

# **El Camino College Compton Center 2012 Student Services CalWORKs Program Review**

## **I. Program Description**

- 1. Describe the program emphasizing the program's objectives and how the program supports the college's mission and vision statements, strategic initiatives, and core competencies.**

CalWORKs is a California Community College Program serving CalWORKs students and their families by providing educational and career opportunities, combined with an array of high quality support services, enabling students to complete their educational goals, find meaningful employment and successfully transition into the workplace. Through collaboration and advocacy with college and community partners, the CalWORKs Career Ladder Program prepares a segment of California's workforce by strengthening their economic self - sufficiency through attainment of higher education and vital workplace skills. CalWORKs funds are for the purpose of assisting single parents, or two-parent families where one parent is unemployed due to a disability, who are receiving Temporary Assistance for Needy Families (TANF). CalWORKs is the community portion of the California Work Opportunity and Responsibility to Kids Act. This is the welfare reform program established by Assembly Bill (AB) 1542.

### **CalWORKs Program Impact and Support:**

Mission Statement: "El Camino College offers quality, comprehensive educational programs and services to ensure the educational success of students from our diverse community."

The CalWORKs Program at the ECC Compton Center assists in supporting the mission statement and vision of El Camino College by offering services for students in alignment with the Strategic Initiatives and Core Competencies noted in the following section:

- A. Strategic Initiative B:** Strengthen quality educational and support services to promote student success.
  - Counseling Support/Academic and Career Advisement/Tracking: Every CalWORKs student receives an educational plan;
  - Individual Employment Plans: CalWORKs students participating in work study or community service set meaningful learning objectives, tied to career and workplace goals, and are evaluated by their supervisor;
  - Los Angeles County Department of Public Social Services Contract: financial support for two staff positions strengthens coordination and case

management services to CalWORKs students to ensure services are not duplicated and remain consistent with the student's welfare to work plan;

- Advocacy for Students: eligibility is established for fee waivers and county verification documents are submitted for ancillary benefits to be used towards student educational expenses: i.e. books and supplies, transportation, child care, and clothing allowance for work attire;
- Progress Reports: student academic progress is monitored both internally via Compton Center progress reports completed by instructors and externally through similar reports returned to the County and reported monthly;
- Monthly Attendance Reports: staff signs off on student disclosures of class attendance returned monthly to GAIN.

Participation in the activities noted above fosters student communication and comprehension skills, and information and technology literacy, as they complete their educational courses, strengthen their advocacy skills, learn to access web information for educational purposes and in the workplace; and navigate program requirements for both County GAIN and community college CalWORKs Program participation (Core Competencies 3 and 6).

**B. Strategic Initiative C:** Foster a positive learning environment and sense of community and cooperation through an effective process of collaboration and collegial consultation.

- Specialized Program Services: CalWORKs is recognizable and offers support services easily identified on campus and in the community;
- Weekly Student Services Manager Meetings: The CalWORKs/SRC Director attends weekly meetings, led by the Dean of Student Services, where issues pertinent to CalWORKs are shared and discussed with managers representing Admissions, Assessment, Transfer Center, Student Life, Student Outreach and Recruitment, Financial Aid, Student Athletics, EOP&S/CARE, Upward Bound, and Counseling Services;
- Monthly Student Services Division Meetings: The Dean of Student Services meets with managers and their direct reports once a month to share information and activities involving student support services providing an opportunity for the Director to give updates on CalWORKs program services;
- Monthly Categorical Operational Meetings & Management Forums: These are opportunities for the CalWORKs/SRC Director to share information and receive updates from Managers at the ECC Torrance campus;
- Collaboration with EOP&S/CARE: Students are referred on an on-going basis to determine eligibility for CARE services and joint student workshops related to CalWORKs Program updates and the bi-annual CalWORKs/CARE Mini-Conferences are held;
- Collaboration with Financial Aid/Federal Work Study: Coordination of student employment activities and workshops occurs between the two programs;

- Participation on Campus Committees: Several members of the CalWORKs staff serve as members of campus committees addressing such topics as enrollment management, planning and budget, health and safety, SCA - SLO and accreditation self-evaluation;
- CalWORKs Student Forums: These monthly student meetings provide training on topics related to academic, personal, and employment success in connection with on and off campus resources.

Participation in the activities noted above fosters student content knowledge and professional and personal growth through exposure to supportive services from a wide range of campus and community programs in addition to campus workshops focused on career development and linking education to the world of work (Core Competencies 1 and 4).

**C. Strategic Initiative D:** Develop and enhance partnerships with schools, colleges, universities, businesses, and community-based organizations to respond to the workforce training and economic development needs of the community.

- Partnership with Los Angeles County Department of Public Social Services (DPSS) GAIN Services Workers (GSWs): CalWORKs staff establish effective partnerships with the County GSWs assigned to individual students regarding welfare to work activities;
- CalWORKs Education, Training and Employment Partnership (CWETEP) Meetings: The CalWORKs/SRC Director attends quarterly meetings, with upper level management from the six GAIN Regions and community partners, to discuss policy implementation and initiate collaborations related to education and employment for all of Los Angeles County;
- GAIN Regional Education and Training (GRET) Meetings: Staff attend quarterly to share program and vocational training information with DPSS staff and other educational institutions in attendance;
- Los Angeles County Community College CalWORKs Consortium (LAC-5) Meetings: The Director and staff rotate attending these monthly meetings where the 21 local community college CalWORKs programs meet with DPSS - GAIN representatives, community agency advocates, and state colleges to discuss issues of mutual interest related to education and employment;
- South Bay Workforce Investment Board Contract: Job placement opportunities, and a percentage of salary costs for CalWORKs students placed in off and on-campus work study, is provided through this contract;
- Student Employability Skills Training: Local Work Source Centers, the Employment Development Department (EDD), LA County DPSS Job Developers and other community resources are used as speakers for student workshops;
- Community Based Organizations: Some of the organizations available for services through CalWORKs Program referrals include: Neighborhood Legal Services, the Legal Aid Foundation of Los Angeles and the Western Center on Law and Poverty regarding legal assistance and referrals; Harbor Interfaith

Services for transitional housing, assistance for domestic violence and other supportive services; the Housing Authority providing information on affordable housing and special programs; Harriet Buhai Center for advice on family law to assist with issues such as child support and child custody; and LIFETIME to advocate for economically and academically disadvantaged women in education.

Participation in the activities noted above fosters student critical, creative and analytical thinking; and also experience with community and collaboration, through referrals to community resources, employability skills training tied to preparation for entering the workforce, and job placement (Core Competencies 2 and 5).

**D. Strategic Initiative E:** Improve processes, programs, and services through the effective use of assessment, program review, planning, and resource allocation.

- Staff meetings: These meetings are used as staff development opportunities for periodic updates and review of Plan Builder goals and objectives, review of SLO assessment data, to report back information on practices to strengthen case management activities, and to brainstorm strategies to best utilize on and off campus resources;
- SLO's: Two Student Learning Outcomes are assessed yearly based on agreed upon program needs and identified areas needing improvement;
- Student Satisfaction Survey: The Student Satisfaction/Customer Service Survey is revised and is distributed annually for feedback;
- Metrics: Statistics on CalWORKs students enrollment, work study participation, academic success, and persistence, retention and completion are reported three times a year for analysis and review;
- GEARS: A Los Angeles County DPSS on-line system is in place to verify CalWORKs student and children's receipt of cash aid to confirm the student's continuing eligibility for program services;
- LEADER: A Los Angeles County DPSS on-line system is in place to enter work study student placements and salary data for tracking purposes – a similar process is also followed for reporting student earnings to Financial Aid;
- SARS: A process is in place for collecting and reporting student data related to student appointments and drop-ins, reason codes for office visits, and staff office schedules;
- Monthly Budget Review Meetings: Meetings with a representative from the Business Office occur a minimum of once monthly for budget review and reconciliation to comply with audit requirements.

## **2. Describe the student population served by the program's activities.**

The CalWORKs student population is composed of economically and academically disadvantaged students on public assistance who are either entering post-secondary education for the first time or who are returning to college for additional education and training due to job loss or the disabling condition of a spouse creating

economic hardship. CalWORKs students may apply for public assistance after registering for classes and choosing a major or may already be on public assistance where it was determined, after receiving job training and placement assistance through the County, that further education was necessary.

CalWORKs student demographics for the past four years, by semester, are as follows:

Age Group	Fall 08	Spring 09	Fall 09	Spring 10	Fall 10	Spring 11	Fall 11	Spring 12
<17	1	1	1	1				
17					1			
18	3	1	6	2	3	2	3	2
19	12	13	12	14	13	9	13	7
20	19	18	30	19	23	25	15	29
21	11	21	43	27	38	37	38	42
22	13	31	25	24	30	34	31	33
23	21	28	25	31	35	27	24	32
24	22	29	36	24	17	22	30	14
25-29	87	108	124	102	112	117	101	97
30-39	69	79	99	92	95	104	98	82
40-49	32	40	45	45	35	33	40	36
50-64	7	9	7	6	9	9	7	6
<b>Total Served</b>	<b>297</b>	<b>378</b>	<b>453</b>	<b>387</b>	<b>411</b>	<b>419</b>	<b>400</b>	<b>380</b>

Gender	Fall 08	Spring 09	Fall 09	Spring 10	Fall 10	Spring 11	Fall 11	Spring 12
Female	263	341	400	351	368	375	367	343
Male	34	37	53	36	43	44	33	37
<b>Total Served</b>	<b>297</b>	<b>378</b>	<b>453</b>	<b>387</b>	<b>411</b>	<b>419</b>	<b>400</b>	<b>380</b>

Ethnic Group	Fall 08	Spring 09	Fall 09	Spring 10	Fall 10	Spring 11	Fall 11	Spring 12
Asian	1	1	3	2	3	6	5	3
Black/African American	186	256	282	240	257	247	252	227
Hispanic	90	98	134	108	115	140	122	125
Native American			1	1				1
Pacific Islander	2	3	3	6	8	5	4	3
Two or more races			3	8	9	8	6	10
White	5	7	5	4	4	4	5	6
Unknown	13	13	22	18	15	9	6	5
<b>Total Served</b>	<b>297</b>	<b>378</b>	<b>453</b>	<b>387</b>	<b>411</b>	<b>419</b>	<b>400</b>	<b>380</b>

**3. What happens after students participate in the program's activities? If applicable, address whether students are successful in meeting their educational goals.**

After participation in CalWORKs Program activities students may complete basic skills or ESL coursework; receive an Associate in Arts Degree, Associate in Science Degree, or a Certificate; transfer to a four-year institution; or may return to their GAIN Services Worker for job placement, referral to job club, or to look for employment. As the time allowed for completion of a CalWORKs participant's welfare to work plan has been reduced, from a five year lifetime limit to four years, it is possible that a student will need to identify other resources to support them in ultimately meeting their educational goals. This depends at what point within this time frame post-secondary education begins, at what skill level they are assessed, and their initial language skills, etc.

The completion rate for CalWORKs student graduates who earn certificates and degrees within the four year limit for services are noted below:

<b>ECC Compton Center CalWORKs Students Completion Rate</b>		
<b>Academic Year</b>	<b>Degrees</b>	<b>Certificates</b>
<b>2007-2008</b>	0	2
<b>2008-2009</b>	14	5
<b>2009-2010</b>	18	19
<b>2010-2011</b>	42	15
<b>2011-2012</b>	39	29

**4. List notable achievements that were linked to the College's Strategic Initiatives that have occurred since the last program review.**

Since the last Program Review in 2007 the following notable achievements occurred:

- The CalWORKs office was renovated with new furniture and flooring with funds approved by the State Chancellor's Office and with District support;
- A County GAIN Services Worker was assigned to the ECC Compton Center CalWORKs Office to assist students on-site for two years but was then discontinued due to County staffing shortages;
- The GEARS on-line eligibility tracking system for verifying that CalWORKs students are eligible for services was approved and installed at the ECC Compton Center, by Los Angeles County DPSS, and staff was trained;

- The LA County DPSS Contract funding two staff positions was negotiated and renewed for an additional three years;
- Two Career Expo/Transfer Fairs were held on campus in Spring 2008 and 2009, after the initial success of the 2007 event, until the employment outlook became very restrictive regarding employer participation including the downsizing of CalWORKs staff at the ECC Compton Center;
- The CalWORKs/CARE Mini-Conference, focusing on personal and professional development for CalWORKs students, became an on-going bi-annual event in fall 2007.

**5. What prior program review recommendations were not implemented, if any, and why? What was impact on the program and the students?**

The following 2007 Program Review recommendations were not implemented:

**Staffing:**

- [1] CalWORKs Counselor/Recruiter – No funding for a 2<sup>nd</sup> counselor position  
**Student impact:** Funding cuts have reduced CalWORKs counselor support from one full-time position to one adjunct position for approximately 400 students each semester.
- [1] CalWORKs Front Desk Assistant – No funding for position  
**Student impact:** The Administrative Assistant was assigned to assist serving students at the front desk and split the time with the Program Assistant. The impact was felt more by the Director however student appointments with the Program Assistant were reduced.

**Facilities:**

- CalWORKs Office Relocation – The delay in the opening of Learning Resource Center impacted availability of new office space.  
**Student impact:** Student privacy remains impacted by the current location but the change of the office layout has helped.

## **II. Student Learning Outcomes**

**1. Describe how program personnel are engaged in the creation, discussion, and review of SLO - statements, assessment results, and reports.**

The CalWORKs program collaborates with the ECC Compton Center Institutional Research Associate for assistance in analyzing external and internal information to better understand trends that will impact the program within the next five years. All CalWORKs staff participates in the decision-making, as well as in the budget planning process, that is driven, in part, by these findings.

Under the direction of the CalWORKs/SRC Director, teams are assigned to assess different student support functions within the CalWORKs program. Meetings are arranged to discuss areas in need of improvement or new areas of concern where a SLO may be needed. Each team develops a tentative SLO statement related to a



strategic initiative(s) and shares ideas on an assessment tool: i.e. a rubric, questionnaire, or survey. Once consensus is reached, the SLO Assessment Report Part One is written, reviewed, and submitted to the Director as the final recommendation.

During the assessment period the staff implementing the SLO administers the chosen assessment tool. Staff meets periodically to discuss any questions or concerns that arise during the assessment period and consults with the Director. After the assessment period, the data is reviewed for interpretation. If an assessment tool was utilized it is forwarded to Institutional Research for the development of the SLO data results. If applicable, CalWORKs uses yearly Compton Center metrics created and distributed by ECC Institutional Research for comparison.

During the result period, CalWORKs staff meets to discuss and interpret the data based on the SLO outcomes and answers the “reflection” section of the report to determine if the SLO meets the standards for success. The SLO Assessment Report Part 2 and 3 is then submitted to the CalWORKs/SRC Director for review and further discussion before the final report is submitted.

## **2. How does the program ensure that SLO’s are assessed consistently?**

During the fall semester the development of a new SLO is identified in three ways: 1) based on the Compton Center metrics report issued by ECC Institutional Research; this report shows an increase or decrease in CalWORKs student retention, persistence and completion rates; 2) areas identified for program improvement; or 3) new areas of concern, if applicable, identified through discussions with the Director and CalWORKs staff. The SLO Report Part One is written and submitted to the CalWORKs/SRC Director for review and approval.

A. The cycle of the CalWORKs Counseling Student Learning Outcome is conducted each academic year:

- During winter/spring semester the assessment cycle occurs. However, counseling directives on withdrawal processes and policies, negative effects of excessive withdrawals, and interventions strategies are provided on a continuous basis throughout the academic year between counselor and student.
- Towards the end of the spring semester, the student surveys are submitted to Institutional Research after the “Last Day to Drop with a “W” deadline.
- Prior to the summer session, after the results are returned from Institutional Research, the following is discussed in a CalWORKs staff meeting: areas of improvement, improvement strategies, and the implementation process for recommended strategies.
- The SLO Assessment Report Part 2 is written based on the results and is submitted to the CalWORKs /SRC Director.



- B. The cycle of the CalWORKs Work Experience Student Learning Outcome is also conducted each academic year:
- The El Camino College Compton Center CalWORKs Performance Agreement Form is provided to employers in an electronic format and is due prior to the end of spring semester.
  - Each employer/supervisor is instructed on the performance agreement for on and off campus students who are engaged in the CalWORKs Work Experience Program for the fall and spring semesters.
  - The employer and student are encouraged to discuss progress in the workplace throughout the semester as well as contacting CalWORKs staff whenever necessary.
  - Tracking of the CalWORKs Work Experience Student Learning Outcome is tied to the completion of the written evaluation provided to each employer. These evaluations are submitted to Institutional Research to be processed. The results are then tabulated and shared with the student, CalWORKs Program Specialist, and the Director. This information is placed in the student's file and becomes part of the Individual Employment Plan (IEP) for tracking purposes.

**3. Have the SLO assessment results indicated the need to change or modify components of the program? If so, were the changes implemented?**

Over the past two years the CalWORKs Counseling SLO has indicated the need for change and modification of the counseling component:

Areas Improved:

- One change implemented was transferring the responsibility from CalWORKs staff to the CalWORKs Counselor to complete the GAIN Progress Reports as an additional monitoring check-point of student's academic progress.
- There was agreement to increase counseling referrals from CalWORKs staff. It was decided that CalWORKs staff, as a pre-intervention measure, would schedule a counseling appointment for students where a concern was noted or an educational plan had not been updated within an academic year.
- As a result, students were referred to meet with the counselor more often to discuss strategies to succeed including: meeting with their professor during office hours, speaking to their professors before or after class, time management, goal setting, study strategies, tutoring, and other strategies.
- Counseling appointment slots changed to include more drop-in hours and fewer one hour appointments to assist more students with less complicated but urgent matters.
- More outreach to students occurred on academic and progress probation through letters, phone calls, and emails.

Since implementation of this SLO in 2010-2011 and based on the fall 2007-fall 2010 metrics issued by ECC Institutional Research, there has been a decrease in CalWORKs withdrawals over the past three years from 347 in fall 2009 to 207 in spring 2012.

During the past few years the CalWORKs Work-Experience SLO has indicated the need for change and modification in the following areas:

**Areas Improved:**

In order for students to be eligible, for the CalWORKs Work Experience Program, students were required to meet the basic eligibility requirements from GAIN including:

- a. Receiving cash aid for self /and child;
- b. Be in good standing with GAIN.

This was changed to include:

- a. A Copy of their unofficial transcripts;
- b. A Obtain GPA 2.0 from the previous academic year;
- c. A minimum 12-unit course load per semester.

When adding these three new eligibility requirements, staff was able to be more selective with the applicant pool. If a students' GPA dropped below 2.0, and if he/she dropped classes, the consequence would be that the student would be dropped from the work assignment. With these requirements in place, the CalWORKs program noticed a significant change in student motivation to work as well as their academics.

The CalWORKs Work Study Student Evaluation Form was modified each year to make it more relevant to the needs of the program and students. This has included changing the form to an on-line survey to increase the response rate from employers as well as adding specific objectives, in partnership with the job supervisors, to make the placement more relevant to the student's educational goals impacting student persistence and retention.

### **III. Program Improvement**

#### **1. What activities has the program engaged in to improve services to students?**

##### **A. CalWORKs/CARE Mini Conference**

As a way to better serve students the Mini Conference was developed with the ECC Compton Center EOPS/CARE program. This one-day event is held bi-annually and is usually divided into seven parts: 1) Welcome and continental breakfast; 2) CalWORKs Program updates; 3) Workshop One, 4) Lunch; 5) EOPS/CARE updates; 6) Workshop Two; and 7) Closing.

The topics are chosen based on the event evaluation which includes an area where the student is able to select topics they would like to see covered in future Mini Conferences such as: domestic violence, nutrition, career, money management, and others. In this evaluation the student also rates the speakers and the event as a whole. The Mini Conference also serves as an orientation to the ECC Compton Center CalWORKs Program.

#### **B. Work Study Orientations**

The Work Study Orientations were first implemented during the 2010-11 academic year. The CalWORKs Program Specialist is responsible for organizing and conducting these events.

The orientations are intended for CalWORKs students who have been approved and assigned to work study positions. These students are informed of their assignments and responsibilities as a CalWORKs Work Study student. They are then given the referral form to take to their supervisor for completion and approval. This form must be returned to the Program Specialist within the time frame allotted so they can begin their assigned work.

#### **C. Institutional Academic Progress Report**

CalWORKs adopted the policy of performing mid-semester progress reports. The Institutional Academic Progress Report is collected twice during the academic year.

These forms are distributed via e-mail. The student prints out the form and then takes them to each instructor. The instructor assigns a grade to the student depending on their progress at the middle of the semester. Once completed, the student returns the form to each Student Services Program where they receive services. If the student is not performing satisfactorily in any of their classes he or she is referred to the Learning Center for tutoring or other assistance as needed. This is noted in the case notes by CalWORKs staff.

#### **D. Student Eligibility**

In the 2010-11 academic year, the ECC Compton Center CalWORKs Program received approval from the Los Angeles County Department of Public Social Services to use the GEARS online system to track student eligibility. Prior to this date the student would have to pick up a form, within two weeks of the semester starting, and take it to their County Eligibility Worker (EW). The EW would have to complete and stamp the form within the time indicated and then the student would return to pick up the form.

The GEARS system allows CalWORKs staff to go online and verify student eligibility. If the student is not eligible, or if there are any issues pending, the CalWORKs staff is able to let the student know right then or even contact the GAIN Services Worker (GSW) or EW if needed. This has streamlined the flow of the student intake process as eligibility issues are being resolved faster.

**E. CalWORKs State Association**

A CalWORKs State Association was established in 2003 to provide professional development and training for CalWORKs staff at community colleges as well as provide program advocacy at State and local levels for CalWORKs students. This participation has allowed staff to attend yearly trainings related to their field translating to better services for students.

**F. MAA Program**

The CalWORKs Program began its involvement with the Medi-Cal Administrative Activities (MAA) Program in 2010 allowing CalWORKs to generate additional funds for services already rendered to students. During the course of the academic year the ECC Compton Center is surveyed four times to gather data about information and referrals shared with CalWORKs students related to Medi-Cal and Healthy Families and Children Insurance for low-income families.

Funds generated through this program are unrestricted. The goal is for the CalWORKs Program, and several other participating departments, to utilize these funds to provide additional services for students not covered by current funding. The CalWORKs/SRC Director coordinates the MAA Program for the campus assisted by the CalWORKs Program Technician.

2. How have program personnel used metrics to improve program services? (Provide metrics from the last four years).

<b>ECC Compton Center CalWORKs Student Metrics</b>				
<b>Term Semester/Year</b>	<b>Head Count by Term</b>	<b>Work Study</b>	<b>Persistence Rate</b>	<b>Retention Rate</b>
<b>Sp'08</b>	205	107	57.10%	65.40%
<b>Fa'08</b>	297	93	70.40%	72.90%
<b>Sp'09</b>	378	113	69.60%	73.60%
<b>Fa'09</b>	453	123	75.10%	71.90%
<b>Sp'10</b>	387	240	66.10%	70.90%
<b>Fa'10</b>	411	40	73.50%	75.20%
<b>Sp'11</b>	419	51	66.80%	75.10%
<b>Fa'11</b>	400	39	70.80%	74.30%
<b>Sp'12</b>	380	97	N/A	79.20%

<b>ECC Compton Center CalWORKs Student Completion Rates</b>		
<b>Academic Year</b>	<b>Degrees</b>	<b>Certificates</b>
<b>2007-2008</b>	0	2
<b>2008-2009</b>	14	5
<b>2009-2010</b>	18	19
<b>2010-2011</b>	42	15
<b>2011-2012</b>	39	29

The CalWORKs staff uses metrics to improve program services in a variety of ways. One example was to create an SLO for excessive student withdrawals. The data showed that a significant number of students were dropping one or two classes and then enrolling the following semester without seeing the CalWORKs counselor. It was important to bring this to the attention of students so they would remember to revise their educational plan as well as discuss the decision to withdraw with the counselor. This way all possible solutions could be considered as well as the potential consequences of the drops.

**3. If applicable, explain any patterns in student success, retention, and persistence in terms of student characteristics and program objectives and discuss planned responses or changes.**

The metrics data has helped demonstrate that CalWORKs students who have a balanced schedule between class load, work study or community service, and family responsibilities are more likely to be successful. This can be attributed to higher self-esteem derived from success in the classroom, having extra money every month to meet expenses, as well as the satisfaction of workplace responsibilities and accomplishments. This spills over into family life creating a more harmonious environment supporting better decisions and a greater commitment to succeed in all aspects of life.

Overall the gathering of metrics has exposed patterns of success reaffirming that program services and improvements do make a difference. Some examples of this are as follows:

The data has demonstrated that the CalWORKs student population, about 11% of the Center population, has a higher completion rate relative to the Center population as a whole. Despite their many challenges, this population maintains similar persistence and retention rates as average students. This has been a strong indicator that CalWORKs support services do make a difference.

CalWORKs metrics data has also shown that the number of students completing a certificate or degree has increased over the last four years along with program

participation and referrals from DPSS-GAIN to the Compton Center. This has led to a decision to meet with local county GAIN staff yearly to answer questions and discuss the partnership to continue to refine and improve services to CalWORKs students.

#### **IV. Program Environment**

##### **1. Discuss the program environment including the relationship among program staff and students and involvement with other programs or support areas.**

The CalWORKs Program, located on the first floor of the Vocational Technology Building, is designed to offer comprehensive and coordinated support services to students who receive cash assistance from the Department of Public Social Services and who are enrolled at the El Camino College Compton Center. CalWORKs strives to empower each individual to attain personal and academic excellence, meaningful employment, and long term stability by accessing all available resources to optimize academic success.

CalWORKs staff is committed to promoting an environment of mutual respect and understanding. The staff work together as a team from the initial student intake process through the verification of eligibility (Program Technicians); career advisement and educational planning (Counselor); completion of GAIN and internal documents monitoring progress and eligibility for cash aid and ancillary services (Administrative Assistant/Program Assistant); placement services for work study and community service (Program Specialist) and coaching of staff and students by the Director to advocate for personal and professional excellence, provide the necessary resources to maintain program effectiveness, and guide staff and students through the ever-changing landscape of federal, state and county welfare to work policies and guidelines.

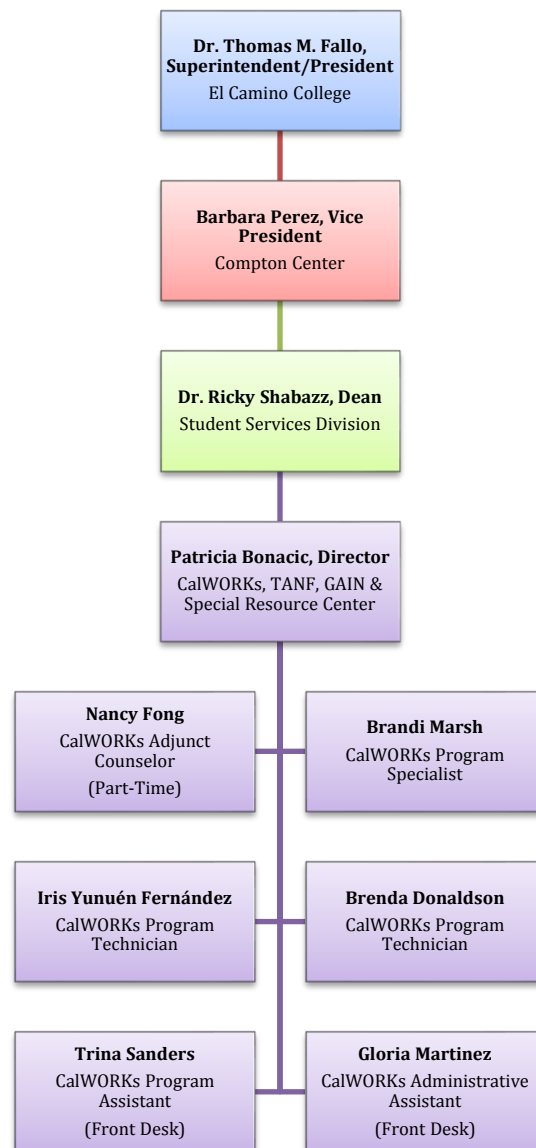
CalWORKs personnel maintain effective and collaborative relationships with all ECC Compton Center departments and support service areas. The program works very closely with EOP&S/CARE regarding CalWORKs student referrals and information sharing for this population; with Financial Aid regarding CalWORKs student eligibility for fee waivers, federal work study placements, and Datatel submission of work study earnings for award calculations; the Child Development Center for child care referrals; the Special Resource Center for supportive services and academic accommodations; the Business Office for processing student work study payroll and student gas cards; and General Counseling for academic advisement and educational planning during peak registration periods.

##### **2. Describe the number and type of staff and faculty (include current organizational chart).**

The CalWORKs Program consists of five full-time classified staff, one part-time counselor and one part-time Director (50%). All CalWORKs staff works directly with students:

- One Director (50%) (Staff and budget oversight/program planning/reporting)
- One Adjunct Counselor (academic & career advisement/educational plans)
- One Program Specialist (On & Off Campus Work Study/Main Office Services)
- Two Program Technicians (Intake/Eligibility/Special Projects)
- One Program Assistant (Case Advisement/Student Documents/Front Desk)
- One Administrative Assistant (Front Desk/Employee Time Sheets/Student Documents)

## CalWORKs Organizational Chart





**3. Describe facilities or equipment needs for the next four years.**

The CalWORKs program needs to improve its technology resources with updated computers and/or software for all staff to continue efficient performance. This includes (7) updated computers and monitors and (1) new office copier with scanner capability. The El Camino College Compton Center encourages the use of technology by all personnel and students to achieve their educational and professional goals while increasing productivity at all levels.

Although the office was renovated in April 2011, lack of storage is a constant issue. Student files are reviewed periodically and archived once the student is no longer in the program. However, there is not enough space to store these files. They must be kept for five years, but there is no space. Storage of educational supplies for students is also a problem.

**4. Describe how well the scheduled hours of availability meet student demand and indicate the specific hours the program operates.**

At the El Camino College Compton Center the majority of CalWORKs students come to the office during the hours of 10:00 a.m. to 3:00 p.m. primarily due to a preference for morning classes and a need to pick up children from daycare in the late afternoon. Evening hours are available one evening per week.

**CalWORKs Office Hours**

Day	Time
Sunday	Closed
Monday	8:00 a.m. – 04:30 p.m.
Tuesday	8:00 a.m. – 04:30 p.m.
Wednesday	8:00 a.m. – 06:30 p.m.
Thursday	8:00 a.m. – 04:30 p.m.
Friday	8:00 a.m. – 12:00 p.m.
Saturday	Closed

**5. Describe the influences that external factors such as state laws, changing demographics, and the characteristics of the students served have on the program and services and how the program addresses these factors.**

Periodically the CalWORKs Program, representing welfare reform formerly known as Aid to Families with Dependent Children (AFDC) now Temporary Assistance to Needy Families (TANF), undergoes significant changes influenced by the economic and political climate. This has a profound impact on the resources available to single parents and their children as well as two person households with dependent children where one adult is impacted by a disability. The trickle down effect

eventually reaches the Community College CalWORKs Program, sometimes confused with the state and county programs, who then need to become instant experts on the new laws and policies in order to best meet the educational and training needs of their students.

Advocacy for CalWORKs students becomes increasingly important as the most likely impact of program changes are reductions in benefits and services. It is important to note that AFDC/TANF recipients have continuously received the same level of benefits in California since 1985 with no cost of living adjustment. In the current environment financial resources threaten to dip below this threshold. The demographics of this population were once characterized by generation after generation of welfare recipients. The reality today, due to the lifetime limit of five years of benefits recently reduced to four years, is that CalWORKs/TANF recipients are made up of a significant number of displaced workers in need of training, immigrants to the USA, and undereducated and underserved populations. These individuals are predominantly female, Hispanic or African American, and have a history of domestic violence, learning disabilities and chronic health issues.

The Compton Community College District, while considered one of the smaller Districts in California based on student enrollment, has one of the larger CalWORKs Programs in the State. This is because of the significant number of CalWORKs students living in the Compton District service area. Overall, Los Angeles County has more CalWORKs participants than anywhere else in California. As a result, all policy and demographic changes are felt most acutely here. The Compton Center CalWORKs Program addresses these factors by having extremely positive relationships with GAIN Region V (housed just a few blocks away) and other GAIN Regions as well as actively participating in the community college LAC-5 Consortium (made up of the 21 local community colleges). This organization meets monthly and began two years after of the inception of CalWORKs in 1996.

## **V. Customer Service**

### **1. Administer a customer service survey and list the major findings. Describe exemplary services that should be expanded or shared with other programs.**

Below are the results of the most recent **CalWORKs Program Survey** to students. The survey is conducted annually. The student survey is used to measure the following customer service areas and services to students:

- Hours of operation
- Office facilities
- Timelines of response to requests
- Quality of materials received
- Knowledge & helpfulness of front desk
- Knowledge & helpfulness of Counselor
- Knowledge & helpfulness of Case Advisors

- Knowledge & helpfulness of Job Developer
- Confidentiality of private information maintained
- Overall quality of service

The majoring findings include the following:

### **CalWORKs Program Survey Results**

**A. Hours of Operation:**

The hours of office operation generally meet the needs of students.

**B. Office facilities (appearance-comfort):**

The office adequately meets the needs of students.

**C. Timeliness of response of your request:**

Timelines of requests are generally met and the office is excellent in completing requests.

**D. Procedures clear and easy to follow:**

The procedures required of students are generally clear and easy to complete.

**E. Quality of Materials received:**

Generally meets the needs to students.

**F. The Knowledge of & Helpfulness of Front Desk Staff:**

The front office staff generally meets the needs of students.

**G. Helpfulness & Knowledge of Counselor:**

The counselor is extremely knowledgeable and adequately meets the needs of students.

**H. Knowledge & Helpfulness of Case Advisor:**

Generally meets the needs of students and is fair in assessing the needs of students.

**I. Helpfulness of Student Workers:**

Adequately meets the needs of students.

**J. Overall quality of Service:**

CalWORKs Office provides excellent service to program participants and adequately meets their needs.

**K. When talking to staff at the CalWORKs office I feel I have enough privacy to discuss my concerns:**

Students strongly agree that privacy is provided when discussing his/her needs.

**L. I would be very likely to use the CalWORKs office during the evening hour (after 5:00pm):**

Students strongly agreed that this time can adequately meet their needs if needed.

**M. I received or was referred for academic counseling to explore my career interest, develop an educational plan and plan the best program of study at the El Camino College Compton Center:**

Students strongly agree with completing their educational plans or discussing their career interest at the Compton Center.

**N. How did you hear about CalWORKs?**

Students were generally referred to CalWORKs by their GAIN Services Worker.

**O. How often do you check your e-mail:**

The majority of the participants check their email which helps students become aware of events, changes or responsibilities in connection with the CalWORKs office.

**Exemplary services:**

- The CalWORKs Program consistently approves and directs thousands of dollars in book and supplies purchases to the ECC Compton Center Bookstore by itemizing and submitting CalWORKs student ancillary requests in a timely manner for LA County GAIN reimbursement;
- CalWORKs staff effectively advocate for CalWORKs students, and successfully obtain additional work study funds and clothing allowances, to maximize support to improve educational and employment outcomes;
- CalWORKs staff has exemplary relationships with community agencies vital to the educational success of their students.

**2. What aspect of the program's service needs improvement? Explain how the program will address service improvements.**

- Specialized training and monitoring of customer service, student tracking, and provision of information to students needs to occur to best meet student needs in light of the new changes to CalWORKs policies and procedures;
- An additional source of work study funds is needed to expand work study placements in alignment with student requests and to continue the vital connection between CalWORKs student education and the world of work;
- The DPSS-GAIN contract will decrease by approximately \$4,500.00 in 2013-14 and by an additional \$4,500.00 in 2014-15 in an effort by the County to bring parity to contract funding between smaller and larger CalWORKs programs. Other funding sources need to be researched and identified to benefit the program;

- Even though the office was renovated in April of 2011, lack of storage is a constant issue. Student files are being reviewed periodically and archived for five years once the student is no longer in the program. There is not enough space to store these files. Storage of educational supplies for students is also a problem.
- Access to additional bilingual staff is needed to enhance services to Spanish-speaking students.

How to address services needs:

- Staff will continue to receive further training so that services to students remains relevant and effective;
- Comments and suggestions will be submitted to the Director for review and inclusion in Plan Builder.

## **VI. Conclusions and Recommendations**

**Present a brief summary of the program's strengths and areas for improvement. List all recommendations in a prioritized manner for subsequent placement into the program's annual plan.**

### **1. Summarize the program's strength and areas that need improvement.**

#### **A. Strengths:**

- The metrics analysis, SLO assessments and planning process outcomes in the CalWORKs Program have successfully guided changes and improvements tailored to the needs of students increasing the completion rate.
- CalWORKs continues to successfully renew their contract with DPSS-GAIN paying for two additional staff positions; however, this funding will decrease over the next two years.
- The continuing partnership with South Bay Workforce Investment Board has allowed the CalWORKs Program to place students in high caliber employment opportunities much faster since they are free of cost to employers.
- The CalWORKs Program consistently approves and directs thousands of dollars in book and supplies purchases to the ECC Compton Center Bookstore by itemizing and submitting CalWORKs student ancillary requests in a timely manner for LA County GAIN reimbursement.
- CalWORKs staff effectively advocates for CalWORKs students, and successfully obtains additional work study funds when available from the State, to maximize support to improve educational and employment outcomes.
- CalWORKs staff has exemplary relationships with community agencies vital to the educational success of their students.
- Collaboration with other student services on campus such as EOPS/CARE and Financial Aid are positive and continue to grow and evolve.

- Student Forums continue to help create a more prepared student for the workplace as well as increasing knowledge about his/her rights as a CalWORKs student.
- The partnership with DPSS has created a better relationship with the local GAIN Office (Region V). The staff is now able to communicate in a more relaxed way with the GSWs.
- The Career Expo/Transfer Fairs, led by CalWORKs, have helped the Compton Center get “back on the map” as they have allowed the community to see the educational opportunities at the Center as well as to facilitate employment opportunities.

**B. Areas in Need of Improvement:**

- There is a need to purchase new equipment for all seven staff such as computers, monitors, and a copier and shredder.
- An additional source of work study funds is needed to expand work study placements, in alignment with student requests, and to continue the vital connection between CalWORKs student education and the world of work;
- Additional storage is needed for archived files and student educational supplies.
- Specialized training and monitoring of customer service, student tracking, and provision of information to students needs to occur to best meet student needs in light of the new changes to CalWORKs policies and procedures;
- A second part-time adjunct counselor is needed to best meet peak registration requests for educational plans and for academic advisement throughout the semester;
- The CalWORKs Program needs to develop a more efficient way to collect the Institutional Academic Progress Reports as not all students submit the forms in a timely manner;
- Access to additional bilingual staff is needed to enhance services to Spanish-speaking students.

**2. List prioritized recommendations**

- A. There is a need to purchase new equipment for all seven staff such as computers, monitors, and a copier and shredder.
- B. There is a need for additional work study funds to meet student requests for hands on experience in their career field and the world of work.
- C. Additional storage is needed for archived files and student educational supplies.
- D. A second part-time adjunct counselor is needed to best meet peak registration requests for educational plans and for academic advisement throughout the semester.
- E. Specialized training and monitoring of customer service, student tracking, and provision of information to students needs to occur to best meet student needs in light of the new changes to CalWORKs policies and procedures.

- F. A more efficient way to ensure completion and collection of Institutional Academic Progress Reports needs to be developed.
- G. Access to additional bilingual staff who speak Spanish is needed to enhance services to Spanish-speaking students.

3. ☒ **Continue Program**  
☐ Discontinue Program