

Skyline College

CalWORKs Program

Program Review

Executive Summary



Short Summary of Findings

The California Work Opportunities and Responsibility to Kids (CalWORKs) program at Skyline provides access to CalWORKs recipients who are interested in pursuing vocational training, and/or an educational program that will lead to self-sufficiency for themselves and their families. Historically, the CalWORKs program has served some of the most disenfranchised and educationally challenged students. As such, students are provided with a case management approach to meet their needs, especially with the matriculation process (orientation, assessment, applying), and in assisting students on becoming familiar with the campus and feeling comfortable in their new role as students. Coordination with programs such as Financial Aid, EOPS/CARE and the Children's Center is essential, and communication between any and all programs is done on a regular basis. In addition, coordination with programs such as Cosmetology is vital to ensure that the student are able to begin the program without any difficulty by securing their kits, uniforms and all essential materials prior to or as soon as the course starts. Lastly, coordination with the District's Finance office is needed so that the childcare providers of the students receiving childcare assistance are paid for in a timely manner. Given the County's objective of a "work first" emphasis, the program continues to thrive and serves a similar number of students on an annual basis.

Three Strengths of the Program

- The program provides a case management approach to serving students.
- The program provides supplemental childcare to all students that need it, assists with transportation costs, and pays for educational materials/books.
- The program coordinates very well with all support programs, especially EOPS/CARE, Financial Aid and DSPS.

Three Suggestions for Improvement

- Continue to improve the relationship with the County CalWORKs program such that students will not be adversely impacted by enrolling at Skyline.
- Develop a CalWORKs-specific career development component, which would include topics such as resume writing, job searching, and interviewing skills.
- Explore the possibility of hiring a job developer to assist students as they transition into the workforce.

Program Staff

María D. Escobar, D. Ed.

Pablo Gonzalez

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SKYLINE COLLEGE

PROGRAM REVIEW SELF STUDY

PART A: Overview of Program

1. State the goals/ focus of this program and how the program contributes to the mission and priorities of the College and District.

The goal of the California Work Opportunities and Responsibility to Kids (CalWORKs) program at Skyline is to provide access to CalWORKs recipients who are interested in pursuing vocational training and/or educational programs that will lead to self-sufficiency for themselves and their families.

2. Discuss how this program coordinates, impacts, and/or interacts with other programs in the College.

Historically, the CalWORKs program has served some of the most disenfranchised and educationally challenged students. As such, students are provided with a case management approach to meet their needs, especially with the matriculation process (orientation, assessment, applying), and in assisting students on becoming familiar with the campus and feeling comfortable in their new role as students. Coordination with programs such as Financial Aid, EOPS/CARE and the Children's Center is essential, and communication across programs is done on a regular basis. In addition, coordination with programs such as Cosmetology is vital to ensure that the student is able to begin the program without any difficulty by securing their training kits, uniforms and essential materials prior to or as soon as the course starts. Lastly, coordination with the District's Finance office is needed so that the childcare providers of the students receiving childcare assistance are paid for in a timely manner.

3. If the program utilizes advisory boards and/or professional organizations, describe their roles.

The CalWORKs program shares an advisory committee with the EOPS/CARE programs, since the three programs serve many of the same students. Its role is primarily of policy clarification and interpretation to better serve students' needs. The present committee is comprised of the Dean of Counseling, the Financial Aid Director, the Children's Center Site coordinator, the EOPS Admissions coordinator at San Francisco State University, the Director of the Adult School in South San Francisco, a counselor for the Tool for Success program at Serramonte del Rey, the Coordinator of the South San Francisco Learning Center, and a CalWORKs benefits analyst from San Francisco.

4. Explain how this program meets the needs of our diverse community.

The CalWORKs program serves all individuals that meet the program's eligibility criteria. The face of CalWORKs program reflects a very diverse community, including but not limited to those with or without work experience, parents, the disabled, individuals recently laid-offs, and teen moms. The program also serves students for whom English is their second or third language. CalWORKs meets the needs of our community by providing access to single parents that are economically challenged and wish to attain self-sufficiency through education.

5. If the program has completed a previous self-study, evaluate the progress made toward previous goals.

Over the course of the program's history, it has previously not completed a self-study or undergone program review.

PART B: Curriculum

1. Describe how the courses offered in the program meet the needs of the discipline(s) and the students. (This may be answered through descriptive narrative evaluation or quantitative research).

CalWORKs does not have an instructional component. However, students are provided with counseling services through which educational plans are developed that incorporate each student's educational goal.

2. State how the program has remained current in the discipline(s).

Staff visit the CalWORKs website, coordinated by the State Chancellor's CalWORKs program, on a regular basis. They also attend the CalWORKs conference and/or meetings as they arise, and participate and attend in the regional CalWORKs meetings that are held bi-monthly.

3. If the student population has changed, state how the program is addressing these changes.

The only change that has taken place in the student population is that there has been an increase in the number of students seeking services from CalWORKs. No student is turned away, and in order to meet student needs coordination takes place with other programs such as EOPS/CARE to avoid the duplication of services and to assess which program will provide what services to students.

4. All courses in this program should be reviewed and, if appropriate, modified every six years. If this has not occurred, please list the courses and explain.

CalWORKs does not offer any courses.

5. If external accreditation or certification is required, please state the certifying agency and status of the program.

CalWORKs is neither accredited nor certified by any external agency.

6. Discuss plans for future review and program modification.

An internal review of the CalWORKs program using the EOPS/CARE operational program review can be conducted to assess the status of the program. This will provide an idea of the program's strengths and weaknesses and program modifications can be made accordingly. In addition to making modifications based on the internal program review, one modification that needs to take place is the implementation of a CalWORKs-specific career development component, which would include topics such as resume writing, job searching, and interviewing skills to assist students as they transition from being students into the workforce. This change will enhance the program and strengthen its ability to help students move into employment.

PART C: Faculty and Staff

1. List major professional and staff development activities completed by faculty and staff in this program in the last six years and state what development is needed or proposed by faculty in this program.

Over the course of the last six years, staff members have attended the annual CalWORKs conference in San Diego. In addition, staff has attended meetings at the county CalWORKs office, and trainings on the CalWORKs students' rights. One staff member has also participated in the Museum of Tolerance training and has become actively involved in the alumni group on campus.

2. Describe the orientation process for new faculty and staff (include student workers such as tutors and aides).

New staff members to the CalWORKs program are provided with an overview of the program, its objectives, the type of students served, the types of services the program provides, an explanation of the forms necessary to complete a student's file, and a lay out of the office is provided. The deliniation of roles is presented, i.e., budget oversight, childcare coordination, along with the procedures associated with the issuing of book vouchers, the purchasing of materials for students enrolled in vocational programs, and how transportation assistance is provided. Staff is also encouraged to set up meetings with the individual staff members of EOPS/CARE to learn about the program, as well as staff in financial aid.

3. If recruitment of new and/or diverse faculty is needed, suggest recruitment techniques.

The CalWORKs program could benefit from a job developer to assist student in transitioning to the world of work. In addition, a counselor who can specifically serve these students would enhance the program's services to students.

PART D: Facilities, Equipment, Materials and Maintenance

1. Discuss the effectiveness of the facilities, equipment, equipment maintenance, and materials for the program to meet its goals and focus. Include if they impact success and if they are accessible to all students.

Presently, the program's success is not hindered by the need for equipment nor materials, and its facilities are adequate.

2. List projected needs.

Projected program needs include an upgrade to the computer systems used by staff, the development of a program web site, and an additional office should a job developer/counselor be hired.

3. Describe the use of technology in the program and discuss if technology is current and comparable to other college and business or industry.

Presently the program uses a variety of MS Office products, such as Word, Excel, Outlook and PageMaker are used on a daily basis. In addition, all staff can readily use Banner to access student data and information, and SARS Grid is used to track student appointments. The usage of these programs is considered comparable to other colleges, and overall all staff is considered to have average technological skills. An improvement in this are would probably benefit the program. Additionally, students are tracked by an in-house tracking system, and the program would profit from the development of a more elaborate tracking system which will be based on data maintained in the Banner system on current CalWORKs students.

4. If appropriate, describe the support the program receives from industry. If the support is not adequate, what is necessary to improve that support?

The CalWORKs program does not receive any support from industry, as it is not necessarily required. However, there is a need to have support from the local county CalWORKs program to facilitate in the students reaching their educational goals. To date, the support received has been sporadic, and the backing of student educational goals is dictated by the caseworker/manager assigned to each student. Effort, to strengthen this relationship, is made by attending the CalWORKs meetings at the county office each month; and by inviting county office staff to advisory committee meetings.

PART E: Budget Request

1. What resources (staff, facilities, equipment and/or supplies) will be needed in the next six years?

It is assumed that the CalWORKs program will continue to be funded at its present level, and student demand for program services will increase. Given this, program needs will dictate the hiring of a job developer/counselor to assist students transition to work. This person will need an office, all of the necessary materials, i.e., computer, printer, office supplies, etc. to conduct his/her assigned duties.

2. If appropriate, discuss methods the program could share resources with other programs in the College and District.

Currently, a large number of CalWORKs students are also EOPS and CARE eligible. As such the programs coordinate the services CalWORKs students receive such as books, transportation, counseling, etc. This helps eliminate the duplication of services by the programs and allows for students to be served in a more productive manner.

PART F: Access

1. Discuss how and to what extent has this program contributed to expanding access to students.

Any current CalWORKs recipient that comes to the CalWORKs office is offered assistance in becoming a student. Unlike what the county office would prefer, students are first enrolled within the district and then referred to their respect county worker for approval to enroll. This allows students the ability to pursue an educational program that under other circumstances may not necessarily be approved by the county office.

PART G: Student Satisfaction Survey

1. Summarize the findings of the student satisfaction survey for programs in Student Services.

A survey of student satisfaction is being conducted and the results will be made available during the presentation.

2. Indicate areas of improvement for the program.

The CalWORKs program would benefit from continually nurturing the relationship it has with the county's CalWORKs office for the benefit of the students. In addition, hiring a job developer/counselor to work specifically with these students would improve the program's productivity, as would development of a CalWORKs-specific career development component, which would cover topics such as resume writing, job searching and interviewing skills.

3. Outline a plan for responding to student needs.

During the initial intake interview with students, their need to be educationally successful is assessed. This information is used to provide the services students need, such as work study, childcare, transportation assistance, etc. This method has worked well for students and will continue to be utilized.