years. The TANF population in Sonoma County also reflects a higher percent of minorities than the county population as a whole. Additionally, 100% of the CalWORKs students live in extreme poverty and all are parents struggling to provide for their families. In CalWORKs, diversity includes class and income level – all of which can impact access, retention and success in the academic environment.

Recruitments for staff include not only the District language regarding diversity, but also reference the special population served, for example "Experience working with the targeted population in an educational or social services setting....provide high quality services to a diverse population of low-income student parents. All recent recruitments included bilingual in

English and Spanish as a preferred qualification and the applicants' diversity statements were included in the scoring of the application materials. Additionally, the supplemental questionnaire included the question, "Describe how your education and work experience have prepared you to work with a diverse group of economically disadvantaged students."

Full- and part-time faculty selected to work within the SRJC CalWORKs Program come from other disciplines. When recruiting for assignments within CalWORKs the same criteria are evaluated to ensure that the selected candidates are a good match for the student population. The CalWORKs Program currently has one bilingual counselor and one bilingual Student Advisor to accommodate some of the language barriers experienced by our students.

Staff training focuses on working with diverse populations with multiple barriers to success. Additionally, SRJC CalWORKs staff (including the Peer Advisors) reflects the academic, ethnic, cultural, socio-economic, disability, gender, age and sexual orientation diversity of CalWORKs students. All students are encouraged to establish primary relationships with the staff members they are most comfortable with; the staff believes that this has contributed to retention and academic success.

### 3.3 Professional Development

CalWORKs offers staff and faculty many opportunities to participate in trainings both on campus and within the community. In-service opportunities are also scheduled within the department. Staff is offered release time to attend relevant trainings. Examples of trainings the staff have participated in during 2012-2013 include:

Learning Disabilities; From Jails to Jobs and Second Chance workshops; Security and Safety Preparedness; Career Information Day; CalWORKs New Directors Training; First Aid and CPR; CalWORKs Association 4th Annual Training Institute; On-Campus Resources (SRJC); Off-Campus Resources (at Sonoma WORKS and through community partner's); PDA days; Volunteer Center Training

Staff may also enroll in an appropriate course at SRJC to build their skill level. If approved by the Director, release time is provided.

### 3.4 Safety and Emergency Preparedness

Amy Ethington/Marianne Schwarz-Kesling

## 3.5 Sustainable Practices

CalWORKs is currently exploring ways to move from hard copy paperwork to electronic interactive documentation. This has already been accomplished with a few forms. We continue to develop more interactive forms on an as needed basis.

We are also exploring reducing the amount of paperwork in the CalWORKs Work Study process by streamlining employer agreements.

We have begun to transfer materials for on-campus and off-campus resources to digital formats for display on the plasma monitor in the CalWORKs lobby, which has been purchased using categorical funds.

Our office purchases recycled products whenever possible, recycles printer and toner cartridges and scratch paper for unofficial documents and memos.

## 4.1a Course Student Learning Outcomes Assessment

NA

## 4.1b Program Student Learning Outcomes Assessment

### **Initial Development of SLOs (2004-2005)**

SRJC CalWORKs initially developed SLOs in 2004-2005 as a part of a statewide effort by the Chancellor's Office to encourage CalWORKs programs to begin this process. As a student services program with no instructional component, student learning outcomes are based on the student/staff interactions that are the primary service component. Students meet with Academic counselors, advisors and job placement staff as they move through the program. Additionally, peer advisors, the administrative assistant, the budget specialist and the director all contribute to each student's learning process as they interact with them. Each staff member plays a critical role in delivering information, assessing a student's understanding of the information, and then providing follow up to ensure that the student has retained the new information and integrated it into their skill set for retention and success.

### **SLO Assessment through Annual Survey (2005-2006)**

In 2005 and 2006 SLO assessment was completed through an annual student survey mailed to all CalWORKs students and compiled by the staff. Assessment results were very positive, with the vast majority of students reporting that they had gained significant knowledge in the areas assessed.

### **SLO Assessment through Focus Groups (2007-2008)**

In the fall of 2007, the CalWORKs program initiated an initial student focus group designed to address the SLOs. Two CalWORKs counselors facilitated the group; the results indicated that the coordination with other student services programs could be improved (SLOs #3 and #4). A second group was held in spring 2008, with a focus on looking for specific recommendations

from students about how coordination efforts could improve. The staff integrated the information to create objectives for program improvement.

### **SLO Assessment through Pre- and Post-Assessment Surveys (spring 2008-Spring 2009)**

In the spring of 2008, the staff developed three pre- and post-assessment surveys for SLOs #1, 2, 3, 4 and 5 that were completed by students when they came into the office for services. The staff piloted two surveys beginning in May 2008, one each for new and continuing students. Staff tracked the results in relation to the time a student had participated in CalWORKs.

#### **Interpretation of Pre-Assessment Results (Spring 2008)**

- **SLO 1:** A high percentage of continuing students selected responses that reflect confidence and commitment to school attendance. (77% selected "I know I can do it." and 19% selected "It's hard, but I'm hopeful I can do it." as compared to 5% selecting "Too many things in my life get in the way" and 0% selecting "I'm discouraged when I see what it takes to finish my goals.")
- **SLO 2:** A high percentage of continuing students selected responses that express that they can talk to staff about their lives and the challenges they face. (94% selected "Yes, I've told people about my situation, and they understand." as compared to 5% who selected "I haven't really said anything to anyone about the problems I have.")
- **SLO 3:** 93% to 96% of responses from continuing students showed that students understand the SonomaWORKS program and their rights and requirements, know who to ask for help, and feel comfortable asking CalWORKs staff for help. A lesser percentage (84%) understood the difference between the Sonoma WORKS and CalWORKs programs.
- **SLO 4:** Of the new students surveyed, a majority reported being able to find their way around campus and other resources or ask CalWORKs staff for help. (69%-on-campus resources, 62%-off campus resources, 82%-ask for help.) A lower percentage reported using CalWORKs handouts, materials or mailings (47%). A small percentage of students are not sure what resources might help (13%) and feel confused about on-campus resources (7%).
- **SLO 4:** Of the new students surveyed, 73-76% felt comfortable finding and visiting general campus buildings for classes, the SRJC Website, the Bookstore and Library. 60% know where Financial Aid and Scholarships is located. 24-29% can locate EOPS/CARE, Assessment, Student Health Services and Tutorial Center. 13% can locate Disability Resources.
- **SLO 5:** All new students surveyed indicated that they understood their educational plans and classes. A high percentage of students surveyed (86-89%) selected responses indicating that they understood their career options, Welfare to Work Plans and the relationship between the two. 89% indicated they were excited about their career options, and 88% believe they can finish school and graduate in a timely way. 28% indicated feeling overwhelmed when considering classes or a career.

#### **Follow-up in Response to Pre-Assessment Results (summer and fall 2008)**

- As indicated in responses to SLO1 and SLO 5, about a quarter of the CalWORKs students needed more encouragement and skills in managing the many challenges and commitments they have. Where students felt supported and encouraged by CalWORKs staff, the focus needed to shift to building more concrete skills in stress and time management, and teaching students to advocate for themselves and use all available resources.
- As indicated in SLO 4, written materials are not as useful to students as personal one-to-one contact with staff. It is not surprising that most new students do not know about EOPS/CARE, Tutorial Center and Disability Resources. More information about these

resources needed to be shared in the initial counseling or advising appointment, or in follow-up contact. It became especially important to include information about Assessment and Student Health Services in initial contacts for new students, since all students need to take placement tests and can immediately benefit from what Student Health Services has to offer.

- Based on pre-assessment responses, peer advisors, counselors and advisors placed additional emphasis on practical skills, time management and action plans when interacting with students (SLO1 and SLO5), beginning in Summer 2008.
- Peer advising staff were trained to teach visiting students to explore the web-site for information and resources on-campus, and staff offered individual walk-around tours of the campus when possible for new students.
- CalWORKs reviewed the 5 SLOs and determined that revisions and additions to the SLOs were necessary to respond to the need to teach students more practical skills, such as advocating for oneself and navigating academic and county systems.

### **Revising SLOS to Respond to the Pre-Assessment Results (Fall 2008)**

CalWORKs staff met with Debra Sands-Miller in November of 2008 to review and update the department's Mission Statement and SLOs and to discuss the assessment process. The revised SLOs are listed below:

1. Students will feel acknowledged and valued, and will gain confidence in their abilities to be successful in a college environment.
2. Students will responsibly and effectively utilize the resources of the CalWORKs office.
3. Students will demonstrate understanding of the requirements of the SonomaWORKs and CalWORKs Programs, as well their rights and responsibilities as participants in a welfare-to-work program.
4. Students will be able to identify, locate and utilize resources on and off campus.
5. Students will formulate and implement their educational plans, career choices and options for future advancement.
6. Students will advocate for themselves and diligently navigate experiences and systems.
7. Students will demonstrate persistence in their attainment of academic achievement.
8. Students will achieve and progress in career-related employment.

### **Interpretation of Post-Assessment Responses (Fall 2008)**

- A total of 50 (31% of all surveyed) post-assessment cards were collected identical to the original cards that were filled out by these students. Yellow New Students: 15 (33%); Green Continuing Students: 16 (26%); Blue Continuing Students: 19 (33%).
- **SLO 1:** Like the pre-assessment results, a high percentage of continuing students selected responses that reflect confidence and commitment to school attendance. There was a jump from 77% to 81% from pre- to post-assessment in those who selected "I know I can do it". In post-assessment responses, no one selected "I'm discouraged when I see what it takes to finish my goals" as compared to 6% selecting this answer in pre-assessment.
- **SLO 2:** Like the pre-assessment results, a high percentage of continuing students selected responses that express that they can talk to staff about their lives and the challenges they face. However, where 94% selected "Yes, I've told people about my situation, and they understand." in pre-assessment, 81% selected this answer in post-assessment. Similarly, where 5% selected "I haven't really said anything to anyone about the problems I have." in pre-assessment, 19% selected this response in post-assessment. More data would need to be gathered to understand whether these changes reflect a change in student attitudes between first contact with CalWORKs and later appointments.

- **SLO 3:** Post-assessment responses from continuing students showed that students understand the SonomaWORKS program and their rights and requirements; know who to ask for help; and feel comfortable asking CalWORKs staff for help. There is a slight drop in the percentages (from a range of 93-96% dropping to 89%) for understanding the SonomaWORKS program and student rights and responsibilities, suggesting that a review of this information later in a student's participation with CalWORKs might be beneficial. There was no change in the percentage (84%) of students who understand the difference between the Sonoma WORKS and CalWORKs programs.
- **SLO 4:** Of the new students surveyed, a majority reported being able to find their way around campus and other resources or ask CalWORKs staff for help. The student's knowledge of on-campus resources improved from pre- to post-assessment, jumping from 69% to 100%. Similarly, knowledge of off-campus resources improved also, going from 62% to 80%. On pre-assessment, 82% of students said they could ask CalWORKs staff for help, and this increased to 87% on post-assessment. On pre-assessment, students indicated the majority (47%) did not use handouts and mailings. This changed dramatically on post-assessment with the percentage increasing to 73%. On post-assessment, a smaller percentage (7%) indicated they were not sure what resources might help as compared to the 13% selecting this answer on pre-assessment.
- **SLO 4:** Of the new students surveyed, the percentage of students who felt comfortable finding and visiting general campus buildings for classes, and using the Website increased from a range of 73-76% on pre-assessment to 100% on post-assessment. A comparison of other campus resources is listed below:

	<b>Pre-assessment</b>	<b>Post-assessment</b>
<b>EOPS/CARE</b>	24%	53%
<b>Assessment</b>	27%	53%
<b>Bookstore/Library</b>	76%	100%
<b>Disability Resources</b>	13%	27%
<b>Financial Aid/Scholarships</b>	60%	87%
<b>Student Health Services</b>	29%	53%
<b>Tutorial Center</b>	24%	33%

- **SLO 5:** All continuing students surveyed indicated that they understood their educational plans and classes. A high percentage of students surveyed still selected responses indicating that they understood their career options, Welfare to Work Plans and the relationship between the two, as well as indicating excitement about their career options and believing they can finish school and graduate in a timely way. The percentages increased slightly in a student's understanding of Welfare to Work Plans (from 86% to 89%) and excitement about career options (from 89% to 95%). Only 16% reported feeling overwhelmed on post-assessment, as compared to 28% on pre-assessment. Finally, the belief that a student can finish school and graduate in a timely way dropped slightly from 88% to 84%.

## General Impressions and Follow-up

Survey results on SLOs 1-5 provided some basis for the following conclusions:

1. The orientation and support of new students is a strong and successful focus of the CalWORKs program and staff. New students improve in attitude, knowledge of resources and comfort level on campus as they have more contact with CalWORKs.
2. As difficult as it is to understand the SonomaWORKS program, the majority of students do know their rights and responsibilities, understand their Welfare to Work Plans, and can link their educational goals to career options. Continuing students may need more refreshers in these topics once they have some distance from an initial orientation. It would be a mistake to assume that once a student learned program information, they will retain it for the entire period that they participate in CalWORKs.
3. The majority of students benefit from the rapport that is built with CalWORKs counselors/advisors, and indicate they can ask for help, feel supported and understood,



and let staff know their concerns and challenges. It is interesting to note, however, that continuing students may confide less in staff as the semester passes. More outreach efforts once the semester is underway may be necessary to keep students feeling supported, and to be able to identify unsatisfactory progress, drops in units, or crisis situations before it is too late to remedy the problems.

- To continue to improve student knowledge of resources such as EOPS/CARE and Health Services, a "Spotlight on Resources" section was added to the CalWORKs Advantage newsletter. The first "spotlight" was on Health Services in March 2009.
- A Satisfactory Progress Report instrument was implemented for the CalWORKs Study program in fall 2009 to respond to the need to track students more closely and intervene sooner with counseling support to improve persistence and engagement with continuing students.
- An email alert system was implemented in fall 2009 that was used to notify all students of important upcoming dates and activities for CalWORKs (e.g., the need to make counseling and advising appointments for the next semester).

## **SLO Assessment in 2009-2010**

### **Staff Retreat on Strength-based Practices**

A staff retreat was held in October 2009 on using strength-based practices in service delivery to CalWORKs students. One outcome of this staff retreat was a decision to focus attention on SLO #6: "Students will advocate for themselves and diligently navigate experiences and systems." Staff also reviewed and participated in experiential exercises to identify personality traits and skills that increased resilience and persistence in accomplishing goals.

### **Email Survey to All CalWORKs Students (Fall 2009)**

A survey on "Survey Monkey" was sent out via email to all current students enrolled for fall 2009. The purpose of the survey was to gather self-assessments from students on the topic of self-advocacy and communication. The survey was sent to 447 students, and 71 responded (15.8%). The highest percentage of those responding was the group of students who have attended 2-4 semesters (54.4%). The remainder totaled 29.4% for new students, and 16.2% for those who have attended 5 semesters or longer.

The findings of the survey are as follows:

1. Only 2.8% of students surveyed responded that they were **not** confident in advocating for themselves. The rest of the responses were divided between "always" and "sometimes confident" in advocating for themselves.
2. Students were asked how they had advocated for themselves at school or work during the past three months. The majority chose talking to a teacher about a grade, absence, etc. (67.2%) and calling the SonomaWORKS workers about a situation or crisis (57.8%) Lower percentages reflected that the majority of students do not call CalWORKs counselors for help with a class (only 26.6% chose this), meet with a CalWORKs counselor for personal reasons (only 20.3%), or talk to a CalWORKs counselor or advisor to get more help with resources or money (31.3%)
3. Less than 50% of those responding chose an activity that could teach them how to advocate for themselves more effectively (e.g., 43.4% chose workshops or short meetings that would help them learn about advocacy; 35.8% selected handouts as a teaching tool; 9-32% selected people-oriented teaching like tours, conversations, practice with a mentor, or a support group of peers).

Impressions:

The majority of students responding to the survey felt they could advocate for themselves and navigate challenging circumstances. However, staff anecdotal feedback indicated that students

have difficulty assuming responsibility and initiative when attempting to navigate school, employment and county-related activities and requirements. The discrepancy between staff observation and student self-assessment prompted staff to develop a focus group to further study this SLO (see below).

Further, a higher percentage of students (42%) wanted more frequent contact with a counselor or support person than those who actually met with a counselor for personal reasons (20%). This suggests that although counseling is available for personal reasons such as learning to advocate for oneself, students do not always access this service. More education on the roles and services of counselors in the CalWORKs department could close this gap.

Between November 2009 and April 2010, CalWORKs staff integrated strength-based communication and strategies into systems and daily contact with students. Strength-based strategies were used at every level of contact, from the front desk reception, to counseling and advising appointments. Examples of this approach include: 1. Changing systems to empower students to become more independent and self-reliant (e.g., counselors develop academic plans but no longer help students choose section numbers and class schedules; students are coached to be independent and self-sufficient with on online registration and FAFSA) 2. Changing communication with students to empower independent thought and decision-making (e.g., opening appointments with the question "What would you like to accomplish today?" or "What are your ideas/needs?" and closing with questions like "What's your next step?" or "When you leave here, what are you going to do next?") 3. Shifting attention away from deficits and building on perceived strengths (Examples include: highlighting what's right about paperwork they turn in rather than what's missing; asking about life skills that can be transferred to school success; finding something positive to say about the student in every interaction, no matter how small the recognition.) 4. Increased education on what is available to students re: counseling for satisfactory progress, personal crisis and building life skills. This included making a distinction between those students who only need drop-in counseling for academic plans, and those who need more extensive counseling appointments for further guidance and support.

Staff meetings included updates in how this shift of approach was working and what systems needed to be modified to encourage more empowerment and self-advocacy in students.

### **Focus Group on Resilience and Self-Efficacy:**

Based on the strength-based model, staff chose students who had already shown they were resilient and persistent in their school performance and negotiation of life circumstances. One of the counselors provided a thesis and research study on resilience, and questions were designed to allow staff to gather more information on traits and skills that these students have that can be encouraged in other students. The focus group questions include these successful students' recommendations for teaching resilience and persistence to their peers.

The findings of the Focus Group in May served to confirm the hypothesis that shifting to a strength-based model in and of itself can encourage more self-reliance, empowerment and self-advocacy among students. Furthermore, the Focus Group showed us the following:

1. Using the strength-based approach built a sense of self-esteem and accomplishment in the students who participated. Students were animated, enthusiastic and genuinely engaged when asked to provide recommendations for less successful peers. The fact that they were invited and acknowledged because they were successful and resilient students brought forth a high level of participation and many relevant strategies that can be integrated in staff activities and approaches with all students. Staff can use this approach and structure for future meetings and groups to increase the level of student engagement and participation. In addition, checklists were developed for this Focus Group (from CalWORKs counselor Shaun Rowley's doctoral dissertation on resilience) identifying traits that support persistence and resilience. These checklists can be used with other students to focus on specific life skills.

2. The interaction between the students showed that peer-to-peer mentoring and support promises to be a powerful and influential complement to staff teaching and modeling. Several students have offered to be mentors or participate in future meetings of this nature.

3. If students have the experience of being acknowledged for their strengths and successes in ongoing contact with CalWORKs staff, they will be more likely to use the resources when they are having personal difficulties and before their academic progress is negatively impacted. The students in this Focus Group learned to state their needs to county workers and CalWORKs staff and came to regard CalWORKs as a supportive "family" in which they were seen as individuals. Their experience can be replicated for other students who have not yet learned to ask for help or advocate for themselves.

4. Key concepts from the Focus Group should be integrated into future program plans. These include: encouraging students to use CalWORKs as a "home base" for connection, resources and support; to identify their "top motivators" that will "keep them coming back" when difficulties arise; to find a peer mentor or "cheerleader" who can share successful strategies; and to build resilience and persistence by setting small attainable goals and recognizing each small success along the way.

Finally, a thank you note from one of the participants really sums up not only the process but the positive impact of this approach on students. From one of the Focus Group participants: "I am honored that I was selected to participate in such an amazing group. I am proud of my accomplishments and excited for my future. I don't know if our feedback will help you reach out to others not doing so well but I do know one thing. That meeting was special; it did something to everyone in that room. Did you look around? Everyone was glowing, everyone was proud, and everyone shared their accomplishments. Whether it was your intention or not, that gathering of students was amazing, satisfying, and inspiring. We all have one thing in common and that is determination."

In addition to the focus group, staff continues to meet bi-monthly to discuss what approaches, practices and systems support the development of resilience, initiative and self-efficacy, traits that build toward advocating for oneself and navigating systems. It is acknowledged that shifting from a "service" approach (in which staff may inadvertently enable dependency), to a "strength-based approach" (that empowers students to take initiative and build on current skills and strengths) will need to be systematic and gradual over time.

## **SLO Assessment in 2010-2011**

### **Staff Retreat on SLO #7**

CalWORKs chose SLO #7 to focus on for the 2010-2011 year. ("Students will demonstrate persistence in their attainment of academic achievement"). A staff retreat was held in October 2010: "Connect, Inspire, and Thrive in Change". With the retirement of the Director in August, staff members needed an opportunity to reflect on their own persistence, resilience and adaptability in change, and then apply some of that knowledge to assisting students to be persistent in their academic achievement. The retreat began with brainstorming about what staff loved about their work with students, and why they keep coming back. The group paired off and discussed personal experiences when it was difficult to persist in something, along with what made the situation difficult, and what tools and strengths were used to keep going. Here are some of the reflections from that discussion:

When you discussed a time that you had to persist with something, what strengths/tools did you use?

- ◆ Support from a team of people
- ◆ Identifying myself as being a student

- ◆ Fear of not accomplishing what my goals were
- ◆ Partnering w/ someone; a cheerleader or mentor
- ◆ Pride
- ◆ People's reflections – positive feedback

What could have been "the straw" that prevented you from persisting?

- ◆ When I couldn't find the classroom as a student - that was "proof" that I didn't belong – inner argument & conflict
- ◆ Physical limitations – knowing I can't do it
- ◆ Can't accomplish everything
- ◆ Fear of not accomplishing
- ◆ No support
- ◆ Judgment from other people

What did we find in common between us students re: persistence?

- ◆ Relationships are very important
- ◆ We have a lot in common with students – similar struggles
- ◆ The need to step back & see the big picture – for problem-solving – willingness to see self in a different way
- ◆ Strong sense of being self-grounded and rooted in what you need
- ◆ Talk difficulties through with someone else
- ◆ Breaking tasks down to decrease overwhelm
- ◆ Setting boundaries – ok to say no
- ◆ Motivators –
  - keeping values at the center
  - true to what's important
  - love of someone else
  - goal - value of that accomplishment
  - desire for growth
  - knowing the outcome if you persist
  - part of team – depended upon – connected
  - break a pattern from the past
  - respect

**SLO Projects Related to Persistence**

From the staff retreat, issues and strategies related to persistence were identified; throughout the fall and spring semester, staff experimented with new activities and attitudes to encourage persistence. The following list highlights objectives, strategies and activities/attitudes tried:

For front desk Peer Advisor staff: Encourage engagement and connection with every student who comes through the door

- ◆ Make every effort to know students names-the recognition/remembrance of them is very important and they notice this
- ◆ Set the attitude/value that engaging with students in the office is a priority over paperwork, and other daily tasks
- ◆ Involve Peer Advisors in preparing activities during slower times – package activities so they can be pulled out with no additional prep work
- ◆ Have Peer Advisors attend staff meetings to bring the student perspective

Build self-confidence & motivation:

- ◆ Celebrate successes through cards, get-togethers, personal congratulations
- ◆ Ask students: "How did you get this far?"
- ◆ Touchstones, reminders, pocket cards with encouraging phrases

- ◆ Use slogans like HALT, "Just show up", "Don't quit before the miracle" to connect with themes/phases

Provide support during critical phases in the semester – welcome, midterms, and finals

- ◆ Welcome week signs, tips for new students
- ◆ Counselors available after orientations to chat with students in the lobby while they wait for other appointments
- ◆ Use big paper in lobby where students can write tips to other students: "Student to Student" wall of ideas, dreams, goals & guidance
- ◆ Provide refreshments during welcome and finals weeks
- ◆ encourage students to stop by to hang out, study or use computer
- ◆ Institute a Peer Support Program that identifies and serves students who are having difficulty in classes with support meetings, enhanced referrals, check-in phone calls, etc.
- ◆ in CalWORKs Study, identify students who are having difficulty juggling work and school, and schedule mid-semester check-in appointments with CWS Advisor
- ◆ Send cards acknowledging important events or crises in a student's life, signed by staff with words of encouragement

Transform the idea: "I do not belong here" to "I am a SRJC student"; redefine relationship with education

- ◆ When student is first registered say, "Congratulations, you are now a SRJC student"
- ◆ adding tours of the campus to orientations with Student Affairs

Create rites of passage and opportunities for connection with staff & each other

- ◆ Tack on networking/group time to orientations or other times students are already gathering. Staff can "work the crowd" when students are waiting in lobby.
- ◆ Celebrate graduates with an end of year gathering; post names for others to acknowledge; send cards and/or certificates of achievement

### **Survey Cards available in lobby; Email Survey to All CalWORKs Students (Fall 2010 to spring 2011)**

**Survey cards** were available in the lobby to encourage feedback about the new activities related to persistence. 58 survey cards out of 406 enrolled students were collected over the course of two months (14.29%). The following shows what activities were seen as helpful:

<b>Student Survey Cards 2011 - Total Received</b>	<b>58</b>	<b>14.29%</b>
<b>Please check which of the following CalWORKs activities, giveaways or displays are helpful to you this semester:</b>		
<b>Writing on or reading the "student to student" messages on the wall</b>	17	29.31%
<b>Receiving a giveaway snack or card during finals or welcome week</b>	18	31.03%
<b>Going on a tour of important campus buildings</b>	10	17.24%
<b>Receiving reminder emails of important dates and events</b>	32	55.17%
<b>Receiving giveaway supplies like a Planner or flash drive</b>	33	56.90%
<b>Help learning how to register online, or other computer support</b>	23	39.66%
<b>Checking in with a counselor on a grade, class or financial aid issue</b>	29	50.00%
<b>Other</b>	27	46.55%

In addition, the survey cards had 54 other comments, most of which attributed success at staying in school to relationships with CalWORKs staff (66.67%), and/or specific help (FAFSA, applications, access to computer, printing, outside resources, Job Club, orientations, etc. - 29.63%).

An electronic "Survey-Monkey" was sent to 410 students; 90 students responded (22%). (Responses are listed for any answer 25% or higher.)

### **1. The following new practices this semester were helpful to students:**

1. Receiving reminder emails of important dates and events (67.5%)
2. Checking in with a counselor on a grade, class or financial aid issue (65.1%)
3. Receiving giveaway supplies like a Planner or flash drive (59.09%)
4. Talking with a Peer Support person about classes, resources or encouragement (51.8%)
5. Writing or reading messages on the "Student to Student" wall (37.3%)
6. Helpful quotes on cards you can take with you (32.5%)
7. Help registering online or other computer support (31.3%)
8. Attending Job Club or other work study appointments (26.5%)

### **2. When asked what helps them the most to stay in school and achieve their goals, these were the responses:**

- Books & supplies (86.5%)
- Financial aid (86.5%)
- Succeeding for my child (84.3%)
- My dreams for the future (71.9%)
- Taking it one step at a time (66.3%)
- Counseling (66.3%)
- Relationship with a teacher or staff member (55.1%)
- Learning about resources available (52.8%)
- Remembering my past-not going back (50.6%)
- Computer lab (43.8%)
- Support from peers (41.6%)
- Tutoring (34.8%)
- Study groups (24.7%)

### **3. Students expressed interest in the following program enhancements for summer and fall:**

- Student bulletin board where you can post your announcements for housing, jobs, giveaways, etc. (56.4%)
- Student copy machine or copy credit at CyBear Center (50%)
- CalWORKs sponsored family picnic (46.2%)
- More drop-in counseling available (44.9%)
- After hours or Saturday appointments during busy times (41%)
- Doing an internship at CalWORKs (41%)
- Volunteering in the office (34.6%)
- Study groups or connections with others in your major (34.6%)
- Peer advisor appointments for support & resources (32.1%)
- Social gatherings with other students (we bring the food) (30.8%)

### **4. Challenges for Students:**

The majority of students indicated a **lack of time** to do everything or **time management** was their greatest challenge. Similar to time management, some indicated that **keeping life in balance** between work, school and family-life was the most difficult. The next highest response indicated that the **difficulty of classes** was a challenge; other responses related to this mentioned a language barrier, physical or learning disability, being back in school after a long time, and finishing school or wondering what the outcome would be. Other responses

mentioned financial problems, child care problems, the desire to be a good parent, a feeling of isolation, and burn-out.

It was significant that 78.6% of students who responded have a Face Book account, and 63.4% said they would use a CalWORKs Face Book page if we had one.

Some interesting assumptions can be made from these survey results. First, the activities that were added this semester to enhance connection, engagement and a sense of belonging were viewed as helpful (reminder emails, drop-in counseling, peer support, "student to student" wall, Job Clubs, quotes on cards, relationships with teachers and staff); the practical help is also necessary and seen as supportive for staying in school (books & supplies, financial aid, learning about resources, computer lab, tutoring, study groups, giveaway supplies, help online). These activities and support services should continue to be provided as a regular part of the CalWORKs program.

Second, there are powerful motivators that students use to keep going – among these are the high-ranking ideas of "succeeding for my child", "dreams for the future" and "taking it one step at a time". CalWORKs can make use of these motivational statements in orientations, materials and conversations to encourage students when resilience or persistence is challenged.

Third, future program enhancements could address some of the challenges and suggestions students have to improve their ability to stay in school. Among these are time management workshops or materials, credit or use of a copy machine, student bulletin board, a family picnic, office hours outside of traditional time, and exploration of volunteer or internship opportunities in the CalWORKs office. Other peer-related enhancements could include study groups for students in the same majors, peer support appointments and opportunities to network or socialize with other students.

### **Spring 2011 Follow-up:**

Focus Group ("positive deviance" model)

A group of 10 students were identified as successful in achieving persistence despite obstacles, and these students attended a facilitated focus group in May 2011. Although the focus group was structured with specific questions, it was evident that two questions in particular interested this group: *Do you consider yourself a successful student? Why or why not?* and *What educational and personal experiences and situations have fostered the characteristics of persistence and perseverance in you?*

Discussion from the first question highlighted many common feelings among students: 1. That "outside" success like good grades doesn't mean they feel successful in other areas of their lives, or on the "inside"; 2. That the support and pride of a student's partner and children are perceived as making the difference between success and failure; 3. That past failures – being in a "dead-end job", going to jail, not graduating from high school, etc. – have been converted into positives (one comment exemplifies this: "I see myself as successful because I know what it is to fail – I had to step away from the old life and into a new life and believe in myself") 4. That qualities like tenacity, determination, and thoughts like "you deserve better" and "you can do this" are powerful tools when discouragement or obstacles occur during the semester.

Discussion from the second question highlighted their suggestions for encouraging persistence in other students:

To the students:

- Do the footwork.
- "Engage" with others
- It's important not to isolate when things go wrong – peer support is important.
- Welcoming support from programs like CalWORKs
- Talking to God – spirituality – wherever you find your spiritual support

To Programs that serve students:

- Orientations – pairing new students with someone who has experience.
- Workshop in how to handle toddlers when studying
- A conference with different workshops/breakout groups on topics that students need ideas and support around
- A safe place to go on a bad day– safety net.

The following practices have now been incorporated into our routines and office culture:

- Increase of counseling drop-in hours
- "Student to Student" bulletin board: alternating between students posting messages/stories and posting unfilled needs
- Reminder emails
- Giveaway snacks, supplies and messages during key times
- Orientations with tours of campus
- Annual surveys and focus groups

The following new programs were launched in fall 2011

- "Student to Student" Peer Support Program
- Redesign of Job Club to include topics such as time management and self-care as well as typical job-search topics.
- Student led events that highlight resources on-campus
- Internship program for Human Service Major and Admin. Asst. Certificate
- Socials/family craft days for students
- Advocacy network
- Gas cards & other incentive giveaways

The copy card idea has been researched and no process has been found to make this work with CyBear Center. Instead, we are encouraging students to come here to print materials, or ask us to make copies for them.

### **SLO Project: 2011-2012**

SLO # 8. Students will achieve and progress in preparation for career-related employment as demonstrated by any of the following outcomes:



- a. Getting a job in the student's chosen career field, to increase job readiness for the chosen career field or the next level up on a student's career ladder;
- b. Being promoted in a current job or hired in an improved status;
- c. Changing to a major or career path more closely related to the student's interests and skills;
- d. Being accepted into a program or internship necessary to fulfill requirements for chosen career;
- e. Reporting increased confidence and competence in contacting employers, applying for jobs and interviewing; OR
- f. Stabilization of daily living situations to improve job readiness or performance.

1. An Employment Readiness Program was launched in fall 2011. The program includes a series of 8 weeks of themed workshops on the following topics: Time Management; Self-Care; Self-Assessment; Goal-Setting; Resumes & Cover Letters; Hidden Job Markets; Interviewing Successfully; Building Community; Networking. Students participating in the 8-week series are referred by a SonomaWORKS Employment & Training Counselor and a CalWORKs Student Advisor. Students are encouraged to attend 2-3 meetings per week for the 8-week period, unless they secure employment before the end of the 8-week series.

2. The "Student-to-Student" Internship program was launched in Fall 2011. Two interns majoring in Human Services were recruited to work individually with CalWORKs students who either need expanded human services resources or peer support and practice in developing job readiness skills. Interns and Peer Advisors also organized one student workshop event per semester focused on accessing resources and advocacy.

3. Each new program (Employment Readiness Program and Student-to-Student Internship Program) tracks student attendance, logs case notes, surveys students on needs and outcomes of participation, and uses student feedback to refine the programs and increase participation.

4. Student focus groups will be held in spring 2012 to assess the results of student participation in these programs. An all student survey will be sent as well to compare students who have not participated in any of these support programs with those who have participated.

5. Successful outcomes for a participating student include:

a. Getting a job:

1. In the student's chosen career field
2. To increase job readiness for the chosen career field
3. The next level up on a student's career ladder

b. Being promoted in a current job or hired in an improved status (i.e., pay increase, benefits, permanent status, etc.)

- c. Changing to a major or career path more closely related to the student's interests and skills
- d. Being accepted into a program or internship necessary to fulfill requirements for chosen career
- e. Increased confidence and competence in contacting employers, applying for jobs and interviewing
- f. Stabilization of daily living situations to improve job readiness or performance.

6. A student reporting any of the outcomes itemized above will be considered successful in achieving or progressing toward career-related employment.

Final outcomes of surveys and focus group will be completed by the end of the 2011-2012 fiscal year.

**SLO Project: 2012-2013**

## 4.1c Student Learning Outcomes Reporting

Type	Name	SLO Identified	SLOs on Web	Assessment Methodology Identified	Student Assessment Implemented	Assessment Results Analyzed	Change Implemented
Service/Program	CalWORKs	N/A	N/A	N/A	Spring 2012	Summer 2012	Fall 2012
Service/Program	CalWORKs	Fall 2004	N/A	Spring 2008	Spring 2008	Fall 2008	Spring 2009
Service/Program	CalWORKs	Fall 2004	N/A	Spring 2008	Spring 2008	Fall 2008	Fall 2008
Service/Program	CalWORKs	Fall 2004	N/A	Spring 2008	Spring 2008	Fall 2008	Fall 2008
Service/Program	CalWORKs	Fall 2004	N/A	Spring 2008	Spring 2008	Fall 2008	Fall 2008
Service/Program	CalWORKs	Fall 2004	N/A	Spring 2008	Spring 2008	Fall 2008	Fall 2008
Service/Program	CalWORKs	Fall 2008	N/A	Fall 2009	Spring 2010	Spring 2010	Fall 2010
Service/Program	CalWORKs	Fall 2008	N/A	Fall 2010	Spring 2011	Spring 2011	Summer 2011
Service/Program	CalWORKs	Fall 2008	N/A	Fall 2011	Spring 2012	Spring 2012	Fall 2012
Service/Program	CalWORKs	Fall 2008	N/A	Fall 2011	Spring 2013	Spring 2013	Fall 2013
Service/Program	CalWORKs	N/A	N/A	N/A	Fall 2013	Spring 2014	Summer 2014

## 4.2a Key Courses or Services that address Institutional Outcomes

Course/Service	1a	1b	1c	2a	2b	2c	2d	3a	3b	4a	4b	5	6a	6b	6c	7
Academic Counseling	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Advising		X		X	X	X	X	X	X	X	X	X	X	X	X	X
Case Management	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Coordinate w/college	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Coordination w/cty		X		X	X	X	X	X	X	X	X	X	X	X	X	X
Employment Services	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

## 4.2b Narrative (Optional)

The SRJC CalWORKs Program works with the “whole” student addressing issues that are personal, educational, work-related, mental health or physical health related, learning difficulties, parenting, cultural, financial, future goals and more. This is imperative in a case management approach to providing services to students as they work to overcome poverty and establish themselves and their families as self-sufficient. There are many barriers and all must be addressed to support success.

The Institutional Learning Outcomes also address the whole person, which is evidenced by the many matches in the chart above.

## 5.0 Performance Measures

CalWORKs is the access point for the highly at risk TANF population. These students would very likely not be at the college without the partnership with the county and the intensive case management provided by both partners. CalWORKs staff conducts bi-monthly outreach presentations to Goodwill Industries to speak to TANF parents about the option of including education as a part of their Welfare-to-Work Plans.

The graph below demonstrates contacts with students over the past five years:

Activity	March 08	March 09	March 10	March 11	March 12	Change Over 1 Year	Change Over 5 Years
Active /Month's Start	372	530	566	616	621	<1%	66%
County Referrals	230	335	358	364	277	-23%	<1%
Orientations	182	259	289	266	194	-27%	<1%
Active/Month's End	381	558	675	633	630	<1%	65%
Total Service Instances	5511	7359	7824	6960	5585	-19%	<1%
Appointments	1824	2615	3192	2963	2275	-23%	24%
Other Service Contacts	3687	4744	4632	3997	3310	-17%	-10%

The 23% drop in county referrals since last fiscal year due to time limit and exemption changes has caused a corresponding drop in orientations (for newly referred students), appointments and total service instances (which includes appointments and other service contacts). Despite the fact that there are a quarter less referral from the county, the active total number of students at month start and end remains virtually unchanged from last year. This means that there is a high enough number of continuing students to compensate for the loss of county referrals of new students.

CalWORKs Student Progress 2010-2011

<b>2010-2011 Student Services Program Review</b>	<b>Unit No.'s</b>	<b>District No.'s</b>	<b>Unit %</b>	<b>District %</b>
<b>GENERAL DATA</b>				
Total Students	525	45710	100.00%	100.00%
Enrolled in CREDIT	452	37631	86.10%	82.33%
Enrolled in NON CREDIT	381	17566	72.57%	38.43%
<i>ESL</i>	24	2417	4.57%	5.29%
<i>Citizenship</i>	0	0	0.00%	0%
<i>Basic Skills</i>	354	9734	67.43%	21.30%
<i>Health &amp; Safety</i>	15	521	2.86%	1.14%
<i>Disabled Students</i>	50	1647	9.52%	3.60%
<i>Parenting</i>	0	95	0.00%	.21%
<i>Home Economics</i>	0	0	0.00%	0%
<i>Older Adults</i>	0	3581	0.00%	7.83%
<i>Vocational</i>	1	341	0.19%	.75%
<b>Is English Primary Language?</b>				
YES	434	35220	82.67%	77.05%
NO	91	9859	17.33%	21.57%
Unknown	0	631	0%	1.38%
<b>ENROLLMENT LOCATION</b>				
Online Courses only	5	2033	95%	4.45%
Santa Rosa Campus ONLY	348	23520	66.29%	51.45%

Petaluma Campus ONLY	19	4157	3.62%	9.09%
Other ONLY	13	8607	2.48%	18.83%
Santa Rosa & Petaluma	77	4983	14.67%	10.9%
Santa Rosa & Other	57	1694	10.86%	3.71%
Pet & RP or Pet & Sonoma	0	9	0.00%	.02%
SR, Petaluma, Other	5	510	.95%	1.12%
<b>ACCESS</b>				
<b>Gender</b>				
Female	460	24941	87.62%	54.56%
Male	57	19758	10.96%	43.22%
Unknown	8	1011	1.52%	2.21%
<b>Age Group</b>				
< 20	46	9479	8.76%	20.74%
20 - 24	102	12224	19.43%	26.74%
25 - 29	107	5819	20.38%	12.73%
30 - 34	104	3547	19.81%	7.76%
35 - 39	83	2480	15.81%	5.43%
40 - 49	76	4251	14.48%	9.30%
50 +	7	7910	1.33%	17.30%
Unknown	0	0	0.00%	0.00%
<b>Race/Ethnicity</b>				
African-American	30	1097	5.71%	2.40%
Asian	7	1584	1.33%	3.47%
Filipino	6	337	1.14%	0.74%
Hispanic	139	8358	26.48%	18.28%
Native American	10	394	1.9%	0.86%
Other Non-White	3	181	.57%	0.40%
Pacific Islander	4	206	0.76%	.045%

White	243	25949	46.29%	56.77%
Multiple Ethnicities	65	3457	12.38%	7.56%
Unknown	18	4147	3.43%	9.07%
<b>Disability</b>				
Primary Disability	52	2896	9.9%	6.34%
Secondary Disability	32	1999	6.1%	4.37%
Dept. of Rehab.	1	86	.19%	0.19%
<b>Financial Aid</b>				
Not Received	30	33504	5.71%	73.30%
Received	495	12206	94.29%	26.70%
BOG Waiver	494	12046	94.1%	26.35%
PELL Grant	264	4464	50.29%	9.77%
Other	122	1682	23.24%	3.68%
<b>PROGRESS</b>				
<b>PERSISTENCE</b>				
Enrolled in Fall	397	30873		
Persisted to Spring	330	21313	83.12%	69.03%
<b>COURSE COMPLETION</b>				
<b>Degree Applicable</b>				
Attempted	1918	129219		
Successful	1283	91722	66.89%	70.98%
<b>Basic Skills</b>				
<b>ESL</b>				
Attempted	72	2247		
Successful	54	1699	75%	75.61%
<b>English</b>				
Attempted	93	1894		
Successful	63	1250	67.74%	66.00%

<b>Math</b>				
Attempted	97	2041		
Successful	65	13048	67.01%	63.89%
<b>ACADEMIC SUCCESS</b>				
Degree	17	1163	3.24%	2.54%
Certificate	16	470	3.05%	1.03%
<b>WORKFORCE DEVELOPMENT</b>				
Apprenticeship				
Attempted	0	419		
Successful	0	392	0.00%	93.56%
Adv. Occupational				
Attempted	17	1830		
Successful	14	1454	82.35%	79.45%
Clearly Occupational				
Attempted	963	33791		
Successful	669	25762	69.47%	76.24%
<b>PETALUMA CAMPUS UNIT BREAKDOWN</b>				
.5 - 3.0 units	53	3660	51.96%	37.13%
3.5 - 6.0 units	22	2193	21.57%	22.25%
6.5 - 9.0 units	14	1113	13.73%	11.29%
9.5 - 12.0 units	2	711	1.96%	7.21%
12.5 - 15.0 units	4	499	3.92%	5.06%
15.5 - 18.0 units	1	324	.98%	3.29%
18.5 - 21.0 units	1	305	.98%	3.09%
21.5 - 24.0 units	0	234	0%	2.37%
24.5 - 27.0 units	1	186	.98%	1.89%
27.5 - 30.0 units	0	110	0.00%	1.12%
30.5 +	0	49	0.00%	0.50%



12.0-21.0	6	1340	5.88%	13.60%
21.5+	1	579	.98%	5.87%

#### Persistence:

83.12% of SRJC CalWORKs students persisted from Fall to Spring as compared to the District rate of 69.03%. CalWORKs students face significant barriers to success. Most of them have part-time jobs, all of them are parents, and many face other issues such as substance abuse, domestic violence, homelessness or mental health issues as well as severe poverty. The percentage of CalWORKs students with a primary disability is 9.9% compared to the District's 6.34%; and 6.1% of CalWORKs students have secondary disabilities compared to the District's 4.37%. The collaboration between the CalWORKs Program, the county and other Student Services Programs (such as Disability Resources) is critical in maintaining persistence. This rate of persistence is definitely a success for CalWORKs and is a reflection of the deep dedication these students have to making a better life for their families.

#### Completion of Degree Applicable and English Courses:

66.89% of CalWORKs students attempting degree applicable courses successfully completed them – this rate has increased since last year, yet is still less than the District's rate of 70.98%. 67.74% of CalWORKs students attempting English courses successfully completed them which is significantly higher than last year's 59%, and higher than the District's rate of 66%. These success rates remain significant when considering the lack of preparation and the need for remediation for TANF students. (67.43% - a significant increase over last year - of CalWORKs students enrolled in noncredit classes are studying Basic Skills, compared to the 21.3% for District students in the same category.) Unmet remediation needs due to time limits on education for TANF recipients can mean that students attempt coursework that is too difficult for them. Processes to increase the level of assessment by the county have been established to help in the development of more realistic Welfare-to-Work Plans, however, the time-pressure of this work first program play a key role in moving students through their educational programs as rapidly as possible.

#### Completion of Math Courses:

67.01% of CalWORKs students attempting Math courses successfully completed them, compared to 63.89% for the District as a whole. This success rate has been steadily climbing over the last two years; CalWORKs staff has focused on supporting students with difficulties in Math by encouraging study skills, tutoring and building confidence for those who express Math anxiety.

#### Completion of ESL Courses:

75% of CalWORKs students attempting ESL courses successfully completed them in comparison to the District rate of 75.61% for the District as a whole. This rate has lowered since

last year, and may be attributed to several new trends: 1.) the influx of students who are recent refugees and have had no exposure to English previously; 2.) the placement of students in classes that exceed their capacity to achieve in one semester; 3.) the limited exposure these students have to venues to practice English in between classes. The successful completion of ESL is of high importance to the CalWORKs Program as this creates a foundation for college success. Further support is needed for these students to progress through ESL courses.

#### Completion of Degrees:

3.24% of CalWORKs students successfully completed degrees, reflecting a slightly higher success rate than 2.54% for the District.

#### Completion of Certificates:

3.05% of CalWORKs students successfully completed certificates reflecting a slightly higher success rate than 1.03% of all students in the District; this may be due to the vocational training focus of the CalWORKs Program.

#### Financial Aid

94.29% of CalWORKs students received financial aid, including 94.1% receiving The BOGG and 50.29% receiving Pell grants. This is significantly higher than the District total of 26.70% receiving financial aid. CalWORKs must continue to work closely with Financial Aid to encourage all students to complete Financial Aid applications.

#### Comments regarding student success:

CalWORKs students face federal time limits that often limit their access to Basic skills remediation and long-term education; there is concern that the students may not achieve family self-sufficiency with limited education. Additionally, CalWORKs is now serving many of the long-term unemployed who have lost their wages and benefits and turned to welfare to sustain their families. With Statewide trends moving toward shortening time on aid and colleges limiting the number of available classes and sections, there is a concern that CalWORKs students will not have adequate time and support to complete their educational and career goals. More focus is now being placed on defining realistic short-term goals that a student can complete in two to four years. This will be challenging for those in Basic Skills and ESL classes.

For these and many other CalWORKs students, jobbing-out can be a success, even if the job is not in the student's chosen major. Because there are fewer entry-level jobs available in our community and higher competition for those jobs that are available, TANF recipients who may have preferred to work and do not have a high interest in education are being sent to the college as an activity because paid work is unavailable; this can, of course, impact motivation and ultimately, success. There are also a number of students who are referred to the college but do not enroll or make first census due to multiple barriers.



## 6.1 Progress and Accomplishments Since Last Program/Unit Review

Rank	Location	SP	M	Goal	Objective	Time Frame	Progress to Date
0001	Santa Rosa	00	00	Integration of Student Success Act Recommendations and the New CW Regulations	Increase student participation and success through completion and acquiring permanent, self-sustaining employment	2013-2016	staff time
0002	Santa Rosa	00	00	digital imaging of student files	reduction of hard copy and the need to store paper files in the office	2013-2016	Possible purchase of digital imaging software
0003	Petaluma	00	00	Outreach to Petaluma Campus	Develop data on students who are only on the Petaluma campus to provide necessary services	2013-2016	1. Staff time and travel 2. Available office space on the Petaluma campus

## 6.2a Program/Unit Conclusions

Location	Focus Areas & Questions
Santa Rosa	The CalWorks program is managed well by the Director, and progress continues to be made by the staff toward the program goals and objectives. As a new Supervising Administrator for the Program, I look forward to working closely with the staff to strengthen and grow where appropriate to best serve students in CalWorks who attend SRJC.

## 6.2b PRPP Editor Feedback - Optional

It is important to note that categorical programs have unexpected changes due to legislative actions, new initiatives and funding availability; these may not have been planned for but will require a prompt and comprehensive response by the CalWORKs Program and possible financial support from the District.

### 6.3a Annual Unit Plan

Rank	Location	SP	M	Goal	Objective	Time Frame	Resources Required
0001	Santa Rosa	01	00	Integration of Student Success Act Recommendations and the New CW Regulations	Increase student participation and success through completion and acquiring permanent, self-sustaining employment	2013-2016	staff time
0001	Santa Rosa	01	00	Integration of Student Success Act Recommendations and the New CW Regulations	Increase student participation and success through completion and acquiring permanent, self-sustaining employment	2013-2016	staff time
0002	Santa Rosa	00	00	digital imaging of student files	reduction of hard copy and the need to store paper files in the office	2013-2016	Possible purchase of digital imaging software
0003	Petaluma	00	00	Outreach to Petaluma Campus	Develop data on students who are only on the Petaluma campus to provide necessary services	2013-2016	1. Staff time and travel 2. Available office space on the Petaluma campus