CalWORKs
STUDENT SERVICES
COMPREHENSIVE PROGRAM REVIEW and PLAN
2009 to 2014

Committee Members:

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Executive Summary (brief summary, commendations, challenges, and recommendations):

Brief Summary: The CalWORKs program at Citrus College works in collaboration with the Department of Public Social Services to assist students with education, training and job skills. CalWORKs students are Temporary Assistance to Needy Family (TANF) recipients that are referred to the college by the county to enhance or gain new skills, which assist the student in finding employment. The wide array of services provided through CalWORKs includes academic, career and personal counseling, completion of county paperwork for childcare and ancillary expenses, and work-study for on campus job placement. CalWORKs has steadily served over 250 of the most financially needy students on campus. The majority of CalWORKs students are Hispanic females between the ages of 25-49. More students are "Self-Initiated Program" participants, meaning they were actively enrolled in college at the time they applied for cash aid benefits. Completion of an associate degree is the initial goal for many of the CalWORKs students.

Commendations: Significant improvements have been made over recent years in the area of counseling services, work-study, and degree completion. All students are now required to have a Student Education Plan on file that is in compliance with the student's welfare to work plan. More students are expressing an interest in transferring and counselors have coordinated field trips to local universities with tours that are specifically designed for students that are parents. Several CalWORKs work-study students have gone on to acquire permanent employment at Citrus College as a result of their initial performance as a student worker.

Challenges: In 2009, funding for the program declined by forty (40%) percent. Six years later, the funding is slowly beginning to be restored. Services to students, the number of students served, and staffing all suffered as a result of the budget cuts. A significant challenge to CalWORKs is permanent full-time staffing. At present time, the CalWORKs program only employs one year-to-year full-time employee. The remaining permanent staff is either split with other programs or are part-time.

Recommendations: In July 2015, the CalWORKs program was added to Education Code acknowledging and securing its existence in the California Community College system. A recommendation resulting from the inclusion of CalWORKs in Education Code is to employee full-time permanent employees to serve a population that is often in crisis. This is critical to the success of our students. CalWORKs at Citrus College is in need of a tenure counselor, full-time administrative clerk II, outreach specialist, and student employment technician. These positions are vital to the success and growth of the program. Included in the educational master plan is a goal to expand work-study positions to off campus sites. This goal may be accomplished with the employment of a student employment technician who will establish partnerships off campus and who will work with students on job readiness.

1. <u>**Program Mission/Description**</u>**:**

> **Program Mission and Relationship to College Mission:**
> The California Work Opportunities and Responsibilities to Kids (CalWORKs) program is committed to providing CalWORKs students a variety of comprehensive counseling and supportive services, which are necessary for students to overcome personal barriers and transition off of public assistance. The CalWORKs faculty and staff provide a safe, welcoming, and positive environment for students and advocate on student' behalf to ensure they are receiving the appropriate services from the county. The CalWORKs program fosters a belief that education and training are the best solution for welfare recipients so they may gain economic stability for themselves and their family.
>
> The CalWORKs program is in support of the college's mission statement as we provide services to basic skills and career/technical education students. Furthermore, CalWORKs is committed to providing an open and welcoming environment in which the student is comfortable to address hardships they face in order to develop into a successful student.
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> **Program Description:**
> The CalWORKs program is responsible for providing support services to students who are recipients of Temporary Assistance to Needy Families (TANF). Through collaboration and advocacy with our college and community partners, we prepare a segment of California's workforce by promoting the economic self-sufficiency of CalWORKs students through the attainment of a higher education.

A. Awards and special recognition

The CalWORKs Association generates an annual publication highlighting CalWORKs student success stories from colleges throughout the state. Citrus College CalWORKs has been an active participant and has had numerous students recognized throughout the years. In 2013, the Citrus College CalWORKs program's Adopt an Angel event was publicized in various local newspapers.
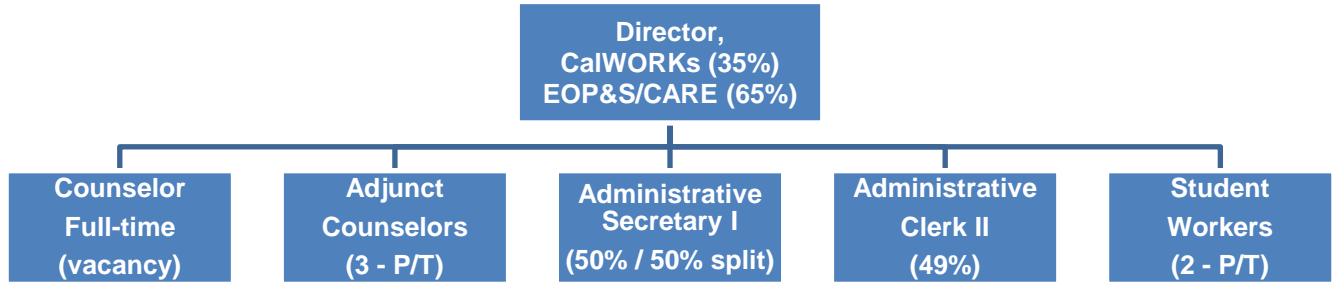
B. Students

1) Approximate numbers of students served annually (include student characteristics and trend data if available).
   Please see tables describing number of students served and the type of welfare-to-work plan they have (Appendix A).

2) Describe eligibility requirements for participation in the program.
   Students must receive cash aid (TANF) for themselves and have a child. They must be referred by their county worker and have a welfare-to-work plan. Students must be currently enrolled in classes at Citrus College. To maintain eligibility in the program, a student must provide proof that they are still receiving cash aid in order to continue receiving services from the program every semester.

C. Staffing

1) Staff preparation and training.
   CalWORKs counselors and staff attend various meetings, trainings, seminars and conferences to stay up-to-date with the changing state policies and implementations. On campus meetings that are attended on a weekly or bi-weekly basis are: Counseling Faculty Work Group, Faculty Department meetings and CalWORKs staff meetings. In addition, staff and faculty attended trainings and seminars off campus that consist of the CalWORKs Association Training, Los Angeles Consortium-5 (LAC-5) meetings, Student Success and Support Program (SSSP), CalWORKs Education Training and Employment Partnership and CalWORKs GAIN training. Throughout the year, CalWORKs counselors attend the California State University (CSU) Community College Counselor Conference, University of California (UC) Counselor Conference and the California Community Colleges Extended Opportunity Programs and Services (CCCEOPS) Association Conference. This year, CalWORKs faculty observed the 2013 SSSP Implementation Summit webinar.

2) Faculty minimum qualifications, diversity, and credentials.
   Title 5 Section 53410 regulations state a master's degree is required for counseling faculty. The functions of a counselor include academic, personal and career counseling.

3) Organizational chart with vacancies.

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                    │   Director,         │
                    │  CalWORKs (35%)     │
                    │ EOP&S/CARE (65%)    │
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Counselor Full-time (vacancy)	Adjunct Counselors (3 - P/T)	Administrative Secretary I (50% / 50% split)	Administrative Clerk II (49%)	Student Workers (2 - P/T)

D. Facilities/Location

The CalWORKs program is located on the second floor of the Student Services Building, SS 236. Office space is shared with the Extended Opportunity Programs and Services (EOP&S) and Cooperative Agencies Resources for Education (CARE) program.

2. Key Functions:

Program Goals and Objectives:
- Academic, personal and career counseling
- Completion of a comprehensive Student Educational Plan (SEP)
- Monitor academic progress and address probation status
- Case management and completion of county paperwork
- Advocate for students with obstacles preventing them from self-sufficiency
- Letters of recommendations (scholarship, employment)
- Letters of extension
- Workshops and Support Groups
- Educational supplies
- Computer/Study Area
- Work-study and job development
- Childcare, mental health, housing and legal aid referrals
- On campus referrals

Program Metrics: Student appointments annually.

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Individual	2,226	1,624	1687	1487	1503	1845
Group	177	587	592	497	351	532
Drop-In	2	4	14	7	12	2

A. Explain how this program coordinates with Instructional and Student Services programs, Institutional Research, and TeC Services (TeCS).

CalWORKs counselors attend division trainings so they are current with activities that are offered by all Instructional and Student Service programs. Frequent exchanges of email also keep counselors apprised of activities and information.

The director works with the staff in the Office of Institutional Research to request comparison data on CalWORKs students. A CalWORKs student satisfaction survey was developed in 2010 with the assistance of the Institutional Research staff.

The director and administrative secretary work closely with TeCS for technical assistance. In addition, collaboration between both offices takes place at the end of every term/session to ensure MIS reporting is correct. TeCS was instrumental in providing the director with access to Crystal Reports. Access to this function allows the director to generate reports on program data much faster. TeCS continues to provide the director with information necessary for completing the annual CalWORKs program plan and year-end reports required by the Chancellor's Office. Communication between the program and the students we serve was greatly improved when TeCS began sending email blasts on behalf of the director.

B. Describe how this program works with the business office to monitor budgets and fiscal reporting?

The CalWORKs director works closely with the accounting technician and director of fiscal services to monitor the CalWORKs budgets. There are five budgets that are tracked and reconciled at the end of every fiscal year. The accounting technician sends quarterly labor reports to the administrative secretary to ensure benefits and salaries are paid correctly. The administrative secretary reviews the detailed expenditure reports monthly. If any discrepancies are found, staff work together to correct the information. Yearly budget sheets are reviewed for accuracy by the CalWORKs director. The director of fiscal services must review and sign all CalWORKs budgeting forms required by the Chancellor's Office.

C. List how this program is integrated with the student equity plan and strategic plan.

The CalWORKs program serves one of the most at-risk student populations. CalWORKs students are welfare recipients and the majority begin at the basic skills level. They are non-traditional students because they are parents, many of which are raising their children on their own. The services provided by the CalWORKs program address the needs of this population through counseling, support groups, workshops, and supplies.

The CalWORKs program integrates the Citrus College strategic plan into their annual program review, focusing on two strategic objectives for the 2013-2014 academic year. In order to target Focus Area one: Academic Excellence; Institutional Goal 1.1: Citrus College will provide high quality instructional programs in recognized and emerging fields of study that lead to successful attainment of degrees, certificates, employment and transfer; Strategic Objective 3 (1.1.3) Develop strategies to encourage students to complete English and mathematics courses at the associate degree level at the earliest stages in their matriculation; an email blast was made in addition to phone calls instructing students to schedule a Student Educational Plan (SEP) appointment with a CalWORKs counselor. Students were given a deadline to complete the SEP. Counselors were instructed to plan English and math courses first. During spring 2014, students will continue to update SEPs.

In order to target Focus Area Two: Student Support and Success; Institutional Goal 2.2: Citrus College will strengthen programs and services that address the learning needs of students; Strategic Objective 4 (2.2.4): Increase specialized programs to support student learning such as tutoring, online tutoring, supplemental instruction, learning communities, a writing lab, a reading center and intensive programs such as Power Math; CalWORKs developed the "CalWORKs Achievement Program," to encourage CalWORKs students to participate in tutoring, supplemental instruction, learning communities, and CalWORKs workshops. Students who complete a designated number of on-campus activities earn a gas card.

3. Program Self Evaluation:

A. Access – Describe how this program is accessible to students.

1) Compare demographic data from the college to the program, including ethnicity, gender, age, and students with disabilities (provide trend data and analysis if available).
   See Appendix B.

2) Describe the effectiveness of the program in enabling success for underprepared and underrepresented students.
   The CalWORKs staff is dedicated to enriching the lives of CalWORKs students by offering quality services. Staff is always ready to provide assistance and help them understand and abide by the processes created to ensure services are properly rendered to them. CalWORKs students are required to attend a CalWORKs orientation where they review the county requirements, program services and expectations. Furthermore, students are provided with ongoing resources (school supplies, gas cards, backpacks, etc.) to acknowledge their accomplishments as they move towards self-sufficiency. Counselors work hard at establishing a strong student-counselor relationship that will assist in meeting their educational goals. Counseling is one of the most important components to the CalWORKs student population. These students wear many hats and with that they carry many responsibilities. Counselors must understand the CalWORKs population; know the everyday changing state requirements to the CalWORKs program and know how to advocate for the student. Providing career and academic counseling are important, but personal counseling is integral to the student's success. Some of the common barriers that CalWORKs students face are stress or anxiety, low self-esteem, lack of motivation,

family problems, and lack of communication skills. CalWORKs counselors must be prepared to counsel students with more than one barrier.

B. Student Success – Review how well the students are completing their educational goals compared to the total college population (provide trend data and analysis if available).

1) Number of degrees and certificates awarded.
See Appendix B.

2) Number of transfer-prepared students.
See Appendix B.

3) Number of transfers.
The Department of Public Social Services (DPSS) priority is work first. CalWORKs students are overwhelmingly referred to colleges to complete a certificate or associate degree so they may join the workforce quickly. Therefore, transfer is not always an objective of DPSS. Once the student meets with a CalWORKs counselor, they realize self-sufficiency may require obtaining a higher degree which means they would need to transfer.

C. Achievement of non-credit educational goals.
There is a small percentage of CalWORKs students that solely participate in the non-credit program on campus. CalWORKs faculty and staff work collaboratively with the staff in the non-credit office to ensure these students are provided adequate services.

D. List exemplary practices and services offered that could be shared with other departments.
The key to the success of any CalWORKs program is the Verification of Benefits (VOB). CalWORKs students are required to submit verification of eligibility every semester before services may be rendered. This policy helps to ensure that services are only provided to qualified students.

A recent service that was developed is the achievement program. It provides students encouragement and motivation to participate in campus activities that will enhance their educational experience. Upon completion of a designated number of activities, the CalWORKs student will earn a gas card.

A same day appointment policy was implemented to curb the number of students not coming to their appointments. After three no shows, students are limited to scheduling appointments on the same day. They may not schedule appointments in advance.

In recent years, CalWORKs launched social media communication to provide students with reminders of upcoming events, workshops, and policy changes. Creative techniques, such as answering trivia questions each month, are used to encourage students to stay connected with the program through the various social media outlets.

Progress reports are also an exemplary practice. The CalWORKs program distributes progress reports with two main purposes in mind; to develop a student-teacher communication and to allow students to review their mid-semester progress. This form is beneficial for both the student and counselor to review during a counseling appointment as it opens up discussion for referrals and recommendations for tutoring and other student services available at Citrus College.

E. Compliance

1) Provide an overview of how this program meets applicable minimum requirements of law.
The CalWORKs program is governed by the California Community Colleges Chancellor's Office. The Chancellor's Office provides a handbook that outlines the program purpose, services, eligibility, and allowable expenditures. Every year, the CalWORKs Chancellor's Office Coordinator reviews and provides feedback on program and budget plans as well as year-end reports. Once all documents are correct and up to standard, the Coordinator signs off in approval. In addition to requirements by the System's Office, CalWORKs is required to follow California welfare law and policies. It is imperative that

CalWORKs faculty and staff understand and are knowledgeable of county procedures and student's rights to services outlined in welfare policy.

2) Describe compliance initiatives undertaken since last program review.
There were no compliance findings at the last program review. The only recommendation made was to "…continue working with the county to improve partnership to ensure streamlined services to students." The CalWORKs faculty and staff continue to attend trainings, meetings and workshops to effectively collaborate with county workers.

F. Environmental Impact How has the program contributed to a greener campus environment (i.e. increased awareness, impact on the campus footprint, strategies to reduce consumption and energy, waste reduction, recycling, sustainability)?

CalWORKs has made several changes in contributing to a greener campus. Scanning files of exited students into a network (Xtender) was implemented in lieu of keeping the actual hardcopy file. Counselors no longer fax, instead they are emailing electronic copies of forms to county workers; reducing paper. Motion detectors were added to computers, which save energy by switching computers to sleep mode if there is no movement detected after several minutes. Also in the last year, a recycling program was started in the office to encourage recycling of bottles and cans within the department.

G. Data Reporting

1) Describe data gathering and submission processes, including challenges in submission.
Data is collected after each student appointment. The information is entered into the Banner system which tracks and categorizes CalWORKs students. This creates a Management Information Systems (MIS) report that is reviewed at the end of the semester by TeCS and verified by the CalWORKs administrative clerk. A Monthly Management report (MMR) is also maintained and sent to the Department of Public Social Services, Contract Division on a monthly basis. A semester data spreadsheet is used to track each student's completion of county forms and academic appointments.

2) Explain changes in data collection, access, and submission since last program review.
The CalWORKs program used to use a legacy system to track data. The system, over the years, became outdated due to the changes made to CalWORKs legislation and program requirements. Most data now is collected and inputted into Excel spreadsheets or is queried through Banner.

H. Technology Needs

1) List technology needs that currently exist in the program (include justification).
An immediate need is to have all computers updated with the latest operating systems and software. A functional scanner is required to continue scanning old files. To contribute to a greener campus, computer software is needed to create and complete electronic forms and tutorials for students. This will allow the CalWORKs counselors to develop electronic forms that may be distributed through email. Students may also access these forms once uploaded to the Citrus College CalWORKs website. Three additional computers and printers are needed in the study area due to the high demand and usage by CalWORKs students. The conference room is in need of a projector, which it was designed to support, but was never installed.

2) Describe and list anticipated technology needs.
With emerging technology, wireless printers and keyboards enhance the use of workspace and create a more efficient workflow. Students may also benefit by using the conference room as an overflow study lab when the current study area is full. To support the overflow study area, new laptops will be required as well. Workshops may incorporate the use of laptops, wireless printers and wireless keyboards.

I. Explain how faculty, administrators, staff, and students interact with this program.

Interaction is constant throughout any given day, be it phone calls, emails, meetings, quick questions or actual appointments. All program staff and students are in constant communication. Staff meetings include all program staff; it offers an opportunity to discuss any pressing issues or major changes as well as other important program needs. Counselors are accessible to students through phone or emails, making it easier for them to ask a simple question or to follow up. Social media platforms are also used to communicate with students. Faculty and director participation in campus committees provide an opportunity to share information and updates about the program.

Program Self Evaluation Recommendations
Using data, describe changes that need to be made to improve program services to students. Include timelines, resources needed, and personnel responsible for implementing the plans. All recommendations must be numbered and referenced in section 6.

As shown in Appendix A, the number of students served in CalWORKs has declined over the years. In 2013-2014 an outreach campaign disseminating program literature was started. With limited staffing, it is difficult to expand outreach any further than mailings. An outreach specialist will make it possible to recruit students through presentations, networking, and participating in campus and community events. The goal is to have an outreach specialist on staff by the end of June 2016 and this is a task that will be spearheaded by the director.

The program metrics table shows after a decline in counseling appointments, which is in correlation with the decline in the number of students served, more appointments were completed in 2013-2014. CalWORKs students need to have access to a counselor who is consistent, available and established in order to build a trusting relationship. Securing tenure track counselors in CalWORKs is critical to student success because it leads to employing a counselor who is invested in the program and in their performance as a counselor. The opportunity of receiving tenure may avoid turnover in counseling staff. The director is responsible for submitting a Faculty Needs Identification (FNIC) request to begin the process of approval for a tenure track counselor in CalWORKs and will be submitting a request in October 2014.

Welfare policy currently states that a CalWORKs recipient may receive cash aid for 48 months. Of those 48 months, they are able to receive training at an educational institution without having to work for 24 months. Once the two-year clock expires, they must be working a minimum of 20 hours per week to continue with school. If they are not working they may be sanctioned by the county, resulting in loss of monthly benefits including food stamps and childcare. It is critical to the livelihood of CalWORKs students to be provided the opportunity to engage in work-study employment.   A student employment technician II solely dedicated to CalWORKs will be able to prepare the students for job placement through job readiness workshops. An additional responsibility is developing partnerships with off-campus employers to broaden the opportunity for CalWORKs students. There is a program already in place through the Department of Public Social Services and South Bay Workforce Investment Board which provides a contractual partnership to CalWORKs programs at Los Angeles County community colleges. The goal is to have a student employment technician II on staff by June 2016.

4. **Assessment of Outcomes:**
   Assessment: *How did you assess the outcomes? What method did you use?*
   Result: *What was the product or consequence of your assessment?*
   Change: *What will you do differently as a result of what you learned from the assessment?*

	Populate with the existing Unit Outcomes			
	Outcome	**Assessment**	**Result**	**Change**
1	Students will understand the rules of their county approved educational employment contract Welfare-to-work (WTW) plan and the requirements to meet their academic goals.	Students will acquire knowledge of graduation requirements after completion of the SEP appointment.

As a result of completing a SEP in CalWORKs, students will understand the following:

Q1. Their county approved career goal.

Q2. The number of required units in their major/certificate.

Q3. The English and math | Forty-two (42) students completed the pre- and post-questionnaire in fall 2013.

Results:

Q1. Fifty seven (57%) percent answered correctly on pre-test and sixty seven (67%) percent answered correctly on post-test results.

Q2. Seven (7%) percent answered | The criterion for success was not met for each question. The CalWORKs staff met on March 5, 2014 to review the results.

The consensus was that question 1 needed to be clarified and question 2 should be eliminated. Question 2 was too broad and required a significant amount of information for the student to answer correctly. In addition, a lengthy |

		courses required for completion of the associate degree. CalWORKs students will be asked to complete a pre-questionnaire before meeting with the counselor and a post-questionnaire at completion of their appointment. Criteria for success: - Seventy five (75%) percent of the students will report that they know their county-approved career goal. - Seventy five (75%) percent of the students will report that they know how many units are required in their major/certificate. - Seventy five (75%) percent of students will report that they know what English and math classes are required for completion of the associate degree.	correctly on pre-test and twenty four (24%) answered correctly on post-test results. Q3. Sixty (60%) percent answered correctly on pre-test and seventy one (71%) answered correctly on post-test results.	discussion took place as to what is covered with the student in the SEP appointment. The new questionnaire will ask: Q1. What is your GAIN/County approved major? Q2. How many units must you complete to earn an associate degree? Q3. What level of English and math are required to earn an associate degree? Question #2 and #3 are multiple-choice questions. Additional issues were addressed to ensure the questionnaire is administered correctly. The changes will be implemented in spring 2014.
2	Through counseling and case management, students will acquire knowledge of CalWORKs documentation and community resources.	This outcome will be assessed in 2015-2016.	N/A	N/A
3	Students will understand the responsibilities of gaining and maintaining employment through career counseling, job development workshops and work study experience.	This outcome will be assessed in 2015-2016.	N/A	N/A

A. Describe your progress in the development and implementation of Student Learning Outcomes.

1) What process was used to develop the SLOs?

The CalWORKs director and counselors met at the beginning of the academic year to develop the Student Learning Outcome (SLO) that will address areas in the Citrus College Strategic Plan and the

College's mission statement. An assessment was implemented to measure whether the following SLO was achieved: "Students will acquire knowledge of the graduation requirements after completion of the SEP appointment." The assessment questions were carefully developed to address the students' knowledge of graduation requirements. Once the assessment was developed, it was transferred into an online format. Students log into a stationed computer in the CalWORKs office and answer a pre-assessment before the SEP counseling appointment and a post-assessment after the SEP counseling appointment. The results of the assessment are then populated into an Excel spreadsheet. At the end of the semester, the program director and counselors reconvene and assess the students' results to evaluate if the "criteria for success" was met.

2) What activities are used to achieve the SLOs?
A counseling appointment is required to complete the student education plan. Counselors are reviewing the county approved goal, requirements for completion of the goal, and current progress. A questionnaire is used to measure their knowledge of the requirements.

B. How is the program assessing the outcomes?
The outcomes are assessed by combining the student's pre-test and post-test answers to measure improvement.

C. How is the assessment information used to improve services?
Several meetings took place to review the data. Procedures were clarified and developed to improve the SEP appointment and ensure students understand what their approved goal is and how to complete that goal. Questions on the assessment were also improved upon.

5. Previous Recommendations:

	Previous Recommendations	Person(s) Responsible	Status	Estimated Completion	Priority
1	Visually enhance the CalWORKs office space to recognize student achievement. CCSP 2.3.7	All staff	Completed	December 2012	2
2	Increase the number of CalWORKs students that are ready to be referred to work-study positions on campus.	Director and Counselors	Completed	June 2013	3
3	Increase the number of SEPs completed this year.	Counselors and Administrative Clerk I	Ongoing	June 2013	3

6. New Recommendations:

	New Recommendations	Person(s) Responsible	Estimated Completion	Priority
1	Increase awareness of educational opportunities for the CARE/CalWORKs population through community outreach. EFMP pg. 345	All Staff	June 2014	2
2	Develop Strategies to encourage CalWORKS students to complete English and math courses at the associate degree level at the earliest stage in their matriculation CCSP 1.1.3	All Counselors, Director and Administrative Clerk II	June 2014	3
3	Increase specialized programs to support	All Counselors	June 2014	3

	student learning for CalWORKs students.			
4	Expand the work-study program to include off campus employment sites. EFMP pg. 345	Director, Student Technician II and Administrative Clerk II	June 2016	2
5	Engage staff in training opportunities to improve their knowledge of policies which affect students in the areas of transfer, financial aid, and program mandates.	All faculty and staff	Ongoing	2
6	Improve office efficiency and use of technology.	All faculty and staff	June 2016	2
7	Re-evaluate staffing needs. As funding is restored and increasing the number of students served is essential, evaluating the staffing needs of the program is necessary.	Director	June 2015	2

7. Resources Requested:

Certificated Personnel (FNIC)

Position	Impact on recommendation(s) / SLOs	Cost	Priority	Link To Planning
Full-time tenure track counselor	The majority of CalWORKs students only have approximately 1 ½ - 2 years to complete their educational goal. The CalWORKs program needs a full-time tenure track counselor to be able to complete comprehensive SEPs, probation counseling and career counseling for the students it serves. A tenure track position adds stability to the program by limiting the risk of having a high turnover rate in this position. New recommendation #2 and #7.	Salary $57,655 Benefits $6,717 Health $21,909 Total: $86,281	2	Other: CalWORKs Program Plan
Full-time tenure track counselor/ coordinator	The director is only assigned to CalWORKs for 35% of her time. The CalWORKs program is heavily regulated by welfare policy, which has changed frequently in the last several years. In order to operate a program that is in compliance, a coordinator would assist the director in attending critical meetings and collaborating with staff at the county level. The coordinator would be responsible for implementation of current policies in the office. New recommendation #2 and #7.	Salary $57,655 Benefits $6,717 Health $21,909 Total: $86,281	2	Other: CalWORKs Program Plan

Classified Personnel

Position	Impact on recommendation(s) / SLOs	Cost	Priority	Link To Planning
Administrative Clerk II - 100% (Convert 49%	Upgrading the position to full-time will allow for sufficent time to track all student contact and improve the ability to collect data on program mandates, SLO's and student	Salary $35,538 Benefits $7,478 Health $21,909 Total: $64,925	2	CCSP 5.2.4

position to 100%)	successes for reporting purposes. New recommendation #3 and #7.			
Student Employment Technician II - 49%	Expand work-study program to off-campus positions and prepare students for placement by providing job readiness workshops to students. More students will be prepared to seek work-study employment and have a greater chance of being placed if opportunities are offered off campus. New recommendation #4 and #7.	Salary $20,218 Benefits $4,254 Health -0- Total: $24,472	3	EFMP pg. 345; CCSP 1.1.6
Outreach Specialist – 100% (EOPS/CARE 50% - 50% split)	Increase the number of students served in CalWORKs and develop new partnerships with organizations that serve the CalWORKs population in the surrounding communities. Having a single person designated to outreach and recruitment is much more efficent. New recommendation #1 and #7.	Salary $46,684 Benefits $9,977 Health:$21,909 Total: $78,570 (EOPS/CARE 50%-50% split)	2	EFMP pg. 345; CCSP 2.1.2

Staff Development (Division)

Item	Impact on recommendation(s) / SLOs	Cost	Priority	Link To Planning
CalWORKs trainings provided by Chancellor's Office and CalWORKs Association	Annual training for CalWORKs program staff, county welfare directors and legal advocates. Training usually focuses on changes/updates to state welfare policies, best practices, and Chancellor's Office updates. Recommend all staff attend this training. New recommendation #5.	$500-1000 per person depending on location	2	Other: CalWORKs Program Plan; CCSP 1.2.2
Annual Counselor conferences provided by the Chancellor's Office	Counselors need to remain up-to-date on transfer policies, as well as campus specific programs and services in order to provide quality counseling to students. (Price estimated. Cost varies annually) New recommendation #5.	$65 per person.	2	Other: CalWORKs Program Plan; CCSP 1.2.2

Facilities (Facilities)

Describe repairs or modifications needed*	Impact on recommendation(s) / SLOs	Cost	Priority	Link To Planning
Reconfigure office cubicles to be more functional (SS 236)	Provides faster service to students at the front counter. New recommendation #6.	unknown	2	CCSP 3.1.5

* Include building and room number

Computers / Software (TeCS)

Item	Impact on recommendation(s) / SLOs	Cost	Priority	Link To Planning
3- computers for study area	Provides students with additional access to equipment in study area. See section H.	$2,389 for three	2	CCSP 4.1.2

Item	Impact on recommendation(s) / SLOs	Cost	Priority	Link To Planning
	New recommendation #6.			
3- printers for study area	Provides students with additional access to equipment in study area. See section H. New recommendation #6.	$582 for three	2	CCSP 4.1.2
Updated operating systems and software	Better equips staff to complete day to day tasks. New recommendation #6.	provided by TeCS	2	CCSP 4.1.1

Equipment

Item	Impact on recommendation(s) / SLOs	Cost	Priority	Link To Planning
Projector for conference room	Provides the technology required to use the conference room for workshops and orientations. New recommendation #6.	provided by college	2	CCSP 2.3.3 and 3.1.2
Wireless keyboards	Better equips staff to work with students during appointments as use of the computer is frequent. New recommendation #6.	$46 each	2	CCSP 3.1.2
Wireless printers	Provides more accessibility to students. New recommendation #6.	$216 each	2	CCSP 3.1.2

Supplies (Division)

Item	Impact on recommendation(s) / SLOs	Cost	Priority	Link To Planning
N/A				

CalWORKs Student Served Annually

	Annual 2008-2009	Annual 2008-2009	Annual 2009-2010	Annual 2009-2010	Annual 2010-2011	Annual 2010-2011	Annual 2011-2012	Annual 2011-2012	Annual 2012-2013	Annual 2012-2013
	Student Count	Student Count (%)	Student Count	Student Count (%)	Student Count	Student Count (%)	Student Count	Student Count (%)	Student Count	Student Count (%)
Total Annual Student Count	311	100.00%	270	100.00%	281	100.00%	261	100.00%	235	100.00%
County-Referred Program Participant	133	42.77%	114	42.22%	112	39.86%	95	36.40%	102	43.40%
Exempt Program Participant	1	0.32%	7	2.59%	26	9.25%	28	10.73%	9	3.83%
Self-Initiated Program Participant	158	50.80%	145	53.70%	139	49.47%	137	52.49%	123	52.34%
Self-Referred Program Participant	19	6.11%	4	1.48%	4	1.42%	1	0.38%	1	0.43%

CalWORKs Trend Data

	2008-2009	Percent %	2009-2010	Percent %	2010-2011	Percent %	2011-2012	Percent %	2012-2013	Percent %
Total number of students	311	100 %	270	100 %	281	100 %	261	100 %	235	100 %
ESL students	N/A	N/A	N/A	N/A	N/A	N/A	13 +1 N/C HVAC	5.3 %	14 +1 N/C HVAC	6.38 %
Men	22	7.07 %	16	5.92 %	23	8.18 %	19	7.27 %	23	9.78 %
Women	289	92.92 %	254	94.07 %	258	91.81 %	242	92.72 %	212	90.21 %

Appendix B

Student Data for Comprehensive Program Review
August 2014

This report summarizes data for transfers and earned degrees/certificates for 1,350 students who qualified for CalWORKs services.   Based on the student list provided by the CalWORKs office, between 2008-09 and 2012-13, on average, a total of **271** students per academic year participated in the CalWORKs program. Within that group, demographic data was identified for **1,337** (duplicate) students. The data are broken down into three categories: age, gender, and race/ethnicity.

I. CalWORKs Student Demographic Information

Participants of the CalWORKs program very much mirror the student population on campus as the data illustrate in the tables below. It is interesting to note that the largest age group at Citrus College is students between the ages of 20-24. However, the largest age group of participants in the CalWORKs program is students between the ages of 25-49.

CalWORKs Students by Age										
	2008-2009		2009-2010		2010-2011		2011-2012		2012-2013	
Age	#	%	#	%	#	%	#	%	#	%
< 19	3	1%	1	<1%	2	1%	5	2%	2	1%
20-24	76	24%	80	29%	68	27%	72	28%	66	27%
25-49	222	71%	188	69%	173	69%	171	67%	169	68%
50+	10	3%	5	2%	6	2%	6	2%	12	5%
Total	311	100%	274	100%	249	100%	254	100%	249	100%

For all years under this review, females were the largest gender to participate in the CalWORKs program. On average they made up 87% for the academic years 2008-2009 through 2012-2013, compared to 53% college wide.

CalWORKs Students by Gender										
	2008-2009		2009-2010		2010-2011		2011-2012		2012-2013	
Age	#	%	#	%	#	%	#	%	#	%
Female	272	87%	232	85%	216	87%	223	88%	219	88%
Male	37	12%	40	15%	33	13%	29	11%	28	11%
Unknown	2	1%	2	1%	0	0%	2	1%	2	1%
Total	311	100%	274	100%	249	100%	254	100%	249	100%

CalWORKs participants also mirror the overall college picture with regards to ethnicity. The largest group, Hispanic students, ranged from 55% (2009-2010) to 60% (2012-2013), followed by White students 16%-25% and African American students 10%-15%. Students identifying as Asian, Two or more races, American Indian/Alaska Native, or Unknown, each made up single digit percentages of CalWORKs participants from 2008-2009 to 2012-2013.

CalWORKs Students by Ethnicity										
	2008-2009		2009-2010		2010-2011		2011-2012		2012-2013	
Race/Ethnicity	#	%	#	%	#	%	#	%	#	%
African-American	46	15%	36	13%	26	10%	35	14%	31	12%
Asian	8	3%	6	2%	12	5%	9	4%	5	2%
American Indian/Alaska Native	1	<1%	0	0%	0	0%	2	1%	1	<1%
Hispanic	181	58%	152	55%	135	54%	143	56%	150	60%
White	49	16%	59	22%	62	25%	51	20%	50	20%
Two or More Races	5	2%	9	3%	6	2%	8	3%	7	3%
Unknown	21	7%	12	4%	8	3%	6	2%	5	2%
Total	311	100%	274	100%	249	100%	254	100%	249	100%

II. Transfers and Degree/Certificate Results

Data from Banner was used to investigate degree and certificate completion. The CalWORKs program shows steady gains in degree completion rates, ranging from 5% (16) in 2008-2009 to 19% (47) in 2012-2013. Earned certificate rates remained at 4% for 2009-2010 through 2012-2013.

CalWORKs Students Degrees/Certificates										
	2008-2009		2009-2010		2010-2011		2011-2012		2012-2013	
Total CalWORKs Students	311		274		249		254		249	
Degrees Earned	16	5%	18	7%	23	9%	36	14%	47	19%
Certificates Earned	9	3%	12	4%	10	4%	10	4%	10	4%
Total	25	8%	30	11%	33	13%	46	18%	57	23%

Transfer to a 4-year university or college was measured using data from the National Student Clearinghouse. In 2008-2009, the highest CalWORKs enrollment year, 21% (64) of CalWORKs students transferred compared to 17% (47, 42, and 43, respectively) for 2009-2010, 2010-2011, and 2011-2012. For the most recent data year, 2012-2013, 12% (29) of CalWORKs students transferred.

CalWORKs Students Transfers										
	2008-2009		2009-2010		2010-2011		2011-2012		2012-2013	
Total CalWORKs Students	311		278		250		258		250	
Transfers	64	21%	47	17%	42	17%	43	17%	29	12%

III. Transfer Prepared
Being consistent with the definition in the California Community College Chancellor's Office Scorecard report, *Transfer Prepared* status is a measure of completion designated when students have successfully completed 60 UC/CSU transferrable units with a GPA of 2.0 or higher. Different from the previous section, data from the CCCCO Scorecard was matched to the student list provided by the CalWORKs office to measure students' performance.

Cohorts are identified by the year a student initially enrolled as a first-time student. Additionally, in order to be considered in the cohort, students must complete a minimum of 6 units in 6 years, and attempt a math or English course during the first three years of enrollment.

Cohort data is taken from the most recent California Community College Chancellor's Office Scorecard report and represents unduplicated student counts for the most recent measured cohorts, 2006-2007 and 2007-2008.

CalWORKs Transfer Prepared							
	2006-2007				2007-2008		
	CalWORKs		College Wide		CalWORKs		College Wide
Total Enrollment	201		2085		233		2225
Transfer Prepared	15	7%	535	26%	13	6%	591	27%

Each cohort is tracked for six years for this measure. For the 2006-2007 cohort, 7% of CalWORKs students became transfer prepared by 2011-2012 compared to 6% for the 2007-2008 cohort by 2012-2013. Compared to the college wide picture, CalWORKs students make up about 10% of the scorecard cohort but, only about 2%-3% of the total transfer prepared group.