



**EL CAMINO COLLEGE AND
EL CAMINO COLLEGE COMPTON CENTER
STUDENT & COMMUNITY ADVANCEMENT
PROGRAM REVIEW – CalWORKs**

Program Description

Assume the reader of the program review does not know about your program

1. Describe the program. How does the program link to the College's mission statement, statement of values, or strategic initiatives?

The California Community Colleges CalWORKs program was established in 1997 as part of California's response to 1996 federal welfare reform legislation. At that time, the California Work Opportunity and Responsibility to Kids (CalWORKs) program included an annual appropriation of \$65 million for community college services to recipients of federal Temporary Assistance for Needy Families (TANF) benefits engaged in welfare-to-work activities directed by county social services.

As an integral partner in the state's welfare system, the community colleges' 113 CalWORKs programs are instrumental in providing critical education, training, support services, and job opportunities to assist families living in poverty to reach their educational/employment goals and achieve economic self-sufficiency. The program at El Camino College operates as a partnership with the County of Los Angeles. Assistance is provided to eligible students so they can obtain their educational degrees and certificates while gaining work experience that leads to long term sustainable employment. Referrals to the program are provided through county offices in the greater Los Angeles area. Since CalWORKs is a specialized program, development of a close relationship with the students by knowing their academic as well as their personal lives is important within the counseling relationship. Students are welcome to make an appointment or walk-in for assistance.

Services offered to the CalWORKs student include: (1) service coordination between the colleges and the counties, (2) academic, career, and personal counseling services to focus on goals and develop student education plans, (3) case management to track progress, support persistence, and make appropriate referrals to on-campus and off-campus support services (4)

work study employment, (5) job development and placement services, (6) child care, and (7) curriculum redesign to accommodate TANF benefit time limits.

The CalWORKs mission is as follows: “We are 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 that enables students to complete their educational goals, find meaningful employment, and successfully transition into the workforce. Through collaboration and advocacy with our college and community partners, we prepare a segment of California’s workforce by promotion of the economic self-sufficiency of CalWORKs students through the attainment of a higher education”.

This mission effectively integrates and is driven by El Camino College’s mission statement to “make a positive difference in people’s lives”. As a program at ECC we align with the overall college’s mission to “provide excellent comprehensive educational programs and services that promote student learning and success in collaboration with our diverse communities”. The mission of ECC and CalWORKs are very similar and serve to help students reach their educational and career goals.

The following El Camino College Strategic Initiatives are inclusive of the goals of the CalWORKs program;

Strategic Initiative B: Student Success and Support - Strengthen quality educational and support services to promote and empower student learning, success, and self-advocacy.

- CalWORKs is continuously seeking ways to improve the services offered to its students.
- CalWORKs services align with Strategic Initiative B by providing counseling and career advisement in which counselors develop educational plans and individualized goals with CalWORKs students.
- Individual Employment Plans are created by the CalWORKs Job Developer and assist students with job placement both on-campus and off-campus.
- The CalWORKs office also supports student success through the completion of Ancillary Requests, Progress Reports and Monthly Attendance Reports.
- By providing a comprehensive educational support system, CalWORKs students are empowered to advocate for themselves and pursue educational and career opportunities.

Strategic Initiative C: Collaboration – Advance an effective process of collaboration and collegial consultation conducted with integrity and respect to inform and strengthen decision making.

- CalWORKs coordinates with numerous departments on-campus. An ongoing partnership with EOPS/CARE results in referrals between the programs on a continual basis.
- Workshops related to CalWORKs program updates and the bi-annual CalWORKs/CARE Mini-Conference are joint efforts to improve the programs.
- Student Support Services Division Management Meetings are held each month. The EOPS, CARE, CalWORKs Director and Assistant Director attend these meetings, led by the Dean of Student Support Services. Program updates and issues pertinent to the division, including CalWORKs, are shared and discussed with various department managers from Assessment, Outreach & School Relations, Financial Aid, SSSP, Guardian Scholars, Student Development Office and EOPS, CARE, CalWORKs.
- Collaboration with Financial Aid and the Federal Work Study program allows for the coordination of student employment activities and workshops for CalWORKs students.
- Several members of the CalWORKs staff serve as members of on-campus committees addressing such topics as Student Success, Student Equity, Board of Governors Fee Waiver appeals, Institutional Effectiveness, and Health & Safety.

Strategic Initiative D: Community Responsiveness – Develop and enhance partnerships with schools, colleges, universities, business, and community based organizations to respond to the educational, workforce training, and economic development needs of the community.

- The mission of the CalWORKs program is integrated with Strategic Initiative D, which is essentially what the CalWORKs office accomplishes through job placement and its partnership with the County of Los Angeles.
- Community responsiveness is reached through multiple meetings such as the CalWORKs Education, Training and Employment Partnership (CWETEP) Meetings. The EOPS, CARE, CalWORKs Director and Assistant Director attend quarterly meetings with 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. In addition, CalWORKs management and staff attend GAIN Regional Education and Training (GRET) quarterly meetings to share program and vocational training information with DPSS staff and other educational institutions and agencies in attendance. Another important partnership is the Los Angeles County Community College CalWORKs Consortium (LAC-5). CalWORKs management and staff attend these monthly meetings where the 21 local community college CalWORKs programs meet with DPSS, GAIN representatives, and community agency advocates to

discuss issues of mutual interest related to education, DPSS/GAIN policies and procedures, as well as employment opportunities and trends.

- CalWORKs provides student referrals off-campus for a variety of services including legal assistance related to child support and child custody, transitional and affordable housing, domestic violence, and advocacy for disadvantaged parents to enable them to focus on their educational and career goals.

Strategic Initiative E: Institutional Effectiveness - Strengthen processes, programs, and services through the effective and efficient use of assessment, program review, planning, and resource allocation.

- This is achieved through multiple efforts including staff meetings, Student Area Outcomes (SAO), Surveys, Program Metrics and various reports.
 - Staff meetings are hosted every two weeks to provide periodic updates, review goals and objectives, and provide professional development opportunities for staff.
 - Student Area Outcomes are assessed yearly based on program and student needs.
 - Customer Service Survey is revised and distributed annually for program feedback and development.
 - Reports such as metrics provide statistics on CalWORKs student enrollment, academic success, persistence, retention, and completion. These reports are analyzed and reviewed to inform programmatic decisions.
 - CON screen reports show CalWORKs counseling data related to the completion of student educational plans.
 - The Scheduling and Reporting System (SARS) is used for collecting and reporting student data related to various reason codes, including counseling appointments, drop-ins, new student intakes, job placement and referrals. The data collected is useful for reporting, assessment, and accountability.
2. Describe the student population served by the program using data. Please note the source of the data. If necessary, please contact the Office of Institutional Research & Planning to obtain data.

Students participating in the CalWORKs program are parents with children trying to accomplish economic self-sufficiency by transitioning from public assistance to long-term sustainable employment. The CalWORKs program at El Camino College provides comprehensive educational and employment training support to assist with this transition.

Every CalWORKs student is receiving public assistance and is therefore financially disadvantaged. CalWORKs students are also academically disadvantaged as CalWORKs students often place in remedial level courses. This extends the amount of time the student needs to reach college level math and/or English courses for degree completion or transfer.

CalWORKs student demographics and data have been compiled and provided by the Office of Institutional Research & Planning to assist the CalWORKs program in assessing the student population served.

As of the 2014-2015 Academic Year, CalWORKs served 339 students during the fall and 292 students during the spring semester. The CalWORKs program serves students year round and continuously accepts new students during any point in the term. According to the demographics 91.2%, a vast the majority of the students served by the program are female. The ethnic breakdown for the program for the fall semester 2014 is the following: (1) 44.2% Hispanic, (2) 41.9% African American, (3) 6.8% White, (4) 4.1% two or more ethnicities, (5) 1.8% Asian, (6) 0.9% Unknown or Decline, and (7) 0.3% Pacific Islander. Approximately 36% of our CalWORKs participants are in the age group of 18 to 24. Data for fall 2014 also shows that 86.4% of CalWORKs students attend daytime classes. In regards to class load, only 34.8% of CalWORKs students enroll in 12 or more units. Another 26.3% enrolled in 9-11.5 units, and 23.6% enrolled in 6-8.5 units for the semester. Only 11.8% of the CalWORKs population enrolled in fewer than 6 units. Lastly 3.5% of students in the program were identified as not enrolled or N/A. Similar percentages are also reported for the spring 2015 term, within 1-2% for all of the reported categories. The following charts (pgs. 6 & 7) summarize the data provided.

Participant Demographic Data

CalWORKS

Spring

		School Year			
		2011-12	2012-13	2013-14	2014-15
Term Enrollment		461	430	381	292
Gender	F	88.5%	90.5%	91.3%	91.1%
	M	11.5%	9.5%	8.7%	8.9%
Ethnicity	African-American	44.7%	41.6%	42.0%	37.7%
	Amer. Ind. or Alask. Native	0.4%	0.2%	0.3%	0.0%
	Asian	3.5%	1.6%	3.1%	2.4%
	Latino	37.1%	42.6%	42.8%	45.5%
	Pacific Islander	0.9%	0.5%	0.0%	0.3%
	White	6.7%	7.9%	6.3%	9.9%
	Two or More	3.3%	3.7%	5.0%	3.4%
	Unknown or Decline	3.5%	1.9%	0.5%	0.7%
Age Group	18 to 24	39.9%	41.9%	37.5%	34.6%
	25 to 29	27.3%	29.3%	29.1%	25.3%
	30 to 39	22.8%	19.3%	21.5%	26.4%
	40 to 49	7.8%	7.7%	9.7%	12.3%
	50+	0.0%	0.0%	0.0%	0.0%
Day/Eve Student	Daytime	80.3%	79.3%	82.7%	87.3%
	Evening	9.5%	9.1%	7.1%	8.6%
	Unknown	10.2%	11.6%	10.2%	4.1%
Class Load (in Units taken)	<6	17.8%	19.5%	13.1%	11.3%
	6-8.5	23.2%	22.8%	17.3%	21.6%
	9-11.5	19.7%	21.2%	29.1%	29.1%
	12+	32.8%	24.0%	32.5%	35.6%
	Not enrolled or N/A	6.5%	12.6%	7.9%	2.4%

Participant Demographic Data

CalWORKS

Fall

		School Year			
		2011-12	2012-13	2013-14	2014-15
Term Enrollment		394	460	404	339
Gender	F	88.3%	88.5%	92.6%	91.2%
	M	11.7%	11.5%	7.4%	8.8%
Ethnicity	African-American	46.2%	44.8%	45.0%	41.9%
	Amer. Ind. or Alask. Native	0.3%	0.4%	0.2%	0.0%
	Asian	3.8%	2.0%	2.2%	1.8%
	Latino	34.8%	40.0%	39.9%	44.2%
	Pacific Islander	1.3%	0.4%	0.2%	0.3%
	White	5.8%	6.5%	6.4%	6.8%
	Two or More	4.1%	3.9%	4.7%	4.1%
	Unknown or Decline	3.8%	2.0%	1.2%	0.9%
Age Group	18 to 24	42.4%	41.3%	40.8%	36.0%
	25 to 29	28.2%	27.6%	30.0%	29.2%
	30 to 39	19.3%	21.3%	19.1%	22.4%
	40 to 49	8.9%	8.7%	8.4%	10.3%
	50+	0.0%	0.0%	0.0%	0.0%
Day/Eve Student	Daytime	82.7%	77.6%	81.7%	86.4%
	Evening	10.2%	9.6%	9.4%	8.3%
	Unknown	7.1%	12.8%	8.9%	5.3%
Class Load (in Units taken)	<6	11.9%	17.0%	16.6%	11.8%
	6-8.5	20.3%	23.0%	22.5%	23.6%
	9-11.5	27.9%	20.4%	26.0%	26.3%
	12+	33.5%	28.3%	28.2%	34.8%
	Not enrolled or N/A	6.3%	11.3%	6.7%	3.5%

3. Describe how interaction with the program helps students succeed or meet their educational goals.

As part of its mission, CalWORKs provides critical education, training, support services, and job opportunities to assist families living in poverty to reach their educational/employment goals and achieve economic self-sufficiency. Eligible participants are students who are CalWORKs/TANF cash aid recipients and whose education program has been approved by the county as part of their welfare-to-work plan.

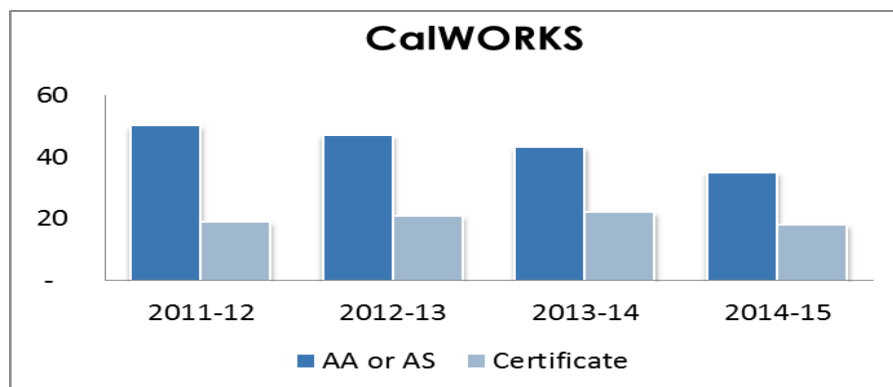
The CalWORKs program at El Camino College provides quality services to students through a comprehensive case management model that requires collaboration and coordination between the county welfare department, various programs and services at the college, and partnerships in the community. The CalWORKs program focuses on building supportive relationships that guide and support students to successfully accomplish their educational and career goals. An inclusive case file is maintained for each program participant. Each semester, a student's eligibility is determined by monitoring their academic progress. Notifications are sent to all CalWORKs participants asking them to: (1) meet with the counselor for review or revision of their educational plan and for appropriate referrals, (2) check class enrollment status and plan for the following academic term, (3) verify grade point average (GPA), and (4) check their progress toward their program of study.

CalWORKs employs a number of full time certificated and temporary non-classified staff dedicated to the delivery of these services to assist students in reaching their educational goals. Additional support is also offered to students who are struggling academically. Tutoring referrals are provided by counselors or the Coordinator to assist students in developing academic success strategies. ECC CalWORKs uses the assessments, evaluations, and survey information to redirect the goals of case management and job placements for students. Efforts are placed towards matching a student's major with their job search activities and finding on-campus or off-campus work study placement. Appropriate workshops or topics are added to enhance education, job retention, and life skills. Compliance with the Department of Public Social Services (DPSS) 20/30/35 work to education requirement promotes a balance of determination and fortitude. Below is data,

provided by the Office of Institutional Research & Planning, on the number of earned certificates and degrees, retention, and completion rates.

CalWORKs and ECC Degrees & Certificates 2011-2014

AWARD	2011-12	2012-13	2013-14	2014-15
CW AA or AS	50	47	43	35
ECC AA or AS	1,659	2,012	1,998	1,977
CW Certificate	19	21	22	18
ECC Certificate	516	592	478	410



CalWORKs Overall Success and Retention Rates

	2011-12	2012-13	2013-14	2014-15
Program Success Rate*	65.6%	64.0%	58.8%	60.7%
Program Retention Rate*	85.5%	80.4%	77.8%	79.6%

***Success Rate**- The percentage of students enrolled at first Census who receive a C/P or better as a final course grade. **Retention Rate**- The percentage of students who remain enrolled through the end of a course out of all students enrolled at census date.

- How does the program interact with other on-campus programs or with off-campus entities?

The ECC CalWORKs program works with a number of on-campus programs and off-campus entities. This includes a strong partnership with the Extended Opportunity Programs and Services (EOPS) and Cooperative Agencies Resources for Education (CARE) programs. The EOPS, CARE, and CalWORKs programs are combined on the El Camino Community

College campus. The CARE and CalWORKs offices are housed together allowing us to provide better customer service. Combined staff meetings are hosted every other week between EOPS, CARE, and CalWORKs. There are also staff trainings, counseling activities, program events, and recruitment activities which occur throughout the semester to strengthen the program partnership. In addition, the EOPS Advisor who processes book voucher requests communicates frequently with CalWORKs to eliminate any duplication of services between EOPS and CalWORKs. Referral systems are also in place between programs in order to offer the highest levels of service. This includes referrals by the Coordinator or Counselor for CalWORKs students who need additional tutoring and academic support.

Ongoing collaboration exists between EOPS, CARE & CalWORKs counselors for program specific training and updates. Additionally, EOPS and Financial Aid counselors have access to the CalWORKs student electronic Student Education Plans (SEP) through the El Camino College Portal. EOPS and Financial Aid counselors can view the SEP for further guidance and student history.

Disabled Students Programs and Services (DSPS)/ Special Resource Center (SRC) also work in collaboration with EOPS & CalWORKs Counselors. In 1972 El Camino College established a program to assist students with disabilities in their pursuit of a post-secondary education. The purpose of this program is to assist students with disabilities to perform on an equal basis with non-disabled students in an integrated campus setting. In the first year, this program served a total of 65 students. Today, well over 1,900 students are currently receiving services. The SRC program serves the following student populations; Deaf/Hard of Hearing, Learning Disability, Physically Disabled/Visual Impairment & Psychological Disability. CalWORKs students benefit because upon completion of one or more Educational Development courses and/or Special Resource Center (SRC) services, a student will be able to show competency to apply requisite student skills in the integrated campus community.

Students served have on-going communication with DSPS counselors at the SRC. Students are referred for assessment by completing an SRC referral form. It is not uncommon that the students are physically walked to the SRC and introduced to the SRC staff and counselors. The EOPS & CalWORKs counselors may confer with the DSPS counselors regarding the

student education plan and the declared major. The DSPS counselors provide updates and offer DSPS counseling related training to the EOPS & CalWORKs counselors. Written permission from the student is required for the DSPS counselors to share any part of the assessment with the CalWORKs counselors.

Coordination occurs with the Financial Aid Office regarding students who may be eligible for both work study programs such as CalWORKs work study and Federal work study. Counselors, Coordinators, and Advisors are notified to ensure that students are informed of their eligibility status and financial aid information.

Within L.A. County DPSS, the CalWORKs programs work primarily within four regions: I, IV, V, and VI. They refer separately for educational services and also contract with different resources and agencies in the provision of child care services to participants. Over the years there has been continuity in the administration of both Regions I and V and the ECC CalWORKs program. As a result, strong relationships have been built between both agencies. Each region has hosted various informational meetings and events since the inception of CalWORKs. The meetings include the individual quarterly GAIN Regional Education and Training (GRET) meetings. CalWORKs Education, Training and Employment Partnership (CWETEP) meetings and DPSS Leadership Council Meetings. The partnership has been further strengthened by GAIN Service Worker (GSW) on-site representation at ECC, as well as specific County DPSS representatives designated for telephone contact. This has been particularly useful in educating both County and College staff and has streamlined the flow of information to students while greatly enhancing case management services.

Students benefit from this interaction by having the CalWORKs staff stay informed on the ever changing policies, procedures and rules at the federal and state level of the Department of Public Social Services. The CalWORKs Coordinator stays informed on a regular basis regarding the various forms, participation requirements, child care, ancillary requests, as well as clarifying issues and concerns that may come up with individual students.

The CalWORKs Case Management Coordinator, Counselors, and Job Developer/ Placement Advisor communicate regularly with GSW's and their supervisors during student appointments, and on an ongoing basis concerning student's progress.

El Camino College also receives an LA County Board of Supervisors Grant where DPSS funds are used to enhance and sustain the ECC CalWORKs program through coordination efforts, educational planning, and employment. Regular communication with L.A. County occurs regarding this grant, which includes monthly reports and periodic audits.

ECC CalWORKs has been an active participant (and co-founder) of the Los Angeles County Community College CalWORKs Consortium (LAC-5) consisting of 21 Community Colleges who meet monthly on CalWORKs issues and student advocacy. Participation also includes membership on the LAC 5 Steering Committee. Attendance at these meetings includes high-level representation and involvement from the L.A. DPSS Administration, South Bay Work Force Investment Board, Legal Aid Advocates, and various community representatives. DPSS and other partners have participated in LAC-5 Mini-Conferences, staff development workshops, and the CalWORKs Association Training. This collaboration with 20 other colleges benefits students because best practices are shared, common challenges faced by students are discussed, and through collaborative consultation consistency in the delivery of services to CalWORKs students is achieved.

ECC CalWORKs staff attends the quarterly GRET meetings, held by Regions I, IV, and V, where colleges and community agencies exchange educational program information and discuss issues related to participant retention and success. Other meetings are held as needed in conjunction with Legal Aid agency staff to address such issues as sanctions and student eligibility for better understanding and resolution of potential problems. These meetings have been essential with the changes (proposed, repealed and enacted) in the GAIN program. This benefits CalWORKs students by facilitating communication with GAIN Services Workers, Supervisors, and Regional Directors, which ultimately helps program staff assist students with the various requirements, thus preventing financial sanctions and/or finding effective solutions to remedy the situation. The county must impose a financial sanction when a non-exempt welfare-to-work (WTW) recipient fails or refuses to comply with program requirements, without good cause, and efforts to resolve the participation problem

through the compliance process have failed. Perhaps a student did not report their earnings, or they missed an appointment – we are able to explain to the student what happened, either how to prevent it or how to cure the sanction. Through this process we empower students by providing them with the information they need to make informed decisions that impact their CalWORKs program eligibility and educational goals.

CalWORKs also collaborates and confers with the following community partners:

- Housing Authority - Provides leadership and information regarding affordable housing opportunities and to educate students regarding special programs.
- Harriet Buhai Center for Family Law – Offers legal counseling to assist students with referrals and services. Lawyers and staff have been coming to El Camino College for 10 years. They assist our students with legal family law matters such as divorce, custody and visitation issues, domestic violence, child support and restraining orders. In addition, Cheryl Segal one of the lead attorneys from Harriet Buhai is also a member of the joint EOPS/CARE/CalWORKs Advisory Board.
- Neighborhood Legal Services and Legal Aid Foundation of Los Angeles – Offers assistance with referrals, staff development and student intervention. Attorneys from these two legal aid services attend various DPSS meetings and LAC-5 meetings. Students benefit from this because the two agencies are strong advocates for CalWORKs student's rights.
- Dress for Success - The mission of Dress for Success is to empower women to achieve economic independence by providing a network of support, professional attire and the development tools to help women thrive in work and in life. Dress for Success offers support and assistance to women identifying and striving towards their professional and personal goals. The goal is to have clients emerge from these programs as leaders who are self-sufficient and economically independent forward thinkers.
- EOPS, CARE & CalWORKs Advisory Committee - The joint EOPS, CARE & CalWORKs Advisory Committee seeks to assist the college in developing and maintaining effective EOPS, CARE & CalWORKs Programs. The committee must meet

at least once during each academic year. Committee membership must have no fewer members than the members of the local Board of Trustees; two years terms for members and they may serve more than one term. Advisory Committee Representation includes:

- College Personnel
- EOPS,CARE& CalWORKs Students
- Local and feeder high schools
- Community and business sector
- Four Year Colleges (CSU, UC & Private)
- Department Of Public Social Services (CalWORKs)
- Legal Advocates

5. List notable achievements that have occurred since the last Program Review.

As a part of the larger statewide CalWORKs system the following achievements have been accomplished since 2014 that benefited all California Community College CalWORKs programs:

- Priority Registration - The California Code of Regulations governing priority enrollment was amended to add CalWORKs students effective July 1, 2013. As a result each community college district that administers a priority enrollment system was required to grant priority in that system for registration for enrollment to any student who is a CalWORKs recipient.
- Funding Restoration - In fiscal year 2013-2014, the program received a partial funding restoration of \$7.8 million in Proposition 98 funding, bringing statewide CalWORKs funding up to \$42.5 million (\$34.5 million and \$8 million federal TANF). The additional funds grant students more access to Counseling, CalWORKs work study, and emergency childcare.
- Technology Improvements - The Los Angeles Eligibility Automated Determination Evaluation and Reporting System (LEADER) on-line tracking system for verifying CalWORKs student eligibility for services was replaced with a more versatile, updated, county version of Leader Replacement System (LRS) to enhance community college program access to CalWORKs participant information and improve student success.

LRS is the County's automated, client-based, fully integrated, on-line, interactive Graphical User Interface system. LRS automatically determines welfare eligibility and benefits calculation and issuances for CalWORKs, General Relief, Food Stamps and Medi-Cal programs; provides case maintenance and supportive functions; interfaces with the previous LEADER System, and fiscal reporting system. In addition, online access through Your Benefits Now (YBN), a self-service portal, grants students the ability to print their Verification of Benefits without having to visit the county office. This is by far the best improvement through technology because the students can avoid the frustration of waiting to see their case worker, having to travel and make child care arrangements to obtain required documentation for CalWORKs and/or CARE participation.

The following accomplishments are specific to the El Camino College CalWORKs program.

- Program Staffing - The vacant full time Job Developer/Placement Advisor was filled by Clara Weston in 2014. The position provides stability for the work study/ job placement component of the ECC CalWORKs program. The Assistant Director of EOPS, CARE & CalWORKs position was left vacant by Jeanette Magee in March 2015. David M. Brown was hired in September 2015 as the new Assistant Director of EOPS, CARE, and CalWORKs. The CalWORKs program has hired and partially funded a new full time counselor which it shares with the EOPS program. This position will provide academic counseling and educational planning to support CalWORKs students.
- DPSS Contract - The Los Angeles DPSS Contract was re-negotiated and renewed for an additional three years. The contract allows El Camino College to administer and provide out-of-classroom coordination services to students participating in the CalWORKs program. The contract is effective July 1, 2015 through June 30, 2018 for \$140,770 annually for three years, totaling \$422,331, to provide CalWORKs services to eligible ECC students.
- Awards Banquet - The 19th Annual EOPS, CARE, CalWORKs Awards Banquet was hosted at the Torrance Marriott Hotel on Friday, April 22, 2016. The event highlighted the accomplishments of our students and each student was allowed to bring a guest for

the event. In addition to the students and staff, the campus President/Superintendent, several Vice-Presidents and other managers attended the event. In an effort to make the event focus on student success, five student speakers were selected from the three programs (EOPS, CARE, and CalWORKs) to share their inspirational stories and experiences attending ECC, while pursuing their educational goals. Their stories served as a motivation for all attendees, they were well received by the audience and helped the program move quickly. Just over 250 people attended the event and we hope to increase our student participation next year.

6. What prior Program Review recommendations were not implemented, if any, and why? What was the impact on the program and the students?

The following five objectives from 2012 were not implemented;

- Hire full time clerical support to improve communications and enhance department efficiency.
 - RESULT: Abandoned request to pursue other staffing options for the program, no impact on the program or students. Clerical support for the CalWORKs office is fulfilled by three Temporary Non-Classified (TNC) employees who monitor the front counter, assist students with questions, filling out forms, and support with special projects as needed. While it would be convenient to have a full time employee having three TNC's at our disposal grants us some versatility. There is no impact on the students as we still manage to successfully serve the needs of our students.
- Hire a professional who will be contracted to research and/or pursue new grant/funding opportunities for both CalWORKs and Unfunded Low Income students by July 2014.
 - RESULT: Abandoned request to pursue other staffing options for the program, no impact on the program or students. There was no impact mainly due to increased funding by state to support the CalWORKs program. Had there been additional budget cuts this would have been a top priority for the program to seek additional

funding opportunities. With the resources available, CalWORKs has sufficient funds to serve the needs of its current student population.

- Collaborate with Dean of Counseling and Student Services to gain support for a full-time district approved Faculty Coordinator to support efficient and streamlined operations by July 2016.
 - RESULT: Abandoned request to pursue other staffing options for the program, no direct or indirect impact on the program or students. This was a goal established by the previous Assistant Director and there is no justification for the need to hire a Faculty Coordinator for the CalWORKs program. The current Coordinator for the CalWORKs program achieves the task of supporting efficient and streamlined operations. Having another coordinator in the program would be redundant.
- Expand the Medi-Cal Administrative Activities (MAA) program which provides beneficial assistance to students while also increasing revenue at a minimum of 5% each year.
 - RESULT: All Medi-Cal Administrative Activities have been abandoned due to changes in the program at the state level. As stated before, the increase in CalWORKs funding has made this and many of the other Program Review recommendations obsolete. The MAA program did not issue the agreed upon funds for program participation to the CalWORKs program or the campus, and has been abandoned as a result of funding issues and program challenges at the state level.
- Apply for additional funding support (i.e. Chancellor's office work study funding, ECC funds, etc.) that will support a minimum of 5% additional student placements each year.
 - RESULT: Abandoned request to pursue other options for the program, no impact on the program or students. This Program Review recommendation was abandoned mainly because the CalWORKs program funding had improved and we had funding in other areas such as childcare where we moved additional funds into work study.

Program Environment

Information in this section should help build a case for additional resources for the program

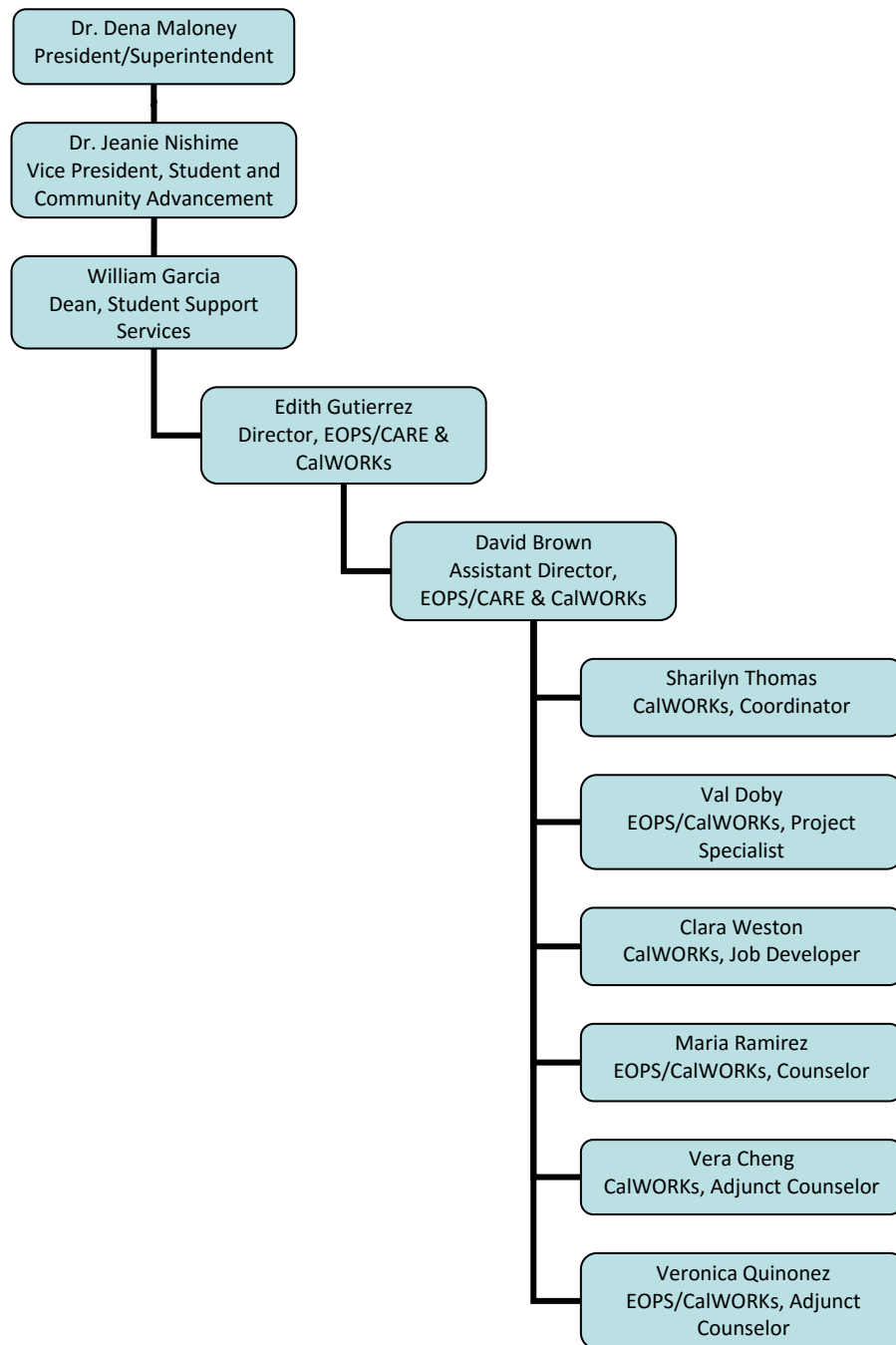
1. Describe the program environment. Where is the program located? Does the program have adequate resources to provide the required programs and services to staff and students? If not, why?

The ECC CalWORKs department is located on the second floor of the Student Services Center (SSVC) in rooms 205A and 205B. This building houses several programs that provide various student support services; Admissions and Records, General Counseling, Transfer Center, Career Center, Assessment, Outreach & School Relations, Guardian Scholars, First Year Experience, EOPS, and CARE. CalWORKs is located across from First Year Experience (FYE), down the hall from the Student Support Services Division Office, and is located beside the EOPS/CARE Programs. The program could use more room to accommodate a couple of our TNC employees and allow our students to have a waiting area when they visit the CalWORKs office. Several work stations are basically in the hallway of the CalWORKs office. It can be a tight fit especially if more than two people are walking through the office at once. Nevertheless, current resources are suitable to support the program and its delivery of required student support services.

2. Describe the number and type of personnel assigned to the program. Please include a current organizational chart.

The CalWORKs staff is composed of the EOPS, CARE, CalWORKs Assistant Director, Case Management/Child Care Program Coordinator, Job Developer/Placement Advisor, Project Specialist, two adjunct counselors, four Temporary Non-Classified employees and two student workers. In addition, the CARE Advisor reports directly to the EOPS, CARE, CalWORKs Assistant Director. The ECC CalWORKs staff has established a good rapport in communicating students' situations and concerns with each other. The attached organizational chart shows the continued partnership between the EOPS, CARE and CalWORKs programs operating under the Student Support Services Division.

CalWORKs Organization Chart: 2015-16



3. Describe the personnel needs for the next four years.

The CalWORKs program wishes to hire a full time Student Services Technician to replace the non-cert Student Services Technician that the program currently employs. The goal in

mind is to have the Technician as a full time employee responsible for MIS data entry, intake support, Outreach & Recruitment efforts and special project support who works directly with the Assistant Director. The current Technician supports the program but is limited in capacity due to a 24 hour per week work schedule. We hope to become more efficient and accomplish more with a full-time Technician. We also want to depend less on Temporary Non-Classified employees to complete the day to day activities in the office.

Beyond the request for a full-time Technician, the program currently has adequate staffing to support the CalWORKs student population. We don't anticipate a large growth in population for the near future; however, we do plan to continue recruiting as many CalWORKs eligible students as possible. We plan to rehire for any vacancies that result from retirements or resignations over the next four years. Open communication with staff approaching retirement will help this process and allow the CalWORKs program to coordinate efforts with Human Resources to fill any vacancies.

4. Describe facilities needs for the next four years.

The CalWORKs program is housed on the second floor of the Student Services Building in rooms 205A and 205B. There is a very small counter located at the entrance of room 205B that is used as a reception area for the students. There is no lobby for students to sit in as they wait to be seen by the staff. The Assistant Director, Coordinator, Advisor, Student Services Technician (Non-Certified) and Project Specialist all have private offices but the remaining Temporary Non-Classified and student staff work in a hallway that has been converted to accommodate cubicles. Adjunct Counseling support for the CalWORKs office is located next door in room 205A2. Our adjunct counselors share this office and appointment scheduling is completed in room 205B. The CalWORKs office also shares its space with the Cooperative Agencies Resources for Education (CARE) program located in the back of room 205B. Due to limited office space we house our student files in the CARE office as well. We decided to place the file cabinets in the back as a security measure since they are locked in the cabinets.

As stated earlier the CalWORKs front reception area is small and there is not ample room for confidential conversations at the front counter. It would be helpful to CalWORKs Students

to have a computer station inside the CalWORKs office that they could utilize to register for classes, print out class schedules and GAIN documents. We have set up the cordoned area outside the doorway with a sign that asks students to wait and enter the office one at a time to respect each other's privacy. We have a small over-crowded storage area where we keep closed files, supplies, and outreach materials. The area is overflowing with files that must be retained for 5 years. There is limited space for office supplies and outreach materials. Presently, everything is in an area referred to as The Landing located between the first and second floor and is not as secure as desired. This impacts the timeliness of services for students as well as the flexibility of purchasing student supplies when feasible, supporting student persistence, retention and completion. In order to address the short-term needs of the program, CalWORKs staff are periodically sorting things out, organizing, shredding files older than 5 years, and have made space in the CARE office to place additional CalWORKs items that need to be secured.

At the moment the CalWORKs program has no facility requests. The CalWORKs staff is eagerly awaiting completion of the new Student Services Center where we will share our new office with our partner programs, EOPS, CARE and Foster Care. The new building will provide us room to grow and should provide us adequate private offices, workstations, computer labs, tutorial labs, meeting rooms, a waiting area with twenty seats for our students and a nursing room for nursing mothers.

5. Describe the equipment (including technology) needs for the next four years.

The CalWORKs program has adequate equipment at the present time. Program funds are utilized to purchase and replace outdated hardware such as laptops or printers with approval from the California Community College Chancellor's Office. The CalWORKs office must adhere to strict guidelines regarding equipment purchases. Orders are placed with the assistance of Information Technology Services (ITS) that also installs the software and performs routine maintenance. It is anticipated that additional upgrades will occur over the next four years as we move into the new Student Services Center.

Over the next four years the CalWORKs program would like to adopt a paperless file system for the program. We have access to scanners for converting documents into a Portable

Document Format (PDF) for long term storage and reference but we lack a database to sort and keep this information. The benefits of a paperless system include enhanced security, organization, and accessibility as well as being environmentally friendly compared to the paper files the program currently uses. It also has the benefit of not taking up valuable space for state required long term storage of student files.

6. Describe the specific hours of operation of the program. Do the scheduled hours of operation meet the needs of staff and students?

The CalWORKs office is open to the public and operates under the following schedule:

Monday, Tuesday, and Thursday: 8:00 a.m. – 5:30 p.m.

Wednesdays: 8:00 a.m. – 6:30 p.m.

Friday: 9:00 a.m. – 1:00 p.m.

The office remains open late at least one evening a week to accommodate students who were not available to meet during the day because of family, school, and work obligations.

CalWORKs students are parents, the majority being single; therefore not many students come to the office after 5:00 p.m. By that time most of our students are picking up children, helping their children with their homework, fixing dinner and attending to the needs of their families. To continue to accommodate the few students that do come in for counseling appointments, the office will continue to be open on Wednesdays until 6:30 p.m. Office hours change during the Summer, Spring Break, Thanksgiving Week and Winter Recess in accordance with the schedule implemented for the Student Services Building by the Vice President of Student and Community Advancement. The present schedule meets the needs of both the students and staff of the campus. This has been determined by an analysis of the sign in sheets to identify the times that the majority of students visit the CalWORKs office.

Although the department closes at 1:00 p.m. on Friday our staff works until 4:30 p.m. to complete paperwork and work on additional projects.

7. Describe the external factors that directly affect the program. Take into consideration federal and state laws, changing demographics, and the characteristics of the students served by the program. How does the program address the external factors?

There are two groups of students who are eligible for the program: (1) Self-Initiated – these students are already enrolled in either a degree or certificate program; and (2) County Referral – these students have participated in Job Search and Career Assessment sponsored by the county and are referred to ECC for education and training. Prior to 2011, each student had a CalWORKs lifetime eligibility of 60 months; however, beginning in 2011 this time period changed to a 48-month lifetime benefit. Senate Bill (SB) 1041 created the state client-focused 24-month time clock. This is a 24-month time clock (MTC) within the 48-month time clock. Effective January 1, 2013, this applies to mandatory participants in WTW (Welfare-to-Work). The 24-month clock was designed to allow students more flexibility in their choices of activities, for example activities include; work, education, training, mental health, substance abuse, and/or domestic abuse services.

During the WTW 24-Month Time Clock and adult client is entitled to current CalWORKs services and activities pursuant to a WTW plan without having to meet a core hourly requirement. However, any month in which the family meets all federal participation requirements in accordance with Section 607(c) and (d) of the USC (United States Code) will not be counted toward the WTW 24-Month Time Clock. The 24 months need not be consecutive and can be used at any time during the adult clients 48 months of time on aid. Once clients exhaust their WTW 24-Month Time Clock they are required to meet federal Temporary Assistance for Needy Families (TANF) Work Participation Rate (WPR) requirements for activities and hours.

24-MTC Participation Requirements

Federal Case Requirements

- Two Parent Family – 35 hours per week (Combined); 30 hours have to be core hours.
- One Parent, youngest child over 6 – 20 hours needs to be core activity.
- One Parent, youngest child under 6 – 20 hours needs to be core activity.

Federal and State Approved Activities (Core)

Federal: Employment, Work Study, On-the-job training, Work experience: Volunteer and Community service, Vocational Education (12 month Limitation)

State: All federal plus: Secondary school leading to certification of general education development/Adult basic education. Two additional years of vocational education or other activities as assigned.

If the student is participating in a core activity, the 24 month time clock is not “ticking”; however, the 48-month clock is ticking (unless the student is exempt due to domestic violence, substance abuse and/or other approved exemptions). If the student is not meeting the core requirements, when the 24 months is up, the student loses the flexibility. When the 48 months is used up, and there were no exemptions to stop the clock, the student “times out”. Cash aid for the parent stops. However, the student may still be eligible for Post Time Limit services (PTL) where they can receive assistance with child care, transportation, and books and supplies for one year after the date of timing out.

This change in eligibility severely decreased the amount of time a student has to finish their program of study through ECC CalWORKs. As a direct result many students have timed-out, creating a shrinking population for the CalWORKs program. It is also important to note that there are times when program time limits exceed the time necessary for CalWORKs students to complete degree requirements and prepare for transfer. As a result data from ECC’s Institutional Research Department indicated that students who participated in the CalWORKs program showed a lower than average completion and transfer rates.

Information shared at recent CWETEP meetings included reports that the statewide caseload of CalWORKs cases is decreasing by an average of six percent annually. This has a direct impact on the El Camino College CalWORKs program as the population we serve is dwindling. Specific reasons for this are unknown but a stronger economy and more available jobs are a likely cause in addition to the problems caused by the students who timed-out of the program. We recognize that the lower number of CalWORKs cases will make it harder to recruit students for the program, therefore we are placing additional attention on developing more focused and strategic outreach efforts, and increasing follow up services that promote retention with the students who are already in the CalWORKs program.

In fiscal year 2009-2010, due to the State’s budget deficit, the CalWORKs program received a budget cut of 39%, reducing the statewide program allocation to \$34.7 million (\$26.7

million Proposition 98 and \$8 million federal TANF). In fiscal year 2013-2014, the program received a partial funding restoration of \$7.8 million in Proposition 98 funding, bringing the funding up to \$42.5 million (\$34.5 million and \$8 million federal TANF). The ECC CalWORKs program adapts to the cyclical budgeting of the state. As an attempt to manage this fluctuating budget we try to maintain a limited number of full time staff and focus on program services such as child care and work-study.

Due to these budget cuts the CalWORKs program began seeking additional sources of revenue such as the Medi-Cal Activities (MAA) program. CalWORKs previously coordinated with five ECC programs (i.e. EOPS/CARE, Counseling, DSPS/SRC, Athletics, CalWORKs) to participate in the MAA program which connected students with Medi-Cal/Healthy Families Insurance and coverage services through various activities.

Reimbursable claims are submitted to the Los Angeles County Office of Education (LACOE) for these activities which are ultimately certified by the California State Health Care Services department. The MAA program was designed to assist students by providing valuable health insurance information and was also meant to provide additional revenue for the participating departments. Unfortunately, due to numerous policy changes in the MAA program all claims were reduced by 40% to 75% as of October 2013 by the Centers for Medicare and Medicaid Services (CMS). As a result, numerous school districts including El Camino College have decided to no longer participate in the MAA program. Although it was intended to be another source of revenue for the CalWORKs program it has not been needed with the recent restoration of funding. Funds from the MAA program funds are currently being used to cover printing costs for flyers and brochures which is not an allowable cost through CalWORKs funds.

Service Area Outcomes (SAOs)

Please attach SAO assessment results as an appendix to the program review

1. List the program's SAOs.

The CalWORKs program has two Student Area Outcomes (SAOs) which it recently developed during the spring semester for the 2015-16 academic year. The SAO's are

developed by the staff and evaluated at the end of each semester. Once completed the SAO evaluations are filled out and ready to be uploaded onto TracDat for reference.

1. By participating in the Education-to-Work activities, students will be able to connect their educational training directly to job skills. (Appendix, page 47)
2. Through early intervention and case management CalWORKs will keep less than 20% of its population on probation. (Appendix, page 49)

2. How were the SAOs developed? Who was engaged in the creation of the SAOs?

The SAOs for the CalWORKs program are created by the Director, Assistant Director, Program Coordinator, and Job Developer. The SAO's were developed to assist with program planning and support the evaluation of program goals and services provided. Institutional Research and Planning will assist with the development and evaluation of SAO's beginning in the fall semester. Reviewing each SAO and performing analysis is completed by the CalWORKs Assistant Director, Job Developer and Coordinator.

3. How often are the SAOs assessed and who is engaged in the discussion?

SAOs are assessed at the end of each semester for the CalWORKs program. Data collection occurs during the semester in the form of student surveys for SAO 1. Discussion of the SAO assessment and results occur at staff meetings with the CalWORKs Assistant Director, Coordinator, and Job Developer. SAO reports are submitted each year to the District and uploaded electronically on TracDat.

4. What has been done if the SAO assessment results were not as anticipated?

The SAO for the CalWORKs office has not been changed since it was first created. Upon review of the previous SAO it has been decided that we will work with the Office of Institutional Research to create new SAO's for 2016-17. If an SAO assessment result is not what we anticipated we will begin by looking at the data and determining which factors may have changed between the current and previous assessment. We also need to determine if we asked the right question and refine the SAO for the program. The SAO's should be designed to help the program measure desirable outcomes for the student but they may also indicate

undesirable outcomes as well. Even when an established benchmark is missed the data can still be useful for creating policy and identifying areas of concern.

5. Where are the SAOs assessment results shared with staff, students, and the public?

SAO assessment results are shared with the staff, student and public through the TracDat system. Once the data has been submitted, a link will be created on the SAO webpage to share the information and make it accessible online. SAO assessment results are also shared and discussed with the staff during scheduled staff meetings to assist with planning for the year.

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

Current SAO assessment results indicate that more work needs to be done on the creation and development of meaningful SAO's for the CalWORKs program in order to further explore areas for improvement. Meetings have been scheduled with Institutional Research to address these concerns.

Program Improvement

Information should help determine where program resources should be dedicated

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

The CalWORKs program is always seeking ways to improve the services provided and reduce the stress our students often feel working with multiple agencies to obtain the resources needed to attend ECC. Every effort is made to provide excellent customer service and offer a welcoming environment for our students. CalWORKs offers a Mini-Conference each semester to support student success, retention, and empower students. The goal is to keep CalWORKs students well informed with program requirements, student support services, and career opportunities available to assist them while they attend ECC. Students are informed of office policies including document processing time frames, scheduling appointments and requesting services such as job placement. Students are all asked to sign a

new CalWORKs Mutual Responsibility Contract (Appendix, page 44) which has been implemented for 2015-16 in the hopes that students will understand their responsibilities while in the CalWORKs program. The event also includes a Student Support Services panel to expose students to the comprehensive support resources that are available on-campus such as FYE, Project Success, Associated Student Organization, Learning Resources, Health Center and more. Students have the opportunity to ask questions and interact with the panel during the event. In addition, collaboration between CalWORKs and the Financial Aid department provides students who attend the Mini-conference valuable information regarding the navigation of the Financial Aid process and recent updates.

The CalWORKs program has taken additional steps to improve the Work study and Job Placement activities offered to students. Students who go through the process of attending the Work Study Orientation, Job Readiness Training, and Interview Preparation are more successful on the job and are often offered permanent assignments. While working on the job it has not been uncommon for fifty percent or more of the students to be offered a pay increase and/or promotion with the existing employers. However, on-campus work study students are limited to pay increase only once after working 360 hours (per ECC HR policy). Desired job skills typically relate to technology so students usually seek additional computer skills training. The Job Developer meets with students and develops personalized support services to meet the job skill development needs of each student.

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

The Office of Institutional Research & Planning provides program metrics to the CalWORKs staff each semester. Program metrics are emailed directly to the Assistant Director and the Temporary Non-Classified Technician for analysis. The report is shared with the rest of the office during staff meetings to discuss the findings. If applicable, appropriate measures are taken by the management to address drops in success, retention, Associate of Art (AA) degrees, Associate of Science (AS) degrees or certificates. Steps taken in the past to address these concerns include increased case management by scheduling students for counseling, advisement, job placement and notice of status at the campus such as probation being close to graduating and/or transferring.

The CalWORKs program was able to obtain the following metrics over last four years. Academic years include the fall, spring, summer and winter (2011-12 & 2012-13 only) sessions. These program metrics can be found in the “SCA Program Review-ECC” excel file created by Joshua Rosales.

CalWORKs Success & Retention Rates 2011-2014

SPRING	2011-12	2012-13	2013-14	2014-15
CW Success*	60.8%	60.0%	59.0%	58.1%
ECC Success*	67.9%	69.2%	67.6%	67.7%
CW Retention*	80.0%	77.3%	78.7%	77.3%
ECC Retention*	81.7%	82.9%	82.8%	81.1%
FALL	2011-12	2012-13	2013-14	2014-15
CW Success*	61.1%	57.5%	55.1%	55.8%
ECC Success*	67.4%	69.7%	67.5%	67.4%
CW Retention*	85.8%	78.5%	75.2%	76.1%
ECC Retention*	81.7%	84.3%	83.0%	82.1%
ANNUAL	2011-12	2012-13	2013-14	2014-15
Success*	65.6%	64%	58.8%	60.7%
Retention*	85.5%	80.4%	77.8%	79.6%
AA or AS	50	47	43	35
Certificate	19	21	22	18

***Success Rate-** The percentage of students enrolled at first Census who receive a C/P or better as a final course grade. **Retention Rate-** The percentage of students who remain enrolled through the end of a course out of all students enrolled at census date.

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

A comparison of the 2011-12 metrics to the 2014-15 metrics shows a decrease in success, retention, degrees and certificates. Factors for the drop in success and retention are unknown

at this time, but the CalWORKs program intends to look closely at the services provided and take steps to improve this area. One possible explanation is related to the drop in the number of CalWORKs cases across the entire state. According to information gathered from recent CWETEP meetings, the statewide caseload of CalWORKs recipients has dropped by an average of six percent annually. Factors contributing to the drop in population include timing out as stated before and an increase in students finding employment and leaving school.

In regards to the associate degrees and certificates earned, one factor resulting in our decreasing numbers is our shrinking population which can also attributed to the decreased lifetime eligibility for our CalWORKs students. Many of our students have timed out and we anticipate continued loss as students approach their 48-month limit. Our staff understands that the students only have a limited amount of time to obtain their education and training so we encourage every student to take advantage of the opportunities offered. We encourage full time enrollment, if appropriate (barring any obstacles such as a domestic violence issue, illness, learning disability, etc.) and follow-up with students throughout the semester to monitor their academic progress and identify referral needs.

We are hopeful that the program metrics will begin improving by the 2016-2017 academic year. It's likely that they will stay at their current levels for the 2015-2016 academic year as changes are still being implemented to address these issues.

Customer Service

Administer a customer service survey to students or colleagues, if applicable. Please administer the survey the semester prior to submitting your program review.

1. How was the survey conducted? Please include a copy of the survey to the appendix.

Surveys are available at the front counter of the CalWORKs office in SSV-203B. Students are encouraged to fill out a survey as they visit the office for various services during the semester. The CalWORKs Student Survey is offered each semester and covers the following topics: Program Information, Service Area Outcomes, Program Improvement, Program

Environment and Customer Service. During the Spring 2016 semester, 101 students completed the customer service survey (Appendix, page 44).

2. What were the major findings of the customer service survey?

Major findings from the survey (Appendix, page 45) include the following:

1. I was referred to this program for assistance by another program on-campus.

Most students strongly agree that they were referred to this program by another program on campus.

2. This program has empowered me to meet my educational goals.

Students strongly agreed that the program empowered them to meet their educational goals.

3. I understand my responsibilities to this program.

The majority of students agree that they understand their responsibilities to this program.

4. Staff in this program are helping me achieve my academic goals.

CalWORKs students strongly agree that the staff in this program help them achieve their academic goals. No student replied that they disagree or strongly disagree with question 4. This reflects well on the staff and its mission to serve the students at ECC.

5. This program provides resources through a variety of methods (activities, workshops, online, print, etc.).

Students strongly agreed that the program provides through a variety of methods.

6. I feel this program considers the needs of the students.

Students strongly agreed that the CalWORKs program considers the needs of the students.

7. Facilities in this program meet my needs.

The facilities in the program meet the student needs. One student did disagree with the statement.

8. Staff in this program are aware of other campus resources that can help me meet my goals.

CalWORKs staff are aware of other campus resources according to the survey. Two students answered that they disagree.

9. The hours of operation for this program meet my needs.

Seventy percent of the students agree that the hours of operation meet their needs. Four students responded that they disagree with the hours of operation.

10. I have received information from staff in this program that contradicts information I received from another program.

The wording of question 10 may have confused the students. The majority responded strongly agree which may indicate that the students didn't read the question carefully or they were marking "strongly agree" to most questions. Twenty four students disagree or strongly disagree with this question. We plan to revisit this question and make additional adjustments to the survey for future use.

11. Staff are courteous towards students.

The program staff are courteous based on the survey results. Two students disagree.

12. Staff are knowledgeable about El Camino policies and procedures.

Students agreed that the staff are knowledgeable about El Camino policies and procedures. One student disagreed.

Which programs are you currently in?

EOPS	74
CalWORKs	15
Missing	12

According to this only 15 CalWORKs students responded to this survey. There are 12 that didn't answer this question. When we submitted to Institutional Research we had 50 surveys collected from the CalWORKs office. Some surveys were not completed correctly so they didn't scan at all. We will create separate surveys for each program next spring so the results for the programs are not mixed together.

3. Describe exemplary services that should be expanded or shared with other programs.

The interaction and relationship between CalWORKs staff and the CalWORKs student is important for the student's success. CalWORKs is a specialized program with a diverse population of students coming from different backgrounds, many are first generation college students. The college experience is foreign to them and they feel intimidated to ask questions or to ask for help. It is always our goal to make every student feel welcome and let them know they are in the right place. We are here to answer questions, to encourage and motivate our students, and to act as advocates. During our 19th Annual Awards Banquet, CalWORKs student speakers noted the great customer service they received from the CalWORKs office staff, which encouraged them to actively engage in their educational journey.

From the moment the student arrives at the CalWORKs front counter, the process begins of letting them know that we are happy to see them and to assist them. The intake process starts at the front counter with our staff who guides the student through the intake packet that needs to be completed.

For continuing students, the CalWORKs front counter is also a critical stop. The staff that works serving the students that enter our office are one of the most important checkpoints. The students have many challenges balancing school, children, and often work. They may be overwhelmed, depressed, worried and/or short-tempered. It is important for staff to understand and to know how to diffuse a situation and calm a student. Other times, the student needs information and we make sure our students feel comfortable asking.

We have noted in previous reports that Case Management continues to be a model program. The CalWORKs program provides academic, vocational, and personal counseling to new and continuing students by:

- Developing and revising student educational plans
- Interpreting career assessment instruments
- Facilitating group orientation and information sessions
- Tracking students' progress each semester
- Monitoring and updating students records
- Assisting and referring students to appropriate campus support services and programs, as mentioned before
- Providing alternatives or academic strategies to students when they are not progressing in their program of study (e.g., tutoring, career planning, and appropriate school for completion of GED, Harbor Regional Services, and the Student Enhancement Program)
- Writing letters of recommendation and verification for Department of Public Social Services/GAIN program, scholarships, job applications, extension of completion of the program, etc.

Everyone in the ECC CalWORKs office is passionate about the students and helping them succeed on their academic journey. Our students are a diverse population with children, and various other obstacles, barriers, and challenges. We understand that the students must feel a connection to the program; they must know that we sincerely care about their well-being and success.

We assist them with not only their GAIN documents and/or concerns, but we ask about their children and how they are doing. We offer encouragement and strive to empower the students with setting goals, believing that they can do this. This all starts at the front desk and continues with the Assistant Director, the Case Manager/Child Care Coordinator, the Counselors, the Job Developer/Placement Advisor, as well as all part-time staff.

We are constantly monitoring case files, checking on if the student is up-to-date on their Education Plan and their GAIN documents. We also look at enrollment and their academic status. Even if everything is current in their file, we often call to ask how the semester went or how the current one is coming along. We follow up to make sure they have child care, as this is a critical factor in our CalWORKs students staying in school.

Child Care: CalWORKs funds may be used to provide temporary child care for eligible CalWORKs students while participating in qualifying work activities and, to a limited extent, for Post-Employment students who have left TANF cash aid within the last two years are

attending school for skill upgrades. ECC CalWORKs has a strong focus on the child care needs of the students and their families. Verification of Eligibility is checked each semester and the information is placed in the student's file. Coordination takes place with the county and the local Child Care Resource and Referral agencies that refer the students to programs that meet their needs. In the meantime, the staff work with the students to locate a favorable day-care that is convenient for them. Quite often, it is the grandmother caring for the children. We have the parent and the provider complete an application and time sheet projecting their hours for the month. Child care is a critical component to ensuring the success of CalWORKs students while they are enrolled at El Camino College and participating in qualifying work activities.

While off-campus child care is temporary, when the ECC Child Care Development Center was open, we allowed the student to be there as long as the student attended ECC or until the child graduated (Crossing the Bridge was the term they used). The center closed June 30, 2014 and thus ended this partnership and valuable resource for CalWORKs students.

The organization and maintenance of the student's files is also exceptional. DPSS and independent auditors have praised the filing method we use. The files are organized in six sections with cover sheets for each section listing the contents. Auditors have commented on the ease of reviewing student files. Our audits and reviews continue to be flawless due to the organization, detailed case notes, and accurate upkeep of the documents in the files.

The relationship with the GAIN Liaisons is ongoing with their on-site visits and continued support on the telephone and with e-mails. This has enhanced our services to our students. Feedback from students has been exceptional, and they know they can reach someone in this office to readily assist them with their questions, issues, or concerns.

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

The facilities of the office need improvement; specifically a larger reception space is needed. Construction has already started on the new Student Services Center and is scheduled to open in spring 2018. Our facilities need has already been addressed.

Storage space for archived files is a challenge. The program is required to keep any exited students file for five years before submitting a request to destroy the file. Archived files are currently stored in the landing, locked in large two door cabinets for security purposes. Once the new building is complete an archive file room will need to be large enough to store files for the EOPS, CARE and CalWORKs programs as we will be sharing an office once we move. We are being proactive and planning for document destruction as quickly as possible.

Additional outreach and recruitment needs to be performed to increase participant numbers for the CalWORKs program. The plan is to have targeted outreach and follow up at local DPSS offices to try and recruit students for El Camino and the CalWORKs program. A dedicated TNC outreach recruiter has been hired to support these efforts with some early success. We will continue on-going recruitment efforts and try to increase the program population to 300 students served for the semester.

Conclusions and Recommendations

Only include information previously referenced in the program review

1. Summarize the program's strengths.

The strengths of the CalWORKs office begin with the services provided by the Case Management/Child Care Program Coordinator and the Job Developer/Placement Advisor. These two positions have the most face to face contact with the students served by the CalWORKs program. It is this interaction that leads to the students to develop trust and a support network at ECC that can make a difference in their lives and help them reach their academic goals. We recognize that this support is vital to their educational success.

The partnership between CalWORKS and EOPS/CARE has proven beneficial for both programs. Since each of these programs serves a similar population it is natural to provide ongoing referrals between the offices. Continuing communication and joint staff meetings have helped solidify this partnership. It is beneficial for the students as they are provided with a comprehensive support system, which consists of access to counselors, advisors, tutoring and program services.

Providing a mini-conference for all CalWORKS students each semester supports student success and retention. The mini-conference also provides the students with information regarding policy changes and exposure to other Student Support Services available. Students gain valuable information that supports their educational pursuits, while at the same time they network and interact with other students who share similar backgrounds. This creates a sense of belonging and provides students with the opportunity to develop a network of support.

The tracking of our student's progress through an Access Database offers the program with up to date information on students participating in CalWORKs. This also gives us a way to check our MIS data at the end of each term to ensure proper reporting to the Chancellor's office.

Partnering and collaborating with DPSS, LAC-5, business partners, and community agencies provides additional support and opportunity for our students. Having a Job Developer/Placement Advisor avoids having to subcontract to an outside agency such as the South Bay Workforce Investment Board. This gives us further control over our work-study budget and lets us seek out and develop the partnerships we deem most beneficial to the students. Case management and advisement activities allow the students to gain access to appropriate resources for education and career development.

Counseling staff submit online Comprehensive Student Educational Plans for all CalWORKs students. This provides better customer service and reduces the risk of losing an Educational Plan. EOPS counselors can also access these online educational plans which helps avoid any duplication of service.

The program benefits from direct involvement by on-site GAIN Social Workers acting as liaisons between the students and DPSS. They provide required proof of eligibility for students participating in the CalWORKs program. It saves the students time, transportation costs and frustration by avoiding a commute to their county office.

2. Summarize the program's areas that need improvement.

Additional CalWORKs work study placements will provide added opportunities for students. Once a student is able to obtain employment they gain valuable work experience that they would not be able to acquire otherwise. Participation in the CalWORKs work-study program does not impact their benefits or public assistance eligibility. Offering additional workshops and one-on-one assistance is recommended to grow our work-study population. Additional attention has been placed on this component especially in terms of policy and procedure. Since then the Work study and job placement component has been incorporated into the intake process for new CalWORKs students. Now every student that comes into the CalWORKs office has the opportunity to work directly with the CalWORKs job developer and discuss job placement opportunities. We are expecting to see an improvement in students placed in both on and off-campus jobs for the CalWORKs work study program.

In addition to the previously noted barriers, reasons for exiting the program may include graduation, transfer, county sanction due to non-compliance, student relocation or sometimes the student is overwhelmed and drops out. It is important to remember that CalWORKs students are single parents who must maintain 20/30/35 hours per week of approved DPSS activities with a combination of education and work activity. Students are encouraged from the first day they arrive at our office to utilize our counselors and Case Advisors every semester. We explain to each student that we want them to succeed. However, additional steps need to take place in order to better serve these students and retain our student population.

The MIS Data Collection System implemented in accordance with state regulations and Chancellor's Office tracks student data and satisfies reporting requirements for the campus. The data elements are tied to student records and programming on Colleague. CalWORKs continues to work with the ITS department to implement this reporting process. Issues such as attempting to accurately determine the number of students enrolled or served while utilizing information from two separate Colleague screens can be difficult to determine. The data is sent to the Chancellors Office and used to provide ECC CalWORKs funding information. Some minor improvements can be made to the screen to improve user interface.

The CalWORKs program plans to work closely with the Office of Institutional Research & Planning to assist with the timely development and completion of SAO's. Further survey development is needed to accurately measure the opinions of the students we serve.

As previously noted hiring a full time Student Services Technician to replace the Temporary Non-Classified Technician will provide stability to the program and improve the day to day activities of the office. It is difficult to operate a program when you need feedback or support on a project and the person responsible is not present because they are a part-time employee.

Space is an issue for the program at all times. An area that needs to be looked at for improvement is the CalWORKs files housed inside the CalWORKs office and the landing area of the Student Services Building. We need to utilize every square inch of space in the office and the four lateral file cabinets take up a large footprint. Another area of concern related to the files is long term security of archive records. Exited files are stored in the landing and require even more space than our active files to secure in lockable cabinets. The landing area is a shared space so long-term security is and space is a concern especially when the program moves to the new building.

3. List the program's recommendations in a prioritized manner to help better understand their importance to the program.
 1. Continue efforts to grow the CalWORKs population served at ECC. Strategic Outreach & Recruitment need to be developed and implemented both on and off-campus. Collaboration with Admissions and Records will help the program identify students that may be eligible for CalWORKs services when they apply to the campus.
 2. Increase the number of students who utilize CalWORKs work study and job placement activities. As one of the main features of the CalWORKs program we need to endorse the benefits of this service and encourage more students to participate.
 3. Hire a full time Student Services Technician to support the CalWORKs program with MIS reporting, DPSS compliance, intake support and Outreach & Recruitment efforts.

4. Collaborate with ITS and Institutional Research & Planning to ensure that required reporting to the California Community College Chancellors office is accurate and submitted on time. Specific data elements are being requested through the LAC-5 in order to compare metrics on the same scale between colleges. Work is currently underway to ensure compliance with this request.
 5. Collaborate with ITS to develop and implement a paperless file system for the CalWORKs program. This will reduce the amount of space needed to store paper files, provide a long-term storage solution for exited files and protect CalWORKs student information from theft.
4. Please indicate whether the program should continue or be discontinued.
- ☒ Continue Program
- ☐ Discontinue Program. Explain how the program's services could be handled by another on-campus entity if the program has been declining or is no longer fully utilized.
-

Student & Community Advancement Program Review Committee

Ratings

☐ **Excellent**

The program review was extremely well written. Concise and grammatically correct with few to no spelling errors. A model program review that is ready to be posted online for a public audience.

☐ **Meets Expectations**

The program review was adequately written. Lengthy or vague at times or included some grammatical and spelling errors. Corrections should be made prior to posting online for a public audience.

❑ Needs Improvement

The program review was poorly written or incomplete. Too lengthy or vague or too many grammatical and spelling errors throughout the document. The program review needs to be rewritten and resubmitted to the Student & Community Advancement Program Review Committee by an established deadline.

Revised: 5/5/2010, 3/13/2013, 3/31/2014, 4/15/2014, 6/1/2015

APPENDIX

1) CalWORKs Mutual Responsibility Contract (MRC)	Page 43
2) El Camino College EOPS/CalWORKs Student Survey	Page 44
3) El Camino College EOPS/CalWORKs Student Survey Results	Page 45
4) SAO A – CalWORKs Work Study	Page 47
5) SAO B – CalWORKs Academic Probation	Page 49

EL CAMINO COLLEGE
California Work Opportunity and Responsibility to Kids (CalWORKs) Program
Mutual Responsibility Contract

All CalWORKs student participants need to understand and adhere to the CalWORKs Mutual Responsibility Contract as follows:

1. Meet with a CalWORKs Counselor at least once per semester.
2. Meet with a CalWORKs Coordinator at least once per semester.
3. Submit an approved county Welfare-to-Work plan to the ECC CalWORKs Office to verify program eligibility.
4. Be involved in 20/30 hours (one parent household) or 35 hours (two parent household) per week of school/work activities.
5. Ensure satisfactory academic progress is made towards your defined educational goal.
6. Submit a "CalWORKs Verification Form," or other approved documentation to the ECC CalWORKs Office to verify program eligibility.
7. Develop a workforce plan (job application, resume, cover letter, and references) with the ECC CalWORKs Office.
8. Adhere to the Student Educational Plan (SEP) and meet with a CalWORKs Counselor to make changes.
9. Meet with a CalWORKs Counselor to submit any Progress Reports.
10. Submit the Free Application for Federal Student Aid (FAFSA) every academic year.
11. Authorize the release of information to and from the ECC CalWORKs Office for eligibility, monitoring, and evaluation purposes.
12. Update your personal information (e.g., name, address, and telephone number) through MyECC or with the assistance of the Admissions & Records Office.
13. Adhere to the Standards of Student Conduct per El Camino College Administrative Procedure 5500 including, but not limited to, dishonesty, disruptive behavior, inappropriate conduct or expression, willful disobedience, profanity or vulgarity, or the open defiance of authority of, or abuse of, College District personnel or others. Failure to do so will result in the removal from the CalWORKs Program.

Student Responsibility: Failure to comply with the ECC CalWORKs Mutual Responsibility Contract will result in termination from the CalWORKs Program at the end of the semester/term. Falsified, fraudulent or misrepresentation of any information in connection with applying for or receiving ECC CalWORKs services will result in immediate termination from the ECC CalWORKs Program.

Student Certification: By signing, I agree to adhere to the ECC CalWORKs Program Mutual Responsibility Contract.

Student's Complete Name (print)

ECC Student ID Number

Student's Signature

Date

If you agree to the above terms, the ECC CalWORKs Program agrees to provide you with the following services:

- | | | |
|---------------------------------------|-------------------------|-------------------------------------|
| • Book/Supply Voucher Assistance | • Career Advisement | • Job Placement Referrals |
| • Counseling (Drop-in or Appointment) | • Child Care Assistance | • On-site GAIN Workers and Advocacy |
| | • Community Referrals | |

CalWORKs Representative Certification:

CalWORKs Staff Signature

Date



El Camino College EOPS and CalWORKS Student Survey

In an effort to provide effective services for students, we ask you to complete the following survey. We will use your feedback in our ongoing efforts to improve our services to students. The survey is anonymous and voluntary.

Please fill in the bubbles completely, using a #2 pencil, or blue/black ballpoint pen.

Which program are you currently in?

- ☐ EOPS ☐ CalWORKS/CARE

Please indicate the extent to which you agree with these statements about the program.

	Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree
■ 1. I was referred to this program for assistance by another program on campus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
■ 2. This program has empowered me to meet my educational goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
■ 3. I understand my responsibilities to this program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
■ 4. Staff in this program are helping me achieve my academic goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
■ 5. This program provides resources through a variety of methods .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
■ 6. I feel this program considers the needs of the students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
■ 7. Facilities in this program meet my needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
■ 8. Staff in this program are aware of other campus resources that can help me meet my goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
■ 9. The hours of operation for this program meet my needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
■ 10. I have received information from staff in this program that contradicts information I received from another program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
■ 11. Staff are courteous towards students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
■ 12. Staff are knowledgeable about El Camino policies and procedures.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

EOPS and CalWORKS Student Survey

N= 101

Spring 2016

1. I was referred to this program for assistance by another program on campus.

Response	Frequency	Percent	
Strongly Agree	44	43.56	<div style="width: 43.56%;"></div>
Agree	14	13.86	<div style="width: 13.86%;"></div>
Neither Agree or Disagree	14	13.86	<div style="width: 13.86%;"></div>
Disagree	18	17.82	<div style="width: 17.82%;"></div>
Strongly Disagree	11	10.89	<div style="width: 10.89%;"></div>
Missing	0	0.00	

2. This program has empowered me to meet my educational goals.

Response	Frequency	Percent	
Strongly Agree	76	75.25	<div style="width: 75.25%;"></div>
Agree	20	19.80	<div style="width: 19.80%;"></div>
Neither Agree or Disagree	5	4.95	<div style="width: 4.95%;"></div>
Disagree	0	0.00	
Strongly Disagree	0	0.00	
Missing	0	0.00	

3. I understand my responsibilities to this program

Response	Frequency	Percent	
Strongly Agree	74	73.27	<div style="width: 73.27%;"></div>
Agree	20	19.80	<div style="width: 19.80%;"></div>
Neither Agree or Disagree	7	6.93	<div style="width: 6.93%;"></div>
Disagree	0	0.00	
Strongly Disagree	0	0.00	
Missing	0	0.00	

4. Staff in this program are helping me achieve my academic goals.

Response	Frequency	Percent	
Strongly Agree	77	76.24	<div style="width: 76.24%;"></div>
Agree	19	18.81	<div style="width: 18.81%;"></div>
Neither Agree or Disagree	5	4.95	<div style="width: 4.95%;"></div>
Disagree	0	0.00	
Strongly Disagree	0	0.00	
Missing	0	0.00	

5. This program provides resources through a variety of methods .

Response	Frequency	Percent	
Strongly Agree	72	71.29	<div style="width: 71.29%;"></div>
Agree	26	25.74	<div style="width: 25.74%;"></div>
Neither Agree or Disagree	3	2.97	<div style="width: 2.97%;"></div>
Disagree	0	0.00	
Strongly Disagree	0	0.00	
Missing	0	0.00	

6. I feel this program considers the needs of the students.

Response	Frequency	Percent	
Strongly Agree	71	70.30	<div style="width: 70.30%;"></div>
Agree	27	26.73	<div style="width: 26.73%;"></div>
Neither Agree or Disagree	3	2.97	<div style="width: 2.97%;"></div>
Disagree	0	0.00	
Strongly Disagree	0	0.00	
Missing	0	0.00	

7. Facilities in this program meet my needs.

Response	Frequency	Percent	
Strongly Agree	70	69.31	<div style="width: 69.31%;"></div>
Agree	23	22.77	<div style="width: 22.77%;"></div>
Neither Agree or Disagree	7	6.93	<div style="width: 6.93%;"></div>
Disagree	1	0.99	<div style="width: 0.99%;"></div>
Strongly Disagree	0	0.00	
Missing	0	0.00	

8. Staff in this program are aware of other campus resources that can help me meet my goals.

Response	Frequency	Percent	
Strongly Agree	68	67.33	<div style="width: 67.33%;"></div>
Agree	22	21.78	<div style="width: 21.78%;"></div>
Neither Agree or Disagree	9	8.91	<div style="width: 8.91%;"></div>
Disagree	2	1.98	<div style="width: 1.98%;"></div>
Strongly Disagree	0	0.00	
Missing	0	0.00	

9. The hours of operation for this program meet my needs.

Response	Frequency	Percent	
Strongly Agree	71	70.30	
Agree	22	21.78	
Neither Agree or Disagree	4	3.96	
Disagree	4	3.96	
Strongly Disagree	0	0.00	
Missing	0	0.00	

11. Staff are courteous towards students.

Response	Frequency	Percent	
Strongly Agree	70	69.31	
Agree	25	24.75	
Neither Agree or Disagree	3	2.97	
Disagree	2	1.98	
Strongly Disagree	0	0.00	
Missing	1	0.99	

Which program are you currently in?

Response	Frequency	Percent	
EOPS	74	73.27	
CalWORKS/CARE	15	14.85	
Missing	12	11.88	

10. I have received information from staff in this program that contradicts information I received from another program.

Response	Frequency	Percent	
Strongly Agree	45	44.55	
Agree	16	15.84	
Neither Agree or Disagree	16	15.84	
Disagree	9	8.91	
Strongly Disagree	15	14.85	
Missing	0	0.00	

12. Staff are knowledgeable about El Camino policies and procedures.

Response	Frequency	Percent	
Strongly Agree	69	68.32	
Agree	23	22.77	
Neither Agree or Disagree	7	6.93	
Disagree	1	0.99	
Strongly Disagree	0	0.00	
Missing	1	0.99	

El Camino College Service Area Outcomes (SAO) Assessment Report		
College Mission: <i>El Camino College offers quality, comprehensive educational programs and services to ensure the educational success of students from our diverse community.</i>		
SCA/Administrative Unit	Student Support Services Division - CalWORKs	Date of Report: 6/01/2016
SAO Statement(s)	<i>By participating in the Education-to-Work activities, students will be able to connect their educational training directly to job skills.</i>	
SAO is Aligned with Strategic Initiatives (check all that apply): A <input type="checkbox"/> B <input checked="" type="checkbox"/> C <input checked="" type="checkbox"/> D <input checked="" type="checkbox"/> E <input type="checkbox"/> F <input type="checkbox"/> G <input type="checkbox"/>		
SAO is Aligned with Institutional Learning Outcomes (check all that apply): ILO 1 <input type="checkbox"/> ILO 2 <input checked="" type="checkbox"/> ILO 3 <input type="checkbox"/> ILO 4 <input type="checkbox"/>		
Participants in SAO Assessment	<i>Clara Weston, David Brown</i>	
Method(s) Used To Measure SAO	<input checked="" type="checkbox"/> Data Analysis <input type="checkbox"/> Focus Group <input type="checkbox"/> Pre-/Post-Test <input checked="" type="checkbox"/> Survey/Questionnaire <i>Choose an item that most closely relates to your assessment method. In a sentence or two, describe the planned course SAO assessment.</i> <i>Utilizing a CWWS Performance Evaluation Form completed by employer/supervisor assessment indicators are reported at the end of each semester or once the assignment has ended. Data obtained from the CWWS Performance Evaluation Form rates the students' job performance of an overall evaluation of all work factors that allow the program administrators to ascertain the areas needing improvement and where the students' success rate is paramount.</i>	
Target/Standard For SAO	<i>Describe the target you will use to determine success in your assessment. This target for student success should be based on a clear standard. For example: BASED ON PERCENTAGE – "It is expected that 85% of students will score 75% or above on the post-test." BASED ON RUBRIC – "It is expected that 75% of students will score 4 or above on the rubric for this SAO."</i> <i>Based on the 64% of the reported employee surveys received 57.14% scored outstanding in the Assessment Indicators for Initiative and Work Attitude-Peers. It is expected that these area will increase with the addition of the State's hourly wage increase and the job readiness informational sessions and skills preparation scheduled for the up-coming semesters.</i>	
Frequency/Timeline of Assessment	<i>Select the semester and year this SAO is scheduled to be assessed. You may select multiple semesters.</i> <i>Fall 2015</i>	
Assessment Results and Analysis	<i>What are the results of your assessments? Provide the assessment data. Summarize the patterns observed in the data. What were the most important findings?</i> <i>The CWWS students' Performance Evaluation report indicated students performing at above average and outstanding in one-half (50% and higher) in areas of Skills, Dependability, Judgement, Initiative and Work-Attitude, (See Attachment). The pattern observed in the data reports that students are taking their work assignments serious by producing and representing the CWWS Program in a positive manner. The survey reports one student showing unsatisfactory in job placement in the area of attendance and punctuality.</i>	
Target Met/Not Met	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <i>Was the target you set in the Target/Standard For SAO section met? Note: We have as much to learn from meeting our targets as we do in not meeting them. This process is about continuous improvement.</i> <i>The CWWS Program is addressing the needed employable areas to connect the training to job skills.</i>	

	<p>The program has a support system in place to assist the student in Resume Writing & Job Interviewing Techniques, Dress for Success, Stress Management, Money & Time Management, and Business Etiquette. Students have an interest in developing soft skills and in self-improvement. Informational sessions will continue to be offered in collaboration with one-on-one personal coaching and mentoring as needed with the support of other classified staff persons. Continue to assist students to be able to understand how to obtain and maintain employment successfully.</p>
Planned Actions as a Result of Assessment & Analysis	<p>If assessment results indicate any needed changes, describe them here. Describe any needed changes in delivery of services, any needed resources/support from the program/college, and any needed changes to the SAO process. For any Planned Actions, list the date you plan to have this action completed.</p> <p>Invite employers to facilitate informational sessions with the CalWORKs Job Developer to provide the latest hiring trends and techniques in their specific businesses to students. Develop opportunities for employers to increase the employment of students on and off campus. Encourage employers to complete the Performance Evaluation in a timely manner of all student job placements.</p>
Follow-Up on Previous Planned Actions	<p>Review any previous Assessment Data, Analysis, and Actions and compare to current Assessment Data and Analysis. Were the preceding Actions implemented? Describe any changes to student learning/behavior and any impact of the previous Actions. Have the Planned Actions been changed based on any new data or analysis? Have any additional Actions been added or implemented?</p> <p>According to the goals set in the CalWORKs Program Review, the CWWS Component is on target to increase the applicable training to provide relevant informational workshops that aid students in developing soft skills and self-improvement and to develop work study placements that reflect the educational goals of the CalWORKs students.</p>

You may attach any documentation related to the SAO and/or SAO assessment (e.g. rubric, survey questions) as a 'Related Document' in TracDat.

How to Use this Template: If you wish, you may fill out this template and transfer the information into TracDat once it is complete. This is a WORD document. Fields will expand as you type.

How to Log into TracDat: <https://elcamino.tracdat.com>. Use your ECC or Compton log-in and password.

El Camino College Service Area Outcomes (SAO) Assessment Report														
College Mission: <i>El Camino College offers quality, comprehensive educational programs and services to ensure the educational success of students from our diverse community.</i>														
SCA/Administrative Unit	Student Support Services Division - CalWORKs	Date of Report: 6/01/2016												
SAO Statement(s)	<i>Through early intervention and case management CalWORKs will keep less than 20% of its population on probation each semester.</i>													
SAO is Aligned with Strategic Initiatives (check all that apply): A <input type="checkbox"/> B <input checked="" type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E <input type="checkbox"/> F <input checked="" type="checkbox"/> G <input type="checkbox"/>														
SAO is Aligned with Institutional Learning Outcomes (check all that apply): ILO 1 <input checked="" type="checkbox"/> ILO 2 <input type="checkbox"/> ILO 3 <input type="checkbox"/> ILO 4 <input type="checkbox"/>														
Participants in SAO Assessment	<i>Sharilyn Thomas, Karin Baluyot, Nancy Paquet, David Brown & Joshua Rosales</i>													
Method(s) Used To Measure SAO	<input checked="" type="checkbox"/> Data Analysis <input type="checkbox"/> Focus Group <input type="checkbox"/> Pre-/Post-Test <input type="checkbox"/> Survey/Questionnaire <i>Choose an item that most closely relates to your assessment method. In a sentence or two, describe the planned course SAO assessment.</i> <i>Utilizing probation reports from colleague and assistance from Institutional Research, the CalWORKs staff will look at the total number of students who are level one or two academic and/or progress probation.</i>													
Target/Standard For SAO	<i>Describe the target you will use to determine success in your assessment. This target for student success should be based on a clear standard. For example: BASED ON PERCENTAGE – "It is expected that 85% of students will score 75% or above on the post-test." BASED ON RUBRIC – "It is expected that 75% of students will score 4 or above on the rubric for this SAO."</i> <i>It is expected that at least 80% of CalWORKs students will be in good academic standing. This is based upon a requirement in the Los Angeles DPSS Contract section 4.2.17.1 to reduce the number of Los Angeles County CalWORKs Participants on academic probation by five percent (5%) annually or until the number of CalWORKs Participants on academic probation is twenty percent (20%) or less of the Contractor's Los Angeles CalWORKs student population.</i>													
Frequency/Timeline of Assessment	<i>Select the semester and year this SAO is scheduled to be assessed. You may select multiple semesters.</i> <i>Every semester beginning Fall 2015.</i>													
Assessment Results and Analysis	<i>What are the results of your assessments? Provide the assessment data. Summarize the patterns observed in the data. What were the most important findings?</i> <i>A total of 40 out of 222 students had a cumulative GPA below 2.0 at the end of Fall 2015 semester.</i> <table border="1"> <thead> <tr> <th>Probation Type</th> <th>Count</th> <th>Percent</th> </tr> </thead> <tbody> <tr> <td>Academic Probation L1</td> <td>14</td> <td>6%</td> </tr> <tr> <td>Academic Probation L2</td> <td>26</td> <td>12%</td> </tr> <tr> <td>Total Academic Probation</td> <td>40</td> <td>18%</td> </tr> </tbody> </table>		Probation Type	Count	Percent	Academic Probation L1	14	6%	Academic Probation L2	26	12%	Total Academic Probation	40	18%
Probation Type	Count	Percent												
Academic Probation L1	14	6%												
Academic Probation L2	26	12%												
Total Academic Probation	40	18%												
Target Met/Not Met	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <i>Was the target you set in the Target/Standard For SAO section met? Note: We have as much to learn from meeting our targets as we do in not meeting them. This process is about continuous improvement.</i> <i>The assessment target was met for fall 2015. A total of 18% of the CalWORKs population is on Probation according to our results. We currently have 82% of our student population in good academic standing.</i>													

Planned Actions as a Result of Assessment & Analysis	<p><i>If assessment results indicate any needed changes, describe them here. Describe any needed changes in delivery of services, any needed resources/support from the program/college, and any needed changes to the SAO process. For any Planned Actions, list the date you plan to have this action completed.</i></p> <p><i>Steps have been taken to intervene and assist students on academic or progress probation this year. CalWORKs Students on probation are identified on Colleague via a probation report based on the CalWORKs cohort. Using the probation report, additional referrals are being made by the CalWORKs staff for tutoring and additional counseling to address our students' success and retention.</i></p>
Follow-Up on Previous Planned Actions	<p><i>Review any previous Assessment Data, Analysis, and Actions and compare to current Assessment Data and Analysis. Were the preceding Actions implemented? Describe any changes to student learning/behavior and any impact of the previous Actions. Have the Planned Actions been changed based on any new data or analysis? Have any additional Actions been added or implemented?</i></p> <p><i>We don't have any previous assessment data to compare this to as this is the first time we completed this SAO. We are reviewing data from Spring and should have a new set of data for comparison soon.</i></p>

You may attach any documentation related to the SAO and/or SAO assessment (e.g. rubric, survey questions) as a 'Related Document' in TracDat.

How to Use this Template: If you wish, you may fill out this template and transfer the information into TracDat once it is complete. This is a WORD document. Fields will expand as you type.

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