Program Planning and Assessment (PPA)
for Services, Offices & Non-Instructional Programs

Comprehensive Review & Annual Review

Spring 2017

The purpose of Program Planning and Assessment at Hartnell College is to obtain an honest and authentic view of a service/office/program and to assess its strengths, opportunities, needs, and connection to the mission and goals of the college. The process is based on the premise that each area reviews assessment data and uses these data to plan for improvement. The results of these annual cycles provide data for a periodic comprehensive review that shows evidence of improvement and outlines long-range goals.

The Program Planning and Assessment process improves and increases the flow of information and data at Hartnell College. The result of the process also improves institutional effectiveness.

Service/Office/ Non-Instructional Program	Date Submitted to VP (Deadline by 4/27/17)*
EOPS/CARE/CalWORKs	

*Please note that you should work with your colleagues and supervisor/director/dean to ensure that this report is completed, revised as needed, in

_Dr. Romero Jalomo_____ _____
Typed Name of VP (Required) * Date

VPAA Comments (Optional):

* To indicate the person has reviewed for completion and approved for submission

I. COMPREHENSIVE REVIEW

with effective holistic counseling which is the delivery of comprehensive individualized and efficient academic, personal and career counseling, as well as referral and access to other student support services that enhance

For the 2015-16 school year, EOPS provided make-up session "in-person" orientation to new EOPS eligible students and new EOPS students who were not able to attend in-orientation complete the orientation in the electronic format. A total of 229 new students were accepted in the fall 2016 semester and were processed thru New Student Orientation and qualified for the book credit. The total amount of book credits issued for fall 2016 was 421. Our EOPS orientations are offered every fall and spring semesters to EOPS/CARE eligible students. The new student orientation includes detailed information about EOPS history, regulations, services, and financial aid's standards for satisfactory academic progress (SAP). EOPS faculty and staff participate in Panther Prep activities for the main campus and King City Educational Center. During the Panther Prep events, High School Seniors are given an overview of EOPS services and have the opportunity to apply for the program. All the applications collected from Math Academy and Panther Prep are flagged for priority screening. EOPS/CARE office staff along with the department counselors, regularly participate in Hartnell College's annual Transfer/Career Day, High School Visits, Migrant Outreach Day, and CalWORKs Team meetings. Classified staff arrange and often times invited to class presentations with Hartnell faculty members. EOPS/CARE Program eligibility criteria, services, requirements and overall programs' information is provided during the presentations.

B. Registration assistance for priority enrollment pursuant to Section 58108. Priority registration for continuing students is offered on a semester basis. It is offered to students who are in compliance with meeting with their counselor, have an updated education plan and on-time submission of their academic progress report. In an5(n)

CalWORKs is a welfare program that provides cash aid and services to eligible California families in need. Temporary Assistance for Needy Family (TANF) is a Federally Funded Program is to support and provide additional costs to those in CalWORKs. The goal of the CalWORKs program at the California Community Colleges is for students to earn a certificate or degree that will allow them to enter the workforce and become economically self-sufficient. Such goal is achieved through the continuous support CalWORKs students receive through level 1 priority registration, developing an educational plan that is approved by county case managers, support with the cost of textbooks (book vouchers) and other school related expenses, as well as child care.

Students learn about the CalWORKs program at Hartnell College through their county caseworkers, when meeting with on campus counselors or through peers. Initially, students have reported that when they disclose they have children, college staff will encourage the students to visit the CalWORKs office to find out if they are eligible for services. For those students that learn about the program from their case manager, they take a career-interest inventory assessment to identify their strengths and potential careers they would excel in based on skill, interest and ability. Upon identification of an employment or career goal, students are provided a Customer Appointment Referral Form that must be given to the CalWORKs counselors at the beginning of the educational planning session. The educational planning session is based on the pre-

course will be taken and if a full-time semester course of study is appropriate for the student. Extensive

semester sets the stage for future semesters. When students pass all of their courses the first semester, the greater the likelihood they will persist as they feel good about themselves and their degree or employment objective. As part of the dialogue that takes place between counselor and student, the counselors ask about high school grades and inquire about participation in programs such as SELPA. If a student is unfamiliar with the terminology, the counselors ask if the student recalls having an Individualized Education Plan (IEP). If the student answers yes, then the counselor recommends that the student visit the DSP&S program to take an assessment and receive additional support services. A note of such recommendation is made in the student file so that in the future, the counselor can follow up and ensure that the educational plan is appropriate for the student and will ensure academic success. In addition to collaborating with the DSP&S counselors with regards to educational plans, CalWORKs counselors collaborate with the transfer and career center as a way to ensure that students attend resume and cover letter workshops, which are critical for employment applications.

A critical component of the CalWORKs program is employment and providing on campus employment opportunities for our students. Our CalWORKs budget has money allocated towards CalWORKs work study positions, but through our partnership with Joe Frerotte, management analyst for the Monterey County Department of Social Services, we have been fortunate to employ more students through Expanded Subsidized Employment (ESE). During the fall 2016 semester, we had 17 students employed under the ESE program and this spring 2017 semester we have 16 students working under ESE. Under our regular CalWORKs work study

Allowing students to build their employment resume is critical for our student population as many have no prior work experience and allowing them to gain meaningful work experiences on campus has proven to be beyond valuable. The ESE and CalWORKs work study programs have allowed many campus departments to hire more than one student worker, which is something that had not happened in many years.

D. STAFFING PROFILE

1. In the table indicate the number in terms of FTE. For instance, 1 full-time staff person is 1.0, and a half-time person Is .5.

Positions	2015-16	2016-17	2017-18
Management, Supervisors	1.0	1.0	1.0
Classified Staff	3.5	3.5	3.5
Classified Staff- Part-time	1.0		

(headcount/FTE)			
Faculty - Full-time	3.0	3.0	2.0
Faculty – Part-time	.5	.5	1.0
Student Workers	4 at .5	4	4.0
Professional Experts	0	0	0
Total Full Time equivalent Staff		3.0	3.0

2. What staffing factors/challenges have influenced the effectiveness of the service/office/program?
[Enter your response in the table cell below. The box will expand as you enter text:]

Based on Title 5, Article 3 program standards, EOPS at Hartnell College meets the established EOPS waiver criteria for a full-time director. Within the current infrastructure of the college, the EOPS Director supervises additional categorical programs such as CalWORKs. To this end, an EOPS lead coordinator position was created to oversee the day to day functions of the program. The regulations states, "the EOPS coordinator is assigned full-time to EOPS and reports to the EOPS Director. The position must clearly be designated as the position that administers the program in conjunction with or in the absence of the director. In addition, if the part-time director is assigned to EOPS for LESS THAN 50% of his/her time, the assistant director or coordinator position must be CERTIFICATED. Currently, the EOPS Categorical Program Director is assigned 90% time in EOPS and 10% (TANF) over-seeing CalWORKs. This was allowed during the recession years and the program was given a waiver for not funding Director 100% time in EOPS. Allowing the 10% is not going to students who have needs and funds for academic support. It would be a benefit to TANF to relieve the 10% salary out of TANF and to augment the EOPS Categorical Program Director salary to be 100% through College District fund 11.

Focusing on the needs of the Salinas Valley, Hartnell College provides educational opportunities for students to reach academic goals in an environment committed to student learning, achievement and success. List and describe service/office/program goals here.

[Enter your response in the table cell below. The box will expand as you enter text:]

1) Counseling

2) Book Credits
3) Priority Registration

4) Grants

5) UC/CSU Application Waiver

6) Book /Calculator Lending Program

7) Workshop Wednesdays

EOP/CARE Program goals are consistent with the college's mission of "ensuring that all students shall have equal access to a quality education and the opportunity to pursue and achieve their goals." As specialized programs, EOPS/CARE has established the following program goals for the 2017-2018 school year:

1. Increase particiar.2 260.572 348.07 Tm[(6))-TJETQQ2rTb nBT/0B4€ 20(a)1YETQutQET a(n)3(11D3(1C)53≥4(

a.) Understand and describe confidentiality and FERPA when handling student records (what information they have access to, which information is public versus private).

II. ANNUAL REVIEW

This section must be completed for ALL services/offices/non-instructional programs, including those scheduled for a comprehensive review in spring 2017.

A. DATA & TRENDS

1. Provide any relevant data and describe any relevant qualitative factors that affect service/program provision, office

EOPS **CalWORKs**	CalWORKs **16**	CalWORKs **19**	CalWORKs:18	
Job Placement		CalWORKs: **25**	CalWORKs: 20	
Grade Point Average GPA				

are underrepresented.

expectation, expand EOPS/CARE counseling and CalWORKs staffing and office space is greatly needed for additional counseling staff.

In order to expand the CalWORKs program, a full-time counselor was already hired, but the reality is that more staff is needed. The goal is to have a CalWORKs director, a CalWORKs office assistant, a CalWORKs program services specialist and CalWORKs work-study student workers. In order to grow the program, dedicated CalWORKs office space is also critical. The CalWORKs program should be easily identifiable by students, but as it currently stands, the CalWORKs counselor is located inside the TRiO program offices and students usually have to be escorted to the office when visiting the counselor for the first time. The CalWORKs office space also needs to be infant/toddler friendly as oftentimes CalWORKs students arrive to their appointments with their children. Children need a space to play and engage in educational activities, while parents tend to their appointment. Without play space, oftentimes parents are trying to entertain their children and the educational planning session becomes a challenge as children are competing for their parent's attention.

on academic/progress probation level 1, they must complete an online or in-person workshop/meeting with counselor. The goal of level 1 probation is for students to understand that support services are available at the college, such as tutoring, and that it is critical students pass their classes. When academic progress is not achieved, students are placed on level 2 probation. Level 2 probation requires students to complete an online or in-person workshop/meeting with counselor, plus submit an appeal in order to not lose their BOGW fee waiver and priority registration. CalWORKs students submit a program verification form along with their appeal in order to receive special consideration and have their BOGW fee waiver and priority registration reinstated. If the level 2 probation appeal is not approved, students have the following options:

1- Continue to attend Hartnell, but pay for the enrollment fees on their own ($46 per unit)

2-Sit out for 2 consecutive semesters to regain BOGW eligibility (fall and spring)

3-Transfer to a neighboring community college (MPC/Gavilan/Cabrillo) and apply for the BOGW at the new college

The new probation process presents a challenge for current CalWORKs students as during the 2015-16 academic year 7 students were on level 1 probation, while 6 students were placed on level 2 probation. Students were sent numerous emails regarding their probation status, but it was not until every student was personally contacted by the CalWORKs counselor that students understood the seriousness of being on level 1 or 2 probation. In addition to dealing with academic/progress probation, the students are confronted with financial aid appeals. Students have expressed confusion and frustration with the "multiple" appeals they have to complete. Some have indicated that the process is "so overwhelming," that if the CalWORKs counselor had not contacted them, they would have "given up." A challenge with the academic/progress probation appeals and the financial aid appeals is simplifying the process for students. Surveys are critical when determining best practices and ways to improve service delivery. Surveys can be e-mailed to students, but a considerable amount of students have not yet activated their Hartnell College student email accounts.

An additional challenge is encouraging EOPS/CARE and CalWORKs students to attend workshops. Providing food at every workshop would not only incentivize students to attend, but would also provide a meal to those students that are experiencing food insecurities.

B. SERVICE/PROGRAM MODALITY

1. Please describe how you provide your services to intended recipients? You should include physical locations, how you interact with others (phone, online, face-to-face, etc.), hours of operation, and staffing.

[Enter your response in the table cell below. The box will expand as you enter text:]

The CalWORKs counselor's office is located in Building D, inside the Student Support Services/TRiO offices. Students can schedule CalWORKs appointments via phone or by walking into the EOPS/CARE/CalWORKs office, in B-130. Students are informed of the location of the CalWORKs counselor. The eventual planning goal is to have the EOPS/CARE/CalWORKs services located in the same building and floor. The EOPS/CARE and CalWORKs are centrally located at Hartnell College Main Campus at 411 Central Avenue, Salinas, CA 93901 in the Student Service Building "B" room B-130. The office space is joined with other core student services within Student Services, such as General Counseling, Financial Aid, Admission/Records, Cashiers, Department of Supportive Program and Services (DSPS) and Assessment. Students have stated that it is easy for them to find the CalWORKs counselor's office. Students can schedule in person or phone appointments. Although it is not the norm for students to schedule phone appointments, those have proven very useful and efficient when answering questions about course offerings, course substitutions, and scholarship personal statement support. Students enjoy the flexibility of phone appointments because sometimes they are unable to physically make it to campus, but a phone call is not only accessible but convenient for them. The CalWORKs counselor communicates via e-mail with students on a regular basis. Important dates and information is disseminated to students via e-mail. Although a formal survey has not been sent out to students inquiring about their preference with regards to information and important dates being shared with them via e-mail, students have anecdotally stated that "the reminders are helpful." Multiple e-mails regarding priority registration are sent before the actual date as a way to ensure students are not only aware of the date, but have the opportunity to schedule an appointment in order to review their educational plan, if needed. Book vouchers are always available to students 2

weeks prior to the start of the semester. Students are informed of book voucher appointment availability via e-mail. Students are informed that a current passport-to-services is required in order to ensure they are still eligible for CalWORKs services.

The office hours of operation: Monday -Friday 8:00 a.m. - 5:00 p.m. EOPS counseling faculty work extended hours on Monday and Tuesday from 8:30 a.m. - 6:00 p.m. to accommodate evening hours for students. Student surveys collected over the past three years continue to show poor attendance in counseling appointments scheduled during the evening hours (after 5:00 pm). The EOPS program will review this arrangement to provide better assignment of counseling services to meet the real needs of the students rather than listing a service that is not being used.

The CalWORKs counselor is available from 9-5pm on Tuesday's and Thursday's, from 8-2:30pm on Monday's and

orientation in Fall, Spring 2015, 2016 and 2017 term:
Q1. Workshop Content was consistent with title and purpose
Q2. Workshop was engaging and interesting

increase their knowledge and understanding of program services and eligibility requirements.

All new CalWORKs students participate in a 2 hour mandatory new student orientation. The goal of the orientation is to provide students with valuable information as it relates to the CalWORKs program and the counselor meeting requirements. Although the orientation is very informative, activities are planned throughout the 2 hour session in which students interact with each other as a way to begin to identify other students that are also navigating the Monterey County Department of Social Services and in turn, establish a support network. Navigating the Monterey County Department of Social Services can be an overwhelming and confusing process, but the orientation seeks to introduce students to one another as a way to establish support and ask questions as they relate to forms, policies and procedures. During the orientation, all participants receive a Hartnell College Student Services and Resource Grid which outlines the support programs available to students, such as DSP&S, EOPS, SSS/TRiO and Crisis Counseling. The resource grid is helpful for students as it includes program office/building location, phone number and a brief description of the services provided.

The CalWORKs counselor is aware that many of the program participant are re-entry students and feel nervous about returning to school. In order to address such reality, during orientation, a CalWORKs Orientation Syllabus is provided to all students. The syllabus mirrors the syllabi students will receive from their instructors and the counselor highlights important information students should pay close attention to such as the dates, hours and location of instructor office hours, the instructor e-mail, required materials (critical for CalWORKs students as the CalWORKs program will only pay for required textbooks, not recommended textbooks), and the grading breakdown. The goal is for students to understand the critical information found on course syllabi and especially know how to contact their instructors (via e-mail and in person). In addition to the CalWORKs orientation syllabus, students engage in learning styles activities. Students learn about visual, auditory and kinesthetic learners and how to engage with instructors that teach in a manner that is not in sync with their learning style. Such activity is especially useful as it provides students with the language necessary to explain their situation. Rather than saying, “X teacher does not like me,” students learn about teaching styles and how sometimes teaching and learning style do not necessarily match. Students are asked to brainstorm ideas on how to overcome teaching-learning style differences when a course they need is offered by the same professor semester after semester. In addition, students participate in case studies and an activity which asks them to figure out student grades based on various assignments they have missed. Such activity is especially insightful as it allows students to realize that every class and assignment matter. Upon conclusion of every orientation, students

To this end, EOPS is providing “Over and Above” services in accommodating the needs of a small percentage of students and we will continue to recruit at the south county high schools, in participation of “Panther Prep” Days at the King City and Main Campus, where over 100 applications were collected. The EOPS Coordinator and Program Assistant are marking the “AB 540” applications collected from both Panther Prep Days so these students will receive priority EOPS admissions.

All of the CalWORKs services are offered at the Hartnell College main campus location. Students schedule appointments in the B-building, and the CalWORKs counselor office is located in the D-building, D-117. The goal is for

Each service unit/office/non-instructional program develops its own Service Area Outcomes (SAOs). The outcomes should be directly related to the work of the service unit/office/non-instructional program, challenging but attainable, and measureable. SAOs should articulate what specifically is to be achieved; their measurement should assess how well the service unit/office/non-instructional program is performing.

http://www.hartnell.edu/service-area-outcomes

Please answer the following questions:

1. Which service area outcome did you assess? How did you assess it?

[Enter your response in the table cell below. The box will expand as you enter text:]

Intended Outcomes	Assessment Tool, Criteria for Measurement, Target Semester for Assessment, and Procedure	Assessment Results	Refinements/Modifications
At the conclusion of the CalWORKs orientation, students will be able to: a) describe the services that CalWORKs provides b) describe their responsibilities for compliance with	Assessment Tool Survey Criteria for Assessment:		

CalWORKs
regulations

c)

	requirements for the CalWORKs programs. 3) I know how long I can remain eligible for the CalWORKs services. 4) I know how to use my book voucher. 5) I know how to schedule a counseling appointment with my CalWORKs counselor. 6) I know the different educational options at Hartnell College. 7) I know that I must complete my CWES 123 each month. 8) I know how to check and use my priority registration.	participant, time was taken to clarify the concept.		

New Hartnell College CalWORKs students will develop an educational plan with the CalWORKs counselor within two weeks of enrolling in the CalWORKs program, while continuing students will meet with the CalWORKs counselor at least once per semester to update their Educational Plan.	Assessment Tool: Excel sheet with EdPlan completion dates/updates. Criteria for Assessment: The goal is for 90% of CalWORKs students to have an EdPlan completed or updated by the CalWORKs counselor per semester. If students participate in the DSPS program, Educational Plan is completed by DSPS counselor. Target Semester for Assessment: End of fall 2016 and end of Spring 2017. Procedure: CalWORKs counselor maintains records of student Educational Plan completion dates. Counselor will monitor new and current Educational Plan dates	All program participants have met with the CalWORKs counselor during the academic year to update their educational plan. Counselor maintains an excel worksheet in which she logs EdPlan completion date. Due to her continuous e-mail communication, the CalWORKs counselor is able to send messages to all students reminding them to

Intended Outcomes New EOPS students, accepted in the fall 2016 and spring 2017 semesters will report high satisfaction with application processing, orientation offerings, and first contact timeline to allow access to the EOPS book credit by the second week of classes.	Assessment Tool, Criteria for Measurement, Target Semester for Assessment, and Procedure Administer student survey immediately after completing first counseling contact, which qualifies new students to use the EOPS book credit. Criteria for Assessment: It is expected that 85% of newly admitted EOPS students will be satisfied/very satisfied with the short turnaround time to access the book credit. Target Semester for Assessment: Fall 2016 and Spring 2017 Procedure: Student survey using Likert scale	Assessment Results	Refinements/Modifications	
EOPS students in good	Assessment Tool:	Out of 474 students, 336	EOPS students will be	

	standing will utilize Priority Registration and will indicate that they are very satisfied or satisfied with the Priority Registration process	1) Data collection through MIS Report. 503 EOPS student are allowed to use Priority Registration 2) Student Satisfaction Survey Criteria for Assessment: It is expected that over 85%= 390 EOPS students will utilize and will be very satisfied or satisfied with the Priority Registration process Target Semester for Assessment: Fall 2014 for Spring 2015 Registration Procedure: List of EOPS students (503) in good standing will be developed and forwarded to	students utilized the Priority Registration (73.2%). The percentage was lower than expected. EOPS students are told about the importance of Priority Registration through social networking (Facebook and Twitter), phone calls, email blasts, flyers, orientations, and face-to-face meetings...	reminded about the importance of Priority Registration. The Director of Student Affairs will work with the A&R Dean to increase the number of days given to EOPS students for Priority Registration In addition, a third-contact process will be developed to ensure that students will take advantage of Priority Registration.	

	Admission and Records. At the end of Priority Registration, data will be collected to determine how many students used Priority Registration. Survey information will be collected to determine the satisfaction level of the Priority Registration Process			
	Assessment Tool: Survey Criteria for Measurement: The goal is for 70-75% of workshop participants to understand the requirements of an effective resume/cover letter and effective interview etiquette. Target Semester for Assessment: 2016-17 academic year Procedure:	Outcome will be assessed during AY 2016-17.		

Intended Outcomes	Assessment Tool, Criteria for Measurement, Target Semester for Assessment, an Procedure	Assessment Results	Refinements/Modifications
EOPS/CARE/CalWORKs During the Program's Progress Report period, Students who received a letter grade below C on the progress report (and/or on academic probation) with a GPA below 2.0) are required (EOPS-MRC) to utilize the Panther Learning LabLearning			

Learning lab and final grades to check for academic improvement.	__27.9__% Therefore 44.2% success of using the Panther Lab as an intervention for student success. Some student were Exited out of the program due to not meeting program requirements

unsatisfactory grade (below a C) is listed on the Mid-Term Progress Report. The number of students and hours logged in the Panther Lab is being recorded with a sign-in feature. The Panther Lab staff sends a report to the EOPS office at the end of each month with the names and hours of EOPS participation. This allows EOPS counseling to sharpen follow-up services to students who are not making progress in courses in spite of good faith efforts to seek out tutorial support. MIS Data continue to show that EOPS/CARE retention services are effective and vast majority of our EOPS active students are meeting EOPS and Financial Aid Satisfactory Academic Progress. For example, in Fall 2016, only 27 students obtained less than a 2.0 grade point average. These students were not dropped from the program but are placed on either EOPS probation or Disqualification as appropriate.

During the 2015-16 academic year, two part-time counselors were providing CalWORKs counseling services to students. It was not until March 2, 2016 that a CalWORKs counselor was hired on a full-time basis. During the 2015-16 academic year, all new CalWORKs program participants completed an educational plan. The counselors did not maintain records of Educational Plan completion dates, but whenever a new student enrolls in the CalWORKs program at Hartnell College, they are immediately scheduled an EdPlan appointment. At the beginning of the fall and spring semesters, students participated in a new CalWORKs student orientation. At the end of the workshop, students were given a survey to complete, but the results were not tabulated. Workshops during the 2015-16 academic year were minimal. The goal is for resume/cover letter, academic success, scholarship personal statement, nutrition, self-esteem and soft skills workshops to be offered during the 2016-17 academic year. The workshops will be planned in the beginning of the semester so that they are spread throughout the semester, and do not fall towards the end of the

Students are not consistently responding to their student.gmail accounts. We have found telephone contacts the most effective method to inform students of EOPS contact deadlines, Academic Status, or follow-up advising.

CalWORKs:

campus activities as they share that oftentimes their childcare providers only want to watch their children while they

utilized the Lending Library to help offset their Textbook expense. With the growing cost of Textbooks, EOPS continues to expanded title inventory to the most popular and expensive book.

- Electronic File System: Several attempts were made to investigate Electronic Filing System to go paperless.
  - Measureable outcome: EOPS Director and EOPS Specialist met with the IT Director, Dave Phillips to discuss available options to go paperless. The campus is currently in the process of purchasing Campus Org.
  - Program success: The need and the success of adopting a paperless database system will prove to beneficial in creating a more cohesive and accurate reporting system. Currently our methods for collecting data are insufficient for students and program needs. The Chancellor's office mandates EOPS, CARE and CalWORKs programs to submit annual reports listing data on students served, budget spending and maintaining accurate student records. Under the current system, we have no efficient process to collect this data with accuracy which can lead to loss of direct funding. In addition, staff time is heavily weighed down in processing student files and collecting dond CalWORKs programs to sue15 reSe svilocuaui1 0 0ni

It is important that you identify resources needed to complete all activities and project their cost. These resources and costs will be considered through the College's integrated planning (governance, budget development, funding decision making, and resource allocation) processes. *All resource requests must be linked to the new or continuing activity. New activities are now to be completed in the Budget Request Spreadsheet ('New Activities' tab).*

Budget Request Spreadsheet

Please use the link provided to obtain a copy of the Budget Request Spreadsheet that will be used to organize your request. Please save

		EOPS/CARE/CalWORKs staff			l how applications are applied for efile system				
2.		Office furniture- Low cubicle units	N/A	Peninsula Business Interiors	N/A	N/A	N/A	N/A	$8,000

		counselor							
8	Management 10% time from TANF move to HC District								$17,000 (10%) Total $113,167

Comments	Process will begin summer 2017

Director of Student Categorical Programs	8	Salary Augmentation	New	$17,000.00(Sal.+ Ben.) Total$113,168.00	On Going	Director Salary to be 100% District to meet Program Regulations

Training

Any cost associated with training employees

(from Hartnell College Strategic Plan 2013-2018)

Goal 4A: To support its mission, Hartnell College is committed to the effective utilization of its human resources.

Goal 4B: Hartnell College is committed to having its physical plant, furnishings, and grounds maintained and replaced in a planned and scheduled way to support learning, safety, security, and access.

Goal 4C: Hartnell College will maintain a current, user-friendly technological infrastructure that serves the needs of students and employees.

Goal 4D: Hartnell College is committed to maximizing the use and value of capital assets, managing financial resources, minimizing costs, and engaging in fiscally sound planning for future maintenance, space, and technology needs.

Priority 5: Innovation and Relevance for Programs and Services

Goal 5A: Hartnell College will provide programs and services that are relevant to the real- world needs of its diverse student population, while also developing and employing a culture of innovation that will lead to improved institutional effectiveness and student learning.

Priority 6: Partnership with Industry, Business Agencies and Education

Goal 6A: Hartnell College is committed to strengthening and furthering its current partnerships, in order to secure lasting, mutually beneficial relationships between the college and the community that the college serves.

1. Please rank your top 5 resource request in order of priority regardless of category.

EOPS/CARE

1. E-file System/High speed Scanner
2. Low cubicle walls
3. Book Lending Library/Food Workshops
4. Summer Readiness Camp
5. Office space for 2 Counselors

CalWORKs

1. Hiring of additional CalWORKs staff (Coordinator, Program Services Specialist, Office Assistant)
2. Dedicated CalWORKs office space that is child friendly, ideally located on a 1st floor building
3. Increase work study allocation by $200,000, to offset the loss of the ESE funding and employ @ 20 CalWORKs students
4. Dedicated food fund for Workshop Wednesday that ensures students a lunch meal
5. High speed scanner, to ensure a smooth transition to a paperless system (same as EOPS/CARE)