



**Annual Unit Plan Template  
2012-2013 Academic Year  
CalWORKs Program**

**STEP I: DESCRIBE YOUR DEPARTMENT/UNIT**

**a. Mission**

The Cerro Coso College mission statement is to “**educate, innovate, inspire and serve**”. Additionally the college mission states “**Educate** students who seek transfer for baccalaureate degrees, career and technical education, workforce training” and “**Serve** our clients and our communities with relevance.... **Inspire** our students to strive for excellence in achieving their aspirations, our employees to deliver quality instruction and learning support, and our communities by supporting economic development and responding to their needs in a timely and professional manner.”

As part of the College mission the CalWORKs Program provides students with the opportunity to pursue quality educational programs that will result in students being able to obtain employment in their local area that supports the economic health of the surrounding communities. CalWORKs students typically focus on career and technical programs that will develop work readiness skills. CalWORKs Program funds are available to provide support services and work study opportunities to CalWORKs students in transition from their educational programs to employment while maximizing college and CalWORKs benefits and resources. The mission of the Cerro Coso CalWORKs Program is to provide participants with quality educational programs and employment training experiences that lead to economic self-sufficiency.

**b. Program Applicability**

The CalWORKs program provides a broad range of services to eligible students which includes, specialized counseling services to meet CalWORKs student needs, employment, work study and internship opportunities, career development and search



information, information related to CalWORKs state compliance regulations, and liaison with the Department of Human Services (DHS) and other community agencies to help students maintain CalWORKs benefits. Additionally, CalWORKs students are provided with specialized job prep training (developing resumes and interviewing skills), workshops related to CalWORKs issues, and individualized support services and referrals. CalWORKs guidelines and funding are established through the Federal TANF authorization act and implemented as defined by California State Legislation

In addition to the student services provided on campus, there are administrative services that must be coordinated and maintained. At the beginning of each academic year the CalWORKs Program must submit a grant proposal to the State Chancellor's office for funding. Funding is based on the submission and acceptance of the grant proposal and the total number of CalWORKs students served the previous academic year. The State Budget Act language requires that CalWORKs programs monitor and report yearly data on each CalWORKs participant. Each community college program is required to provide the following services: coordination with the local County Welfare Department (to avoid duplication of services), have a centralized and recognizable point of entry for CalWORKs recipients, track eligibility and services provided to CalWORKs students while attending college, track child care services, track and ensure proper use of CalWORKs funds, and provide a program coordinator.

CalWORKs staff collaborates with local community agencies serving CalWORKs clients in order to promote the program and provide transitional services to CalWORKs students. Staff works cooperatively with other campus programs to assure continuity in services, avoid duplication of services, and coordinate services to maximize resources and efficiency of service delivery. CalWORKs staff participates in community and college outreach programs designed to inform and promote college educational programs, classes and resources.

### **c. Partnerships**

CalWORKs students are among the poorest of students attending Cerro Coso College. They require resources outside of the CalWORKs Program for academic success. The CW staff maintains cooperative relationships with on campus programs to assist CW students in obtaining these additional resources. The Financial Aid office is instrumental to CW students in that it provides additional funding, work study matches on campus, scholarship programs. The EOPS and CARE Programs also provide support in the form of books, supplies, additional child care, and other services. The Learning Resource Center and the Learning Assistance Center provide necessary study and tutorial resources to. The LAC also provides verification of study hours that CW students can use to verify TANF compliance.



An area of concern related to other programs such as the Financial Aid office or EOPS/CARE programs is the identification of CalWORKs recipients so CW services can be offered to those CW students already enrolled. The Financial Aid office and the EOPS/CARE program can assist in the identification of CalWORKs students. Better sharing of information would result in identifying more CalWORKs recipients attending Cerro Coso so services could be extended to them.

CalWORKs student are high risk students in that they have limited previous academic training and/or success. Consequently, CW staff provides guidance in college policies and procedures. CW staff assists in registration issues and make referrals to the Admissions and Records office. Advocating for CW students in their interactions with instructors provides CW students the tools of how to be a successful college student. Appropriate educational planning is essential when assisting CW students to promote academic success.

CalWORKs regulations require coordination with Department of Human Services (DHS) in the delivery of services to CW students. College CW staff are in constant contact with students' DHS workers to ensure student compliance with DHS while obtaining viable college training that will lead to long term employment. CW staff also coordinates and collaborate with other community agencies such as EDD, in serving CalWORKs recipients. This provides maximizing resources and avoids duplication of services between agencies.

#### **d. Distance Education**

The college CalWORKs program maintains a presence on the college website. CW program application, needs assessment and student information sheet are posted on the CalWORKs link under Student Services. Contact information and brief details of eligibility and services are provided. Information related to short term training and career technical educational programs available at Cerro Coso are listed on the website. Work Study opportunities, career and employment information is also posted and a link to the career center is provided.

The CalWORKs program will extend its' services to online students if students can provide the required eligibility documentation.



## STEP 2: EXPLAIN YOUR PLANNING

### a. Review of Previous Goals (of last completed academic year)

Funding resources for the CalWORKs program have been declining for the past several years due to the State budget situation. Additionally, due to a decrease in the overall number of students served for the past four years, 2010-2011 being dramatically lower, the college has received less funding which is based on students served the prior year. Consequently, other sources of funding have been pursued at Cerro Coso to maintain the same level of services to our CW students despite decreases in CW funding. During the last three years the Job Development Specialist position has been expanded to provide services to CTE students and CTE programs. This has led to additional funding from CTE resources to maintain and stabilize the position. Through the integration of staff and services with other college programs there is the potential of additional funding options. The concern is that with the expansion of staff and services to other college programs could diminish the efficacy of the CW program.

Due to poor participation numbers at the Kern River Valley for the past 2 to 3 years campus an effort was undertaken to revitalize services and reach out to CalWORKs participants in the area. The DHS CalWORKs workers servicing the area were contacted and cooperated with college staff in identifying eligible students needing college CalWORKs services. The CalWORKs Coordinator and Job Development Specialist travelled to the KRV site to increase availability of services on campus that resulted in a growth of students served. The small amount of available staff time to serve KRV CalWORKs students has had a negative impact on the services provided at the site.

The CW program staffing is minimal, with no staff member being solely assigned to serving only the CW program. Through the cooperation of other departments on campus additional counseling time has been added for CalWORKs students. Specifically, the Special Services counselor has used her connections with the CARE program to identify CW students and bring them into the program at the KRV site. She has also provided counseling services and liaison services with DHS workers on students' behalf. A general population counselor has also been providing services to CW students during the summer months. The CalWORKs Coordinator provided training and supervision to develop the counselor's knowledge of the CW program and the challenges faced by CW students. These additional services will continue with the hope that the CalWORKs program can increase its number of students it can serve.

As the KRV CalWORKs student population has grown, the IWV CalWORKs population has decreased. This has been the



result of decreasing numbers of students being referred from the Department of Human Services office. The local DHS office experienced total disarray of staffing due to the instability of their State funding during the academic year 2010-2011. They went from four full time CalWORKs workers to none at one point in the year when the remaining worker took a two month medical leave. Consequently referrals for CW participants to attend college have declined substantially. Monthly meetings between Partner community service programs organized by the DHS office have also been affected. There were very few meetings held at DHS for CW serving agencies, again, leading to weakened identification of recipients and the college relationship with DHS over the year.

In 2010-2011, 74 CalWORKs students were served, down from 105 the previous two years. Other explanations for the decrease in eligible students are most likely a result of instability of the State legislature's approach to the fiscal crisis California is experiencing. During the 2010-2011 academic year the State has reacted to budget deficits by exempting a larger group of CalWORKs participants to reduce the number of clients they need to serve. The State Legislature has also decreased the maximum time a CW recipient can continue on CW aid; reduced from 60 months to 48 months total on cash aid before the recipient "times out" of CalWORKs eligibility. These two changes have decreased the total number of eligible recipients resulting in our decrease in CalWORKs eligible students.

The economic down turn has also impacted community employers and there were fewer off campus work study positions available as a consequence of employers downsizing. The CalWORKs staff has experienced the dilemma of having to spend more time recruiting and determining student eligibility, while taking on other tasks, resulting in more effort with diminished outcome.

#### **b. Review of Overall Department/Unit**

Overall decline of the number of students receiving CalWORKs services will continue through the 2011-2012 academic year as a result of the economic climate. There are signs of some recovery potential. The Department of Human Services has stabilized their CalWORKs staff and the State has finished their cuts to State services at this point. The college CW staff will make attempts to reestablish relationships with the DHS staff. The Coordinator will also look for alternative contacts to find ways to identify CW recipients for purposes of recruitment to the program. The sharing of staff resources will continue so more counseling time will be available to serve CalWORKs students.



A more robust and effective outreach program needs to be initiated. Besides reestablishing relationships with DHS, the CW program will look for other ways to let CalWORKs clients know about the viability of attending college while working.

The past few years the Job Development Specialist has been actively building a strong Career Center where students can also come to discuss employment readiness skills and discuss job opportunities in the community. As this position becomes more integrated with other Student Services program and CTE programs, more of the position's time will be spent in other non CalWORKs activities. This results in less time to develop off campus jobs and participate in recruitment and outreach activities for the CW program. Additionally, the Career Center has become a place where all students come to explore career related activities. This has resulted in a need to increase college resources to continue providing services to all students who come to the Career Center.

**c. Goals for Upcoming Year (next academic year). Three goals not required. If more goals needed, copy and paste additional boxes.**

***Goal 1/ Increase the number of CalWORKs students served in 11-12***

- 1. Connection to College Strategic Goals:*
- 2. Decreasing number of students served will impact current level of funding leading to a decline of services available to CW students.*
- 3. Reestablish relationships with DHS, increase outreach activities, enhanced recruitment materials.*
- 4. Increase CW served to 80*



**Goal 2/Increase college resources to support CalWORKs program**

1. *Connection to College Strategic Goals:*
2. *Decrease in resources due to reduced funding and increased staff time in program as well as other college tasks they have responsibilities for.*
3. *Seek additional college resources. Maintain current level of service provided.*
4. *Maintain current services offered and increase total number of students served to 80*

**Goal 3**

1. *Connection to College Strategic Goals:*
2. *Specific internal\* or external\*\* condition(s) the goal is a response to:*
3. *Action Plan:*
4. *Measure of Success:*



**STEP 3: SUBSTANTIATE REQUESTED RESOURCES (Note: All items must be prioritized.)**

**a. New Classified Staffing. *If more lines are needed, Tab over from the bottom-right box.***

Position Title	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this position	Salary Grade	Number of Months	Number of Hours per Week	Salary Amount	Funding Source: G=General Fund R=Restricted (be specific)

**Classified Staffing Justification. *If more than one position requested, copy and paste additional boxes.***

1. Describe how the position is linked to your unit’s mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College’s strategic plan.

2. Explain why the work of this position cannot be assigned to current staff.

3. Describe the impact on the college if the position is not filled.

**b. New Full-Time Faculty Staffing**

Discipline	Affected Programs	Location	Priority	Strategic Plan goal addressed by this position	Funding Source: G=General Fund R=Restricted (be specific)

**Full-Time Faculty Staffing Justification:**





[Refer to the separate handout listing criteria for new faculty hiring.]

**c. Supplies (per unit cost less than \$1000). Enter requests on lines below. If more rows needed, Tab over from box on bottom right.**

Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA

**d. Non-Technology Equipment (per unit cost greater than \$1000). Enter requests on lines below. If more rows needed, Tab over from box on bottom right.**

Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA
<b>Copier</b>	IWV	2		General population of students share space with CW students and use of copier purchased in prior year with CW funds is on last legs	\$400?	One time	G



e. Technology Equipment (computers, data projectors, document readers, etc.). Enter requests on lines below. If more rows needed, Tab over from box on bottom right.

Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA
<b>Upgraded computers for Career Center</b>	IWV	1		Computers used by students in career center older. Provides access to Center resources for all college students. Enhances services to CW students.	unknown	On going	G

f. Facilities. Enter requests on lines below. If more rows needed, Tab over from box on bottom right.

Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA

g. Travel (inter-campus, intra-district, conferences, etc.). Enter requests on lines below. If more rows needed, Tab over from box on bottom right.



Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA

**h. Marketing (brochures, radio spots, promotional travel, etc.). Enter requests on lines below. If more lines needed, Tab over from box on bottom right.**

Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA

**i. Other (institutional fees, library books). Enter requests on lines below. If more lines needed, Tab over from box on bottom right.**

Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA



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**STEP 4: ATTACH PRIOR YEAR'S SLO ASSESSMENT DATA (as applicable)**

CalWORKs student persistence rates continue to vary significantly from year to year despite program interventions remaining the same. Program interventions included a minimum of one meeting per semester with CW counselor, development of educational plan and verification of class hours and study time that count towards work related activities for the county. (see attached SLO sheet for further information)

Starting 2010-2011 student success was assessed by tracking the completion of the CW students' educational goals; completion of Certificates and Degrees. Because CalWORKs students' educational goals must be focus on obtaining sustainable employment, completion of educational goals is a way to assess employability and program success. (Pending data on this SLO)



	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Students Served	151	111	102	105	105	74
Work Study Positions	14	22 (22 on campus, 0 off campus)	20 (14 on campus, 6 off campus)	31 (22 on campus, 9 off campus)	33 (26 on campus, 7 off campus)	17 (15 on campus, 2 off campus)
Persistence Rates	-	75%	52%	81%	76%	pending

**STEP 5: ATTACH PRIOR YEAR'S STUDENT PERFORMANCE DATA (Instructional units only, as provided)**