

# ADMINISTRATIVE SERVICES, STUDENT SERVICES AND PRESIDENT'S CLUSTER ANNUAL PROGRAM PLAN WORKSHEET

**Program:** CalWORKs

**Planning Year:** 2017-18

**Last Year CPPR Completed:** 2016-17

**Unit:**

**Cluster:** Student Services

**Please complete the following information. Please note that responses are not required for all elements of this document.**

## **I. GENERAL PROGRAM INFORMATION**

### **A. Describe changes to program mission, if applicable:**

Program mission, taken from January 8, 2016 retreat:

The Cuesta College CalWORKs program provides support services and resources to CalWORKs recipients to gain self-sufficiency through education and work experience.

### **B. Describe any Changes in Primary relationships, Internal and external, to the District:**

In Fall of 2016, Cuesta College CalWORKs became fully integrated into the Cuesta College CaFE Center, reporting to the Dean of Student Services. The CaFE Center is a blend of CalWORKs (Ca), Foster Youth (F) and EOPS/CARE (E).

### **C. List any changes to program service including changes and improvements, since last year if applicable.**

The CaFE Center and the merger of the three programs is fully implemented in a new space. The Center now provides seamless intake, orientation, registration and academic and crisis support resources managed by a crossed-trained staff of ten (10) at both the North County and San Luis Obispo campuses.

The CaFE Center provides unprecedented access to faculty counselors and staff. Faculty counselors provide crisis counseling, academic planning, Comprehensive Student Education Plans and career counseling, while CaFE Specialists provide case management support and Welfare to Work Plan compliance.

Tutors for Math, English and the Biological Sciences were hired and the CaFE Center has incorporated space, computer access and the necessary support materials to assure tutors can assist students with everyday tutoring needs. In addition, an embedded Academic Success Coach provides academic support to students on academic/progress probation.

**D. List changes to program in the last year in reference to relevant statutory authority/program regulation and related compliance issues, if any.**

No major program changes have been implemented that could create and statutory authority/program regulation and related compliance issues at this time. However, we have received notification from the Department of Social Services that despite our requests for new grant funds to support the multiple increases in minimum wage, the County will not be allocating any additional funds for the 17-18 Fiscal year.

**II. ANNUAL PROGRAM SUPPORT OF DISTRICT'S MISSION STATEMENT, INSTITUTIONAL GOALS, INSTITUTIONAL OBJECTIVES, AND/OR INSTITUTIONAL LEARNING OUTCOMES**

**A. Provide updates, if any, in how your program addresses or helps to achieve the District's Mission Statement in the last year.**

The CalWORKs Program supports the Mission of Cuesta College by inspiring a particularly diverse student population of low income, at risk students with children, to meet their educational goals and become self-sufficient. Our efforts are directed specifically toward helping improve participants' foundational skills, so that they in turn may earn certificates, associate or transfer degrees, and advance in the workforce; lifting themselves from poverty. Specifically, we support our students by providing the following services:

- Two in-person orientation meetings with each student to walk them through the application, assessment, and registration processes.
- The services of a full time caseworker to support student needs on a daily basis.
- Advocacy services to assure that educational planning meets the participation requirements of DSS and all paperwork is submitted accordingly.
- Extensive student supportive services including access to computer labs, gas vouchers, flash drives, binders with school supplies, a lending library, and ongoing student success workshops.
- Work study placements in students' specified area of education so that they graduate with both education and experience; preparing them to meet the challenges of the workforce.

**B. Provide updates, if any, to how your program addresses or helps to achieve the District's Institutional Goals and Objectives, and/or operational planning initiatives in the last year.**

**Institutional Goal 1: San Luis Obispo Community College District will enhance its programs and services to promote students' successful completion of transfer requirements, degrees, certificates, and courses**

### **Institutional Objective 1.2**

**Increase the percentage of degree certificate directed students who complete degrees or certificates by 2% annually.**

- The CalWORKs program helps students complete their educational goals by providing the following supportive services:
  - Require three counseling contacts
  - Require current comprehensive Student Educational Plans (SEP)
  - Provide materials for courses
  - Support Goal Setting
  - Provide Retention Strategies - Meet with the Case Worker, Academic Success Coach, and Tutors, referrals to other on campus resources
  - Distribute Gas Vouchers & Bus Passes
  - Monitor students' academic progress with Faculty Feedback Forms and provide early intervention
  - Provide life coaching to assist students in overcoming barriers
  - Provide work study and on the job work experience
  - Provide CalWORKs Orientation Handbook to prospective students to identify vocational pathways and Steps to Success for Cuesta attendance
- During the cited academic years, the following number of certificates and degrees were awarded to, or are pending award to, CalWORKs Students:

<b>Type of Award</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>
Certificates of Specialization	8	6	7
Certificates of Achievement	6	1	3
AA/AS Degrees	12	12	10

### **Institutional Objective 1.6**

**Increase the percentage of first time students who complete the fall semester and Continue to the immediate spring semester at Cuesta College by 2% annually.**

- Require orientation
- Require three counseling contacts
- Require current comprehensive Student Educational Plans (SEP)
- Provide academic, career, and personal counseling
- Support Goal Setting
- Provide Retention Strategies - Meet with the Case Worker, Academic Success Coach, and Tutors, student success workshops referrals to other on campus resources
- Distribute Gas Vouchers & Bus Passes
- Provide resources for students:
  - Computer lab, printer, copier and fax
  - Supplies necessary for academic success
  - Loaner books, lap tops and calculators
- Monitor students' academic progress with Faculty Feedback Forms and provide early intervention

- Supply and distribute food from the Food Pantry
- Provide referrals to appropriate services
- Collaborate with DSS caseworker to ensure timely supportive services
- Assist with attendance paperwork for DSS
- Act as advocate for students with DSS
- Provide active case management for crisis intervention

**Institutional Goal 2: San Luis Obispo county community college District will build a sustainable base of enrollment of effectively responding to the needs of its local service area.**

**Institutional Objective 2.1**

**Increase the capture rate of the local 24-40 cohort by 2% annually.**

- Participate in outreach events targeting 24-40 cohort
- Network with Department of Social Services
  - Distribute new color Outreach brochure to DSS offices for use at orientation events
  - Attend bi-monthly CalWORKs orientations at each of four (4) local DSS offices to promote vocational education as a path to self-sufficiency
  - Receive and schedule intakes as a result of direct referrals received from the DSS
- Collaborate with the Re-Entry program on campus
- Work with non-credit GED and ESL to provide crosswalks to credit programs

**Institutional Goal 3: San Luis Obispo County Community College District will assess and improve the quality and effectiveness of its participatory governance and decision-making structures and processes.**

- CalWORKs staff members participate in a variety of college-wide and student services committees which each individually assess the quality and effectiveness of the committee:
  - Benefits Committee
  - Connect @Cuesta work group
  - Cultural Diversity and Student Equity Committee
  - Educate Planning Committee
  - EOPS/CARE & CalWORKs Advisory Committee
  - Foster Youth Advisory Committee
  - Foundation Board
  - Hiring committees
  - Latina Leadership Network
  - Outreach Committee
  - Planning & Budget Committee
  - Reclassification Committee
  - Scholarship Committee
  - Student Support and Success Committee
- CalWORKs supports this goal through the IPPR Process. The Staff evaluates office policy and procedure in terms of their ability to support Student Services Outcomes and Institutional Goals.

**Institutional Goal 4: San Luis Obispo County Community College District will implement, assess, and improve its integrated planning process.**

**Institutional Objective 4.1**

**Train the internal community about the integrated planning process.**

- Conduct Staff Trainings
- Attend the President’s Forum
- Attend workshops

**Institutional Goal 5: San Luis Obispo County Community College District will strengthen its partnerships with local educational institutions, civic organizations, businesses and industries.**

- The CalWORKs program has joined the EOPS/CARE Advisory Committee, which is comprised of representatives from local educational institutions, civic organizations, business and industries. This advisory board meets once each semester.
- The CalWORKs program was developed and is sustained with the involvement of numerous community partners, in particular the Department of Social Services. In addition, we collaborate with civic organizations, businesses and industries to provide supportive services, employment, and job shadowing opportunities for CalWORKs students.
- Through the CalWORKs work-study program, students are placed in a variety of work-study positions on campus and within the community. Placements for the 2015-16 year include the following locations:

<b>Off-campus placements</b>	<b>Cuesta College Departments</b>
AG Hospital	Allied Health
Blood Cancer Center-Templeton	Admissions & Records
Bryan’s Home (Recovery)	Auto Technology
Boys’ & Girls’ Clubs of SLO	ASCC/NCC
California Men’s Colony	Children’s Center
Country Care Health Center	Counseling
Paso Robles Cooperative Preschool	DSPS Note taker
SLO County Courts	EOPS/CalWORKs NCC/SLO
SLO County Health Dept.	ESL/Non-Credit NCC
	Financial Aid
	Fiscal Services
	Library
	Performing Arts
	Tutoring/ SLO & NCC

**A. Identify how your program helps students achieve Institutional Learning Outcomes, if applicable.**

**ILO 1. Personal, Academic, and Professional Development**

Students achieving this outcome will be able to:

- Recognize, assess and demonstrate the skills and behaviors that promote academic and professional development
- Recognize, assess and practice lifestyle choices that promote personal health and mental well-being
- Demonstrate the professional skills necessary for successful employment

CalWORKs program provides a wide variety of interventions targeting academic and personal skill development:

- Academic, personal, and career counseling
- Academic success coaching
- Tutoring
- Faculty feedback form
- Case management
- Workshops
- Resume and interviewing assistance

### III. ANNUAL MEASUREMENTS, ANALYSIS AND IMPROVEMENTS

Programs are often impacted by institutional or other organizational change. Please review program-relevant institutional data sources, such as institutional enrollment trends, which along with some other relevant program data, is available on the [SLOCCCD Institutional Research and Assessment website](#). Other organizational or departmental measurements may provide useful information for planning in your program; please describe those measurements and the data below.

Please review the data and provide analysis of the factors affecting your program’s overall enrollment, paying particular attention to recent changes. Please also comment on your program’s data and how it compares to the overall college data.

Program data is available on the [SLOCCCD Institutional Research and Assessment website](#).

#### A. Enrollment

**Figure 1 – CalWORKs Students Served**

<b>Students Served</b>	<b>2012-13</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17 YTD</b>	<b>2020-21 Target</b>	<b>2025-26 Target</b>
<b>District wide</b>	<b>145</b>	<b>177</b>	<b>154</b>	<b>104</b>	<b>191</b>	<b>205</b>
<b>- North County</b>	90	114	98	68	123	132
<b>- SLO</b>	96	105	81	24	113	122
<b>- South County</b>	5	11	8	12	12	13

**Data Interpretation:**

The CalWORKs Program has been expanding throughout the recession and was projected to continue to grow. However, as the economy has continued to improve, the San Luis Obispo County CalWORKs population has decreased as low-income and unemployed participants have been able to find work and leave the County’s Temporary Assistance for Needy Families Program (TANF). The Cuesta College CalWORKs program enrollment is dependent on direct referrals from the County and is directly proportional to the County’s CalWORKs numbers. However, we remain optimistic that our enrollment will stabilize for the following reasons:

- Productive collaboration with DSS
- Consistently positive outcomes for students in terms of educational attainment, employment and self sufficiency

- Outreach activities targeting cash aid recipients

B. 1<sup>st</sup> Year Persistence

**Figure 2 – CalWORKs Persistence and Success**

Program Title	1 <sup>st</sup> Year Student Persistence	Student Success Units Completed / Units Attempted	Staffing Ratio: HEADCOUNT/FTE
Annual 2014/15 Total	46%	71%	48.22
Annual 2015/16	82%	74%	45.91
Target 2020	50%	73%	?
Target 2025	53%	75%	?

**Data Interpretation:**

The first year persistence of all students is has increase by 36% from 2014-15 to 2015-16. While this is a significant increase, some of this increase may be due to more accurate data reporting; specifically for the CalWORKs population. However, the program believes that the substantial portion of this remarkable increase is due to the employment of a full time Specialist (case manager), and the access of academic counselors that are trained to provide services specifically to marginalized students. Prior to the 15/16 academic year all case management duties fell on the coordinator, who had to split her time between important administrate duties and case management. Employing a full time Specialist, with support from academic counselors has improved the program’s ability to follow up with students that are struggling while helping them to find resources such as tutoring, personal counseling, academic counseling, work-study and housing. In particular, we know that these students experience a larger number of additional issues that impact their lives and affects their ability to be successful:

- Poverty
- Housing insecurity
- Food insecurity
- Parenting
- Trauma (past and ongoing)
- Domestic abuse
- Poor academic preparation
- Transportation
- DSS Compliance



- Deficient “soft skills”

At issue currently is the fact that by integrating three programs into the CaFE center, the total case management load for each of our two case managers has increased 58% from approximately 100 to 170 students. Of those students over 30% of each caseload or 56 out of 170 students are on some type of academic probation. This is in addition to all of the other issues we know that impact their lives. While we are optimistic that the impact of our case management will continue to increase persistence among our students, we believe that for optimal resource management for our students, we need to add an additional Specialist in the future. This will help to operationalize the case management model for all students served in the CaFE Centers and will help distribute the support services more evenly across all populations.

In addition, we understand that the students most often affected by academic probation are students who are entering Cuesta College as first generation and/or first time college students. A substantial percentage of this population in the CalWORKs program are re-entry students. We believe that by implementing a PEER mentoring program, we will be able to assist these students to navigate the known hurdles that every first time college student faces. Assigning Peer Mentors to these “new” students that have successfully persisted through the first year and are now well on their way toward completion of their programs can emulate a positive example and assuage student fears that cause them to be over whelmed and intimidated by their new environment.

### C. [Student Success – Course Completion See figure 2 \(above\)](#)

#### **Data Interpretation:**

The third common data element is student success as measured by the units completed versus the units attempted. The CalWORKs student success rate in 2014-2015 was 71%. The district wide data indicates that the success rate of all students in 2014-2015 was 76%, indicating a 5% discrepancy between CalWORKs students and the general Cuesta College population. However, in 2015-16, the gap closed substantially. CalWORKs students’ completion rates were 74%, while the overall general Cuesta College population completion rate was 77%. This 3% increase is impressive as CalWORKs students are by definition financially disadvantaged; most are also single parents. In past years, the relatively low success rates of CalWORKs students as compared to all students was significant. Increasing the contact hours with the students through active case management and pro-active academic counseling has made significant inroads in course completion.

We are encouraged by the new data that shows that CalWORKs students are increasing their percentage of completion and in turn closing the gap between themselves and the general Cuesta population.

Additional supportive services including an embedded Academic Success Coach will be of great assistance to the CalWORKs population. Many of our students are not academically prepared for the rigor of college classes. In addition, they lack life skills, financial management skills and study skills that can be life changing when applied in an academic setting. The CalWORKs program seeks to provide workshops and ongoing access to the Success Coach to assist our students in making the necessary adaptations to their life styles that could be instrumental in their success. Although many of the barriers faced by CalWORKs students can be remediated by the support and services students receive as a part of the program, many outside factors cannot be addressed by the CalWORKs Program and will continue to impact their success.

Other Relevant Program Data (optional): **None**

Please provide any other data you think is relevant to your program such as State or National certification exam results, or other data unique to your program.

- Describe data collection tool(s) used.
- Include updates to program data results from the previous year, if any.

A. Data Interpretation:

- Describe results from previous improvement efforts to the program based on institutional or departmental changes.
- Identify areas if any that may need improvement for program quality and growth.
- Recommend any changes and updates to program based on the analysis above. For elements that require funding, complete the Resource Plan Worksheets.

#### **IV. ANNUAL PROGRAM OUTCOMES (ASOs AND SSOs), ASSESSMENT AND IMPROVEMENTS**

Your program has established either Administrative Service Outcomes or Student Service Outcomes. Those outcomes are assessed and tracked in the Course or Program Assessment Summary. Review CPAS documents for ASO or SSO assessment results for program outcomes.

**A. Describe any results from improvement efforts arising from ASO or SSO assessment in the last year.**

##### **Student Service Outcome 1 (new)**

CalWORKs students will complete 75% of the units that they attempt.

##### **Assessment methods and criteria**

Student success data is compiled by Institutional Research as a part of the common Student Services cluster data elements and will be reviewed annually. The criteria will be the Units Completed / Units Attempted in fall and spring by students who were designated as CalWORKs in either fall or spring semester.

### Summary of assessment results

In 2015-16 CalWORKs students completed 74% of the units that they attempted. This was a 3% increase over the 2014-15 completion rate of 71%. As noted above we attribute this greater completion rate to more active case management services, the implementation of an Academic Success coach, and greater access to staff and counseling hours.

### Recommended changes and updates

In order to increase the percentage of units completed by CalWORKs students the following activities will be initiated in 2017-18:

- CalWORKs students will be required to meet with their instructors and submit a Faculty Feedback form for each course to the CaFE Specialist.
- Academic workshops will be initiated and recommended to all students who are not meeting a 2.0 GPA.
- A workshop series of Life Skills and Financial Management will be developed to directly assist students with some of the most pressing barriers that affect their performance.
- Completing units attempted will be added as an item to the Counselor Contact Checklist for the required second contact.

### Student Services Outcome 2 (new)

75% of CalWORKs probation students who receive a program intervention will earn a semester GPA of a 2.0 or better.

### Assessment methods and criteria

Assessment results were hand counted from comparisons between Spring 2016 ARGOS Probation reports and Fall 2016 SARS reports.

# Probation Students @ Spring 2016	# Persisted Fall 2016	# students w/intervention	# >2.0 Fall 2016	Percentage
35	11	8	6	75%

### Summary of assessment results

### Recommended changes and updates

Program interventions will include targeted:

- Appointments with the embedded Academic Success Coach
- Appointments with the Specialists
- Appointments with a CaFE Counselor
- Success Workshops

### Student Services Outcome 3 (new)

CalWORKs students who receive one-on-one math tutoring will pass their math class at a higher rate than those who do not receive one-on-one math tutoring.

### **Assessment methods and criteria**

CalWORKs students enrolled in a math class at census were placed into two groups, those that received tutoring and those that did not. Transcripts were pulled at the end of each semester to determine final math grade. SARS Grid and Trak data student tutor time will be compiled and matched with grades to determine if the type and duration of tutoring had an effect on student success in math.

### **Summary of assessment results**

This SSO was to be assessed beginning in 2016-2017. The first assessment was due Fall of 2016. Unfortunately, we have no data due to the lack of math tutors. We will have data for Spring 2017.

### **Recommended changes and updates**

Program interventions will include:

- Collaborative reporting with the Student Success Center
- Math tutors serving students at both CaFE Center locations
- The use of the Faculty Feedback form to target students who may potentially not pass their math class. The first year we incorporated this was 2015-16. We received about 25% of the forms back.

#### **A. Describe improvement efforts that have resulted from SLO assessment.**

As a result of SLO assessment, some SSO have changed to provide the program with actionable data. Implementation of initiatives to improve student success and completion is critical to assist these students in reaching their educational goals.

#### **B. Recommend additional improvements to the program based on assessment of outcomes and progress towards Institutional Goals and Objectives and/or Institutional Learning Outcomes.**

It is recommended that we have an actionable plan to meet our tutoring needs from semester to semester. When our students have the support they need, they succeed. We especially need to plan for the transition from Spring to Summer and from Summer to Fall.

Our SSOs show that meeting with students on a regular basis helps them increase their GPA. First year students especially need consistent support. As staff time is limited, implementation of a peer-mentoring program will help to support first year students as they learn to navigate the school system for the first time.

It is recommended that the program begin a life/relationship skills workshop series to assist students in decision-making outside of the classroom.

#### **C. Recommend changes and updates to program funding based on assessment of program outcomes.**

- For elements that require funding, complete Section D – Unit Plan Funding Requests.

- For faculty hiring needs, see Section H – Faculty Prioritization Process.

It is recommended that an additional CaFE Specialist be hired to manage the peer mentor program and decrease the current caseload of the current Specialists. The funding for this classified position would need to come from the general fund.

- D. Identify and describe any budget requests that are related to student learning outcomes assessment results or institutional/programmatic objectives.

None.

- B. Recommend changes and updates to program based on assessment of program outcomes. For elements that require funding, complete the Resource Plan Worksheets and review the Resource Allocation Rubric.

## V. ANTICIPATED SERVICE CHALLENGES/CHANGES

Provide a brief description of challenges or changes anticipated in the next year and any needs that have emerged as a consequence.

### Suggested Elements:

- A. Regulatory changes-None at this time.
- B. Internal and external organizational changes-none known at this time
- C. Student and staff demographic changes-The CalWORKs program continues to enroll some of the most economically disadvantaged students in our county. These students are impacted by lack of affordable housing, transportation issues, mental health issues and domestic violence, which make it difficult for them to be successful. These issues have accelerated at an alarming rate all over California and unfortunately we do not see them being resolved at any time in the future without strong commitments of funding from our county and the Federal Government.
- D. Community economic changes – workforce demands: The CalWORKs program and community college enrollments in general tend to be inversely proportional to the economy. When the economy slows, we tend to see our enrollments increase. When the economy is doing well, our enrollments tend to drop off. This of course affects our funding. In the past two years, our numbers have dropped almost 30%. This effected our TANF (Federal) funding by 13% in 2016-17, and we will see an additional reduction of approximately 15% for 2017-18. Thankfully, during the same time period, the State increased CalWORKs Program funding by 16%, which offset this reduction. However, there is no plan currently at the State level to increase budget allocations for 2017-18. With a new Federal administration, the Federal budget is an unknown, and the combination of reduced numbers and the new administration could bring substantial cuts at the Federal level in 17-18.
- E. Role of technology for information, service delivery and data retrieval: We continue to struggle with accurate data retrieval for our Student Services outcomes. While we have instituted SARS TRAX reporting to assist with the reporting of service delivery, we have yet to have consistent enough tutoring services to help us determine the outcomes of our tutoring SSO #3.

- F. Providing service to multiple off-campus sites: Staffing levels are adequate at 2 of our 3 sites. We have yet to institute any staffing at the South County Center, but our number of enrollments still remain very low. As always, adequate space for our staff is a constant issue.
- G. Anticipated staffing changes/retirements: We will be losing a CaFE Technician in March and will need to rehire.

## **VI. OVERALL BUDGET IMPLICATIONS**

Provide a brief description of the immediate budget request(s) made in your Resource Plan (formerly called the Unit Plan). These elements are reflected in the District planning and budget process.

### **Elements:**

- A. Personnel-Our 4<sup>th</sup> Priority is to be able to hire PEER Tutors for the CaFE Centers on both campuses. We believe these tutors will be invaluable for first time students to have mentors to help them navigate Cuesta for the first semester. Our 7<sup>th</sup> Priority is to hire additional Mental Health Interns to provide counseling hours at the Health Center. Our 9<sup>th</sup> Priority would be to hire a full time Mental Health Counselor for the CaFE Center.
- B. Equipment/furniture (other than technology): An additional table and new chairs for the CaFE center in San Luis Obispo.
- C. Technology: Chromebooks for every student and Text Messaging software.
- D. Facilities: None at this time.
- E. Other: (1) Professional Development time and training, (3) Student Incentives and Marketing materials. (5) Gas Cards/ Buss Passes/Gift Cards as incentives. (6) Travel for students; e.g. Museum of Tolerance in LA. (8) Driver with Class B license for field trips and special events.

## SIGNATURE PAGE

Director(s), Manager(s), and/or Staff Associated with the Program

**Student Services and Administrative Services Programs: All full-time director(s), managers, faculty and/or classified staff in the program must sign this form.**

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Coordinator/Director Name	Signature	Date
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