**Peralta Community College District**

**COLLEGE OF ALAMEDA**

**California Work Opportunity and Responsibility to Kids**

**(CalWORKs)**

**Student Services Program Review**

**SELF STUDY NARRATIVE**



**October 5, 2012**

**REVIEW TEAM**

**Student Services Council**

**Dr. Alexis Montevirgen, Chairperson**

**Peralta Community College District**

**EOPS/CARE - Student Services Program Review**

**SELF STUDY NARRATIVE**

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(1) COA will fully evaluate and assess the impact of recent District financial decisions on the colleges’ ability to sustain educational programs and services.

(2) Provide Clarity on what specific impact the reductions or changes had on programs and services

(3) Describe the future impact of those reductions and changes will be at each college.

(4) COA will provide an analysis of staff sufficiency and the quality of educational programs and services before and after budget reductions.

(5) Provide sufficient detail and evidence to evaluate the impact of these reductions on the overall educational quality of the college.

(6) Describe how we intend to deal with any resulting negative impact.

**Peralta Community College District**

**EOPS/CARE - Student Services Program Review**

**SELF STUDY NARRATIVE**

**I. BACKGROUND INFORMATION**

**A. Describe:**

**1. THE UNIT** - The mission of the College of Alameda **California Work Opportunity and Responsibility to Kids (CalWORKs) program** is to provide students who are TANF/CalWorks recipients with a solid foundation of support services as the Program is specifically created to empower them to successfully pursue educational and career opportunities. Thus, the ultimate goal of our program is to assist CalWORKS students with vocational/educational training programs that lead to self sufficiency. The program partners with several governmental and non-profit entities within Alameda County’s Department of Social Services, the Cities of Oakland and Alameda, Oakland and City of Alameda Housing Authority, City of Alameda and county food banks, etc. In an attempt to respond to the demand of “doing more with less,” the CalWORKs program was placed under the direct supervision of the director of the EOPS/CARE program 2010-2011. This not only insures that the program has fulltime supervision, but students who have “time limited out” are guaranteed a smooth transition if eligible for CARE services and counseling consistence.

**2. ITS HISTORY -** In the fiscal year (FY) 1997-98, the *Personal Responsibility and Work Opportunity Reconciliation Act* recognized the role of community colleges in the CalWORKs system. The California State Community Colleges received funding through Proposition 98 to establish a CalWORKS community college program on every campus. Given the fact that the Welfare-to-Work Act is a federal initiative, the program also receivesFederal TANF funding.

**3. PURPOSE -** The purpose of the College of Alameda CalWORKS program is to serve students receiving TANF/CalWORKs services from county social services agencies by providing educational and career opportunities combined with an array of high-quality support services that enable students to complete their educational goals, find meaningful employment, and successfully transition into the workforce. Through collaboration and advocacy with our college and community partners, the program prepares a segment of California’s workforce by promoting the economic self-sufficiency of CalWORKs students through the attainment of a certificate and/or AA/AS in one of the instructional programs.

By providing students with on, and off, campus work-study opportunities, the COA CalWORKs program maintains strong relationships with campus, and district departments while successfully being the only campus in the district that places COA CalWORKs student off campus with local employers. In addition, Clean Slate, time management, and career development workshops are conducted with the intent of ensuring student success, as well as assist in decreasing barriers to employment.

**4. Current Components** - During the Spring 2011 semester, the Vice Presidents/Deans from all four Peralta campuses decided to explore the integration of the CalWORKs program with the EOPS/CARE program. In an effort to meet the reality of declining resources, the COA Vice-President of Social Services placed the supervision of the CalWORKs program under the leadership of the Director of EOPS/CARE program. This decision was supported by the CalWORKs Coordinator who retired March 2011. With the support of the EOPS/CARE Director, the EOPS/CARE Program Specialist and two adjunct CalWORKs/CARE counselors, the program was strengthened as students were expected to meet the counseling goals similar to EOPS/CARE. With the assistance of the Job Developer, the Work-Study component of the program was also strengthened.

**B. DESCRIBE UNIQUE ASPECTS OF THE PROGRAM**

The CalWORKs Program is in close partnership with the California State Chancellor’s Office, as well as the Alameda County Social Services Agency to provide direct student support services. In 2011, the COA CalWORKs program hosted a “roundtable discussion” with Ms. Lori Jones, the newly appointed Director of the Alameda County Social Services Agency. Ms. Jones met with the college president, CalWORKs students, staff from various student services programs, and City of Alameda officials, such as the mayor, to share her vision and commitment to strengthening the relationship with the college. In addition, the college’s CalWORKs program is designed to support the county Welfare-to-Work employment target of 30 percent of all CalWORKs students working at least 20 hours a week while attending school.

Most of the COA CalWORKs students receive services from Alameda County. The County Social Services Agency provides childcare directly to CalWORKs recipients outside of the college’s CalWORKs’ Program.  Additionally, the county underwrites the students’ required books and supplies, transportation, and on campus parking passes. In addition, the COA CalWORKs program collaborates with EOPS/CARE, DSPS, Financial Aid, Admissions and Records, tutoring, and other community and campus related services.

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CalWORKs student orientations are conducted at the beginning of the Fall and Spring semester of each academic year that this self-study narrative covers. In the Fall of 2011 COA counselors invited staff from the County of Alameda Social Services Agency to conducted a workshop independent of the formal orientation. This represented a major change as county officials had been a part of the more formal orientation sessions. However, the CalWORKs counselors believed that the county should be afforded an opportunity to conduct its own workshop so as to provide important information that insured that CalWORKs students were advised of any, and all, legislative and/or agency changes that affected their eligibility; as well as insure that they understood and followed the proper steps required to remain eligible for county services, as well as the college-based CalWORKs program.

COA CalWORKs continues to enjoy an excellent relationship with other student and instructional services such as Disabled Students Program Services, EOPS/CARE, Health Services, Student Activities, COA One Stop Career Center, Financial Aid, instructional Dean of Division II, as well as the department chairs of the CTE programs. Through these collaborative relationships a team approach was established and enhanced the stabilization of student retention and persistence.

COA CalWORKs is a member of the City of Alameda Community Services Collaborative and the City of Alameda Youth Commission. This relationship made it possible for the COA CalWORKs students who are attending the College of Alameda to gain access to services that are normally set aside for the City of Alameda residents.

**C. DESCRIBE YOUR CURRENT RESOURCES**

**1. Faculty/Staff Resources** - During the three year period that this self study addresses, the college CalWORKs responded to the impact of declining resources by integrating the program with the EOPS/CARE program. In March 2011, the CalWORKs Coordinator retired, and the responsibilities of the EOPS/CARE Director as well as the EOPS/CARE Program Specialist were expanded to include the management and monitoring of the CalWORKs program.

**2**. **Classified Staff Resources** – The COA CalWORKs program is absent of a classified professional who is solely dedicated to the program. Given the changes noted in the Faculty Resources portion of this student, the responsibilities of the EOPS/CARE Program Specialist was expanded to include, but not limited to, monitoring the CalWORKs budget, as well as collaborating with the Job Developer in the placement of students in work study positions on and off the campus.

**3. Facility Resources**

With the retirement of the CalWORKs Coordinator 2011, the college CalWORKs program was moved from its location in the “F” building to the space occupied by the EOPS/CARE program located in Building A, Student Services Center. As such, all supportive human resources, and files are currently housed in the space occupied by the EOPS/CARE program. The manner in which the space dedicated to the EOPS/CARE program was configured CalWORKs/CARE counselors continue to enjoy an element of privacy when meeting with students; needed storage space is more than adequate; and the congeniality the EOPS/CARE program, as well as the other student services located in the Welcome Center was enhanced.

**4. Fiscal Resources**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **YEAR** | **Program** | **Child Care[[1]](#footnote-1)** | **Work Study** | **TANF** | **ARRA[[2]](#footnote-2)** | **TOTAL** |
| **2009-2010** | $48,085 | $56,124 | $21,528 | $42,385 | $ 7,078 | $175,200 |
| **2010-2011** | $56,488 | $59,241 | $21,565 | $42.459 |  | $179.753 |
| **2011-2012** | $65,751 | $55,218 | $18,324 | $41,604 |  | $180,897 |

**D. Provide your program goals and how they are measured**

**(1) Structure the CalWORKs program in such a way that it affirms the college’s mission to educate and train future workers and leaders of tomorrow.**

**Measuring the Goal:** In an attempt to respond to the demand of “doing more with less,” the COA CalWORKs program was organizationally placed under the direct supervision of the director of the EOPS/CARE program. This not only insured that the program had the required supervision, but students who had “time limited out” were guaranteed a smooth transition, if eligible, for CARE services and counseling consistency. The two programs have a history of a shared relationship as exhibited by there being a CARE/CalWORKs counselor whose funding was shared – 25% EOPS/25% CARE and 50% CalWORKS. In addition, “doing more with less” has required both programs to reduce its fiscal support of the CARE/CalWORKs counselor as the position is now half time, but the funding formula remains the same - 25/25/50.

**(2) Stabilize the retention and persistence of CalWORKs students by encouraging them to enroll in one of the Learning Communities.**

**Measuring the goal:** This has been an on-going issue in the CalWORKs program statewide. All new CalWORKs students are required to take the assessment test before a Student Education Plan (SEP) is developed. Students who test within the range that suggests that their math placement should be arithmetic and English placement is English 269 easily become discouraged. For example 20 of the 24 students who enrolled Fall 2010 and failed to return Fall 2011 fit the aforementioned assessment test profile.

The academic profiles of the students who persisted indicated the converse. For example of the 50 students who enrolled Fall 2010 and returned Fall 2011, the assessment test results indicated that the Math placement should be Intermediate Algebra and English 201. More importantly, 81% of the students who enrolled Fall 2010 and returned Fall 2011, have either graduated and/or scheduled to graduate May 2013.

A review of the methods used to try and stabilize the situation. For example, when staff met with Alameda County Social Service officials Fall 2011, they encouraged the agency director to meet with social workers who serve CalWORKs/TANF recipients to advise them of the advantages of enrolling at least 2-3 weeks before the first day of class; especially since the profile of the students who failed to return indicated that they enrolled the first week of class, and more often than not, entrance to class took place the first part of the second week.

Orientation for CalWORKs student was moved from the first week of class to the week before the first day of classes. In addition, the orientation sessions were defined as mandatory and were held for continuing and new CalWORKs students. Rather than determine eligibility during the first meeting with the CalWORKs counselor, it was determined during the orientation, as all CalWORKs students were told to bring their “most recent Notice of Action.” By determining eligibility at the orientation session, the first counseling session focused on the development of a SEP for “new” CalWORKs students; and updating the existing one for “continuing” CalWORKs students.

In an attempt to discern if continuing CalWORKs students were returning Fall and/or Spring semester, counselors began calling students 7-10 days before the first day of class. Students, who received less than 2.0 at the end of the semester, were called first and invited to meet with their counselor prior to the first day of class. In this way, counselors could assess if there were academic, financial and/or family issues that could possibly interfere with their returning.

While there is no guarantee that the strategies employed will significantly alter the challenge of retention and persistence, evidence is available that the impact of such is beginning to have a measurable impact. For example, there were 83 CalWORKs students who enrolled Fall 2010 and/or Spring 2011, returned Fall 2011. More importantly, the GPA of the “continuing” students settled to where the overall average was 2.53.

Retention - Increase the number of CalWORKs students who complete the academic year by encouraging students to enroll into college learning communities and counseling classes.

**(3) Continue to conduct workshops that focus on life skills strategies needed to overcome barriers that may impede CalWORKs students from reaching their academic goal.**

**Measuring the goal:** During the 2009-2010 and 2010-2011 academic years,

several life skills workshops were offered. However, the attendance was marginal. As such, several changes were made. The most significant change was the time that county social service agencies allotted CalWORKs recipients to complete their respective training and/or community college program was reduced to 60 months; in 2010-2011; and in 2011-2012 to 48 months. This was particularly impactful on students who required at least 2-4 semesters of basic skills courses as this reduced the time to complete a CTE or Liberal Arts AA program to 36 or 24 months respectively. Rather than bemoan the impact, counselors began to urge CalWORKs students who fit the basic skills profile previously noted to examine the potential of enrolling in CTE programs that provided them with a skill as well as a certificate as this pathway would enable them to develop some “job readiness” skills within the time limited allotted. The data suggests that 27% of the students who began their academic journey enrolled in a Liberal Arts program, modified their SEP program and enrolled in CTE programs offered at COA.

**Measuring the goal:**

**(4) Continue to partner with the One Stop Career Center and the Job Developer so that CalWORKs students will receive the job search services that meet their Welfare-To-Work requirements.**

**Measuring the Goal:** Given the impact noted in the previous goal, several

modifications were made to the budget. The most significant impact was the

reallocation of “child care” resources to work study. Once it was established that child care expenses were provided by the county social service agency, the Director and the counselors decided not duplicate this service, especially since the evidence demonstrated that the “child care” allocation remained largely unspent. More importantly, CalWORKs counselors believed it to be more realistic to focus on helping the students to meet their Welfare-To-Work requirements. As such, meetings were held with the One Stop Career Center and the Job Developer to insure that CalWORKs students were taking full advantage of the “job readiness” services provided by the Center. The impact of this strengthened relationship is measured by the number of CalWORKs students who were placed in work-study positions at the district, on campus and/or in off-campus agencies/organizations. Specifically, 46% of the 2011-2012 CalWORKs students held positions in one of the aforementioned settings. From a budgetary standpoint, 2011-2012 became the first year that COA spent all of the state CalWORKs/TANF resources allocated.[[3]](#footnote-3)

**F. What are the indicators that measure your present goals?**

See explanations provided under goal in Measuring the Goal.

**G. What are the expected results of these indicators?**

The indicators, expected results and outcomes are noted in the narrative description for each of the stated goals. See Section D of this report.

**III. STUDENT DEMOGRAPHICS OF THOSE USING YOUR SERVICES**

**A. Who do you serve?**

**TABLE 1[[4]](#footnote-4)**

**CALWORKs STATUS BY AGE**

|  |  |  |  |
| --- | --- | --- | --- |
| **Age Group** | **2009-10** | **2010-11** | **2011-12** |
| County Referred Program Participant | 124 | 130 | 126 |
| 18 & 19 | 7 | 5 | 1 |
| 20 to 24 | 36 | 47 | 9 |
| 25 to 29 | 36 | 41 | 47 |
| 30 to 34 | 25 | 22 | 25 |
| 35 to 39 | 9 | 5 | 16 |
| 40 to 49 | 9 | 7 | 12 |
| 50+ | 2 | 3 | 14 |
| Self-Referred Program Participant | 1 | 4 | 2 |
| **TOTAL** | **125** | **134** | **126** |

**TABLE 2[[5]](#footnote-5)**

**CALWORKs STATUS BY GENDER**

|  |  |  |  |
| --- | --- | --- | --- |
| **Gender** | **2009-10** | **2010-11** | **2011-12** |
| County Referred Program Participant | 124 | 130 | 126 |
| Female | 109 | 110 | 97 |
| Male | 9 | 12 | 14 |
| Unknown | 6 | 8 | 15 |
| Self-Referred Program Participant | 1 | 4 |  |
| Unknown | 1 | 4 |  |
| **TOTAL** | **125** | **134** | **126** |

**TABLE 3[[6]](#footnote-6)**

**CALWORKs STATUS BY ETHNICITY**

|  |  |  |  |
| --- | --- | --- | --- |
| **Gender** | **2009-10** | **2010-11** | **2011-12** |
| County Referred Program Participant | 124 | 130 | 126 |
| African American | 61 | 80 | 61 |
| American Indian/Alaskan Native | 0 | 0 | 1 |
| Asian | 8 | 13 | 15 |
| Filipino | 1 | 5 | 4 |
| Hispanic | 8 | 12 | 18 |
| Pacific Islander | 3 | 1 | 2 |
| Two or More Races | 34 | 2 | 7 |
| Unknown/Non Respondent | 0 | 12 | 12 |
| White Non-Hispanic | 9 | 5 | 0 |
| Self-Referred Program Participant | 1 | 0 | 0 |
| **TOTAL** | **125** | **134** | **126** |

**III. STUDENT PERFORMANCE AND FEEDBACK**

**A. How do students who receive services perform?**

134 COA students received CalWORKs services 2010-2011. This represented a modest increase of 9 students when compared to the 125 students receiving CalWORKs services 2009-2010. Given the state of the economy, the number of students receiving CalWORKs services continues to increase, albeit modestly. For example, 76 students received services 2007-2008; 91 2008-2009 and 125 2009- 2010.

Although there was a modest increase in the number of students enrolled in the CalWORKs program, academic performance at the 2.0 or better level and retention and persistence remains a major challenge. 74 students were in the CalWORKs program Fall 2010. However, 24 (32%) of the students who enrolled Fall 2010 failed to enroll Fall 2011; and 7 of the students who enrolled Fall 2010 did not return Spring 2011. 60 “new” CalWORKs were admitted to the program Spring 2011. 27 of the 60 failed to enroll Fall 2011. By the time the academic year ended, 19 CalWORKs students had cumulative GPAs of less than 2.0.

**B. How do their counterparts who do not receive services**

**Perform?**

**Student Success Rates:** Over the last three years, the Student Success Rate of CalWORKs/students who remained in the program from Fall to Spring as well as Fall to Fall has been on average 3.5% higher than student success rates of students who do not receive any categorical program services.

**Course Completion:** Over the last three years, the Course Completion rate for CalWORKs students who persisted in the program has been about the same or higher when compared to students who do not receive CalWORKs services.

**GPA:** A review of the grade point averages of the students who remained in the CalWORKs program from fall to spring and fall to fall has been 2.7. average.

**C. What do students have to say about student services?**

**(CCSSE Reports 2007 & 2009 as well as other surveys)?**

There has not been any formal way of assessing student opinion of the COA CalWORKs program. However, antidotal feedback has been generally favorable.

**D. Have you used statewide or national assessment?**

**instruments to assess your program?**

No.

**IV. PROGRAM EFFECTIVENESS (How do you know that your program/**

**Service/department is effective?)**

**A. Interdepartmental/Program/Campus Collaboration**

|  |  |
| --- | --- |
| **Standing Committee** | **EOPS/CARE Staff Member** |
| Accreditation Committee | Toni Cook, EOPS/CARE/CalWORKs Director, Paula Armstead, EOPS/CARE/CalWORKs Program Specialist, Classified Representative |
| Classified Council | Paula Armstead, EOPS/CARE/CalWORKs Program Specialist, VP, Classified Council, 2009-11, President,  2011-President |
| College Council | Paula Armstead, VP (2009-2011, President, 2011- Present), Classified-at-Large |
| CLASS (formerly BSI/SSI Committee) | Toni Cook, EOPS/CARE/CalWORKs Director. Paula Armstead, Classified at-Large |
| Financial Aid Appeals Committee | Toni Cook, EOPS/CARE/CalWORKs Director, Chairperson |
| Financial Aid Advisory Committee | Toni Cook, EOPS/CARE/CalWORKs Director, |
| Staff Development Committee | Toni Cook, Administrative Representative, Paula Armstead, Classified Representative |

**B. Quantity of program/dept./service/delivered (student**

**Utilization of services and student engagement)**

The CalWORKs program was relocated from the “F” Building at the Spring 2011. With the support of the CalWORKs coordinator (who retired March 2012), CalWORKs students were required to meet the same requirements as EOPS/CARE students. Specifically, CalWORKs were required to meet with their counselor three times per/semester. In addition, they were given the Academic Progress Report and required to secure an assessment of their academic performance mid-semester. The primary reason that these changes were made, was staff knew that when the aforementioned requirements for EOPS/CARE students were met, there was an increase in student success, as well as overall academic performance.

Rather than provide a “snapshot” of the “unduplicated count” of student appointments on any given day, the matrix that follows highlights the number appointments the CalWORKs/CARE counselor(s) met with CalWORKs students throughout the three academic years that this report addresses.

**UNDUPLICATED COUNT OF STUDENTS REPORT[[7]](#footnote-7)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Academic Year** | **Reporting Period** | **Drop-Ins Only[[8]](#footnote-8)** | **Appointments Only** | **All Contacts** |
| **2009-10** | Fall/Spring | 47 | 510 | 557 |
| **2010-11** | Fall/Spring | 59 | 480 | 539 |
| **2011-12** | Fall/Spring | 46 | 487 | 527 |

**V. STUDENT LEARNING OUTCOMES**

**A. List the student learning outcomes that are presently being**

**Assessed**

**1. Develop a Student Educational Plan (SEP) that will facilitate an effective integration into the work force.**

**Activity:** Students in consultation with the CalWORKs Counselor will develop and SEP consistent with their county welfare-to-work activity contract

**2. Find and utilize effectively available community based resources needed to become self sufficient.**

**Activity:**  Randomly 10 students will be given a case vignette that will assess their knowledge of available resources, their skills to apply and get qualified for their resources as well as their knowledge of needs prioritization.

**3. Recognize life and work stressors and design and implement effective**

**practices, goals and interventions.**

**Activity:** Randomly 10 students will be given a case vignette that will assess their awareness to life stressors and their knowledge of effective .strategies

**B. What additional student learning outcomes should be considered to demonstrate what your student should know and/or be able to do as a consequence of the service provided by your Unit?**

No additional SLOs will be added as it is felt that the current ones adequately demonstrate what CalWORKs students should know and/or able to do as a consequence of the service provided by the existing program.

**VI. ACTION PLAN**

**A. The future needs of the program**

1. At the end of the 2011-2012 academic year, both adjunct counselors were offered, and accepted full time positions with other programs. Therefore, there is an urgent need to hire at least one full time CalWORKs/CARE counselor.

Currently, the Program Specialist for the EOPS/CARE program provides budget monitoring support. In addition, the Classified Professional collaborates with the Job Developer in the placement of CalWORKs students in on, and off campus, Work Study positions. Given the expanded responsibilities of the EOPS/CARE/CalWORKs Director there is a need for clerical assistance and/or upgrade the Program Specialist to CalWORKs Coordinator.

Additional resources are needed to retain the services of the Job Developer for more than 5 hours per week.

**B. The future goals and methods of assessment of the program,**

**including student learning outcomes.**

The CalWORKs program will continue to employ the activities noted under each of the SLOs; and enter the results into TaskStream.

**C. The strategies and actions to be taken by the unit over the**

**next six years to strengthen the program and meet the**

**strategic goals of the program and the college.**

The college president has already granted the request to hire a CalWORKs/CARE counselor. With the addition of this faculty member CalWORKs and CARE students will receive the counseling support that they require.

Even with the annual cuts the Work-Study activity has been one of the major successes of the COA CalWORKs program. For example, CalWORKs students earn an average of $12.50 per/hour when placed in off-campus positions. Peralta District Office, community organizations and private employers have have continued to hire COA CalWORKs students; and most have been hired to fill positions that compliment the student’s career and educational goals; and upwards of 31% of the students hired by off-campus employers, have been offered full-time employment once the student graduates. Their average starting salary is $20.00 per hour once they reach their employment goal and are hired as permanent employees with benefits.

**D. The support needed by the unit in order to address issues**

**Resulting form the self-study**

**VII. ADDENDUM**

**(1) COA will fully evaluate and assess the impact of recent District financial decisions on the colleges’ ability to sustain educational programs and services**.

The CalWORKs program is solely dependent on state for its funding. To date, no CalWORKs resources have been used to offset the Fund 1 resources that were dedicated to the EOPS/CARE/CalWORKs Director’s salary.

A review of the Fiscal Resources section of the Program Review did note the need of clerical assistance: However, the absence of such has not had a negative impact on the program as the EOPS/CARE Program Specialist has assumed the budget monitoring task, and is collaborating with the Job Developer in the placement of CalWORKs students in work study positions, as well as reimbursing the vendor the agreed upon 75%[[9]](#footnote-9) to the dollar in salary savings. The expanded responsibility of the Program Specialist is noted in the budget as 20% of the Program Specialist’s salary is charged to the CalWORKs budget.

It should be noted, however, that if Proposition 30 does not pass, there may be a need to rethink the decision to not use any of the CalWORKs resources to offset the impact of using Fund 1 to fully pay the Director’s salary.

**(2) Provide clarity on what specific impact the reductions or changes had on programs and services**

There has been no measurable impact on the CalWORKs budget during the three years that the report covers. Any suspected impact could occur 2012-2013 and beyond, especially if Proposition does not pass November 6, 2012. The remaining impact is external if the State decides to make further cuts to the CalWORKs program that is being implemented by county social service agencies.

Lastly, it should be noted that both adjunct CARE/CalWORKs counselors dedicated to the program Spring 2011 and 2011-2012 have received full time positions. As such, the President agreed to support the Director (who is now Interim Dean’s, Student Programs and Grants) request to hire a full time EOPS/CARE/CalWORKs counselor will. The hiring a full time counselor will definitely shore up the much needed counseling services. If the service population remains about the same, as well as the funding, no measurable negative impact is anticipated.

**(3) Describe the future impact of those reductions and changes will be at each college.**

See comments under #2 in this section.

**(4) COA will provide an analysis of staff sufficiency and the quality of educational programs and services before and after budget reductions.**

See comments under #2 in this section.

**(5) Provide sufficient detail and evidence to evaluate the impact of these reductions on the overall educational quality of the college.**

Even though there has been no impact on the quality of the COA CalWORKs during the three years that this report addresses, future external actions could alter the way the program is managed as well as the services offered. For example, a review of the EOPS/CARE Progress Report clearly indicates that there has been a dramatic reduction in staff. As such, should the college’s budget be reduced, there may be a need to implement the organizational model employed by the other three Peralta campuses. Specifically, the categorical programs are housed under a dean. Each of the categorical programs are supervised by a “coordinator” and managed by the Dean whose salary is offset by charging each of the categorical programs a percentage of the salary. The impact that this could have is quite possibly the “district’s portion” of the EOPS/CARE program could slightly increase; how much is not now known as the State sets the rate.

(6) Describe how we intend to deal with any resulting negative impact.

See comments under #5 in this section.

1. The county covers the cost of childcare for TANF/CalWORKs recipients. Therefore, when COA submits its annual CalWORKs Program Plan, a request is made to “reallocate” the child care resources to work study. [↑](#footnote-ref-1)
2. ARRA funds were a one-time source which resulted from President Obama’s Stimulus Initiative. [↑](#footnote-ref-2)
3. Reference is made to the 2011-2012 End of Year CalWORKs expenditure report that is on file at the college and at the District. [↑](#footnote-ref-3)
4. California Community College, Data Mart, Student Services Programs, CalWORKs, http://datamart.cccco.edu/Services/CalWORKs\_Status.aspx [↑](#footnote-ref-4)
5. California Community College, Data Mart, Student Services Programs, CalWORKs, http://datamart.cccco.edu/Services/CalWORKs\_Status.aspx [↑](#footnote-ref-5)
6. California Community College, Data Mart, Student Services Programs, CalWORKs, http://datamart.cccco.edu/Services/CalWORKs\_Status.aspx [↑](#footnote-ref-6)
7. Information was obtained from SARS Reports, Unduplicated Count of Students Report. [↑](#footnote-ref-7)
8. Both adjunct CalWORKs/CARE counselors recorded their “drop-in” appointments in the SARS system. [↑](#footnote-ref-8)
9. Campus, district and/or off campus entities agreeing to hire CalWORKs students do so knowing that they will be reimbursed 75 cents to the dollar for salary cost. [↑](#footnote-ref-9)