Program Overview

Program	CalWorks
Does this program have a CTE component?	Yes
Academic Year	2019/2020
Review Period	6 Year
Service Areas	

A. Program Description and Goals

This section addresses the big picture. Prompts should help you describe your program and goals and the relationship to the institutional mission, vision and goals, and how the program is funded.

1. Describe the program and/or service area under review and how the program supports the mission of Santa Monica College.

The CalWORKs (California Work Opportunity and Responsibility to Kids) Program is part of California's plan to implement the federally mandated welfare-to-work program, TANF (Temporary Assistance to Needy Families). Persons receiving public assistance through this program are mandated to develop a welfare-to-work plan that is designed to put them on a path toward self-sufficiency. As part of the plan, participants must meet certain weekly work activity requirements. That plan can include a variety of activities including job search activities, community service, subsidized and unsubsidized employment, volunteer experiences, on-the-job training, and/or education. The GAIN (Greater Avenues to Independence) program is the section of the Department of Public Social Services (DPSS) that monitors a participant's welfare-to-work activities. The CalWORKs program at Santa Monica College, and for all California Community Colleges, was born out of the States' requirement to meet federally mandated work participation rates for welfare recipients and the County's need to monitor participants compliance with program requirements for those who have been approved to attend college as part of their welfare-to-work plan. The CalWORKs program at SMC began in 1997 and is funded by the State of California. State funding includes both Prop 98 funds and Federal TANF funds allocated through the State.

To be eligible for CalWORKs at SMC a student must be receiving the adult portion of cash aid. There are instances of child-only cases where the parent is receiving money only for his/her child(ren). However, in these cases there is no mandated welfare-to-work plan therefore the student is ineligible for the program. All eligible students must verify their continued eligibility for program services each term they are enrolled and participating in the program. Students verify their eligibility by having a Verification of Benefits form completed by a county representative.

One of the primary functions of the CalWORKs program is to coordinate with the county and monitor a participants' compliance with state and county requirements. CalWORKs recipients who have been approved to have an educational component as part of their welfare-to-work plan constitute the majority of students served through the program. For state and county reporting purposes these students are categorized into two major groups: Self-Initiated Participants (SIPs) and County Referred Vocational Training participants. SIPs are those participants that were already enrolled in college and pursuing an educational goal prior to being contacted by the county to develop a welfare-to-work plan. Vocational Referrals are those participants that were not enrolled in school when contacted by the county, but after completing a required assessment process with the county they were approved to include education as part of their welfare-to-work plan. Through this assessment process, an educational or training goal is identified and the participant is referred to SMC CalWORKs to pursue that goals. While these two groups of students constitute the majority of CalWORKs participants, other groups of students are considered eligible for program services.

There are instances in which a parent is receiving assistance but is exempt from the mandatory welfare-to-work requirement. These parents are still eligible for the program however CalWORKs counselors strongly encourage these students to volunteer for the GAIN program as the program provides invaluable support while they are in school. Another category of participants is those that are considered Self-Referred. These are typically students who recently began receiving cash aid benefits but have not yet been engaged by DPSS to develop a welfare-to-work plan. Finally, there are students categorized as Post-Employment. These students have obtained gainful employment but are still completing educational goals or require additional training. Again, DPSS will continue to provide support services for a short time while these individuals are transitioning to self-sufficiency and the SMC CalWORKs program assists in monitoring program compliance but they are considered ineligible for some program services, such as work-study. Table 1 attached shows a breakdown of the students served in each group over the past six academic years as reported to the California Community Chancellor's Office. One important thing to note is that the number of students served has steadily decreased over the last six years.

After a cash-aid recipient has been identified as a SIP or County Referral for Vocational Training, they are referred to the SMC CalWORKs office by his/her GAIN Services Worker (GSW) so that an educational component can be verified and opened as part of the participant's welfare-to-work plan. These participants are required to schedule a one hour intake appointment with a CalWORKs counselor. As part of the intake process, county paperwork is completed for the student which verifies a student's enrollment, course of study or educational goals, class schedule, and hours of participation in educational activities. Educational plans are developed with the student and program requirements are reviewed. Student responsibilities are discussed as well as the counselor's role, who serves not only as a counselor, but as a liaison and advocate for the student. The three major services provided through the program at SMC are also explained. They include:

- Case Management, counseling and coordination
- Employment advising and work-study placement (if requested)
- Childcare assistance.

SMC CalWORKs counselors assist students by providing case management services, assistance with educational planning, and referrals for any additional supportive services, both on and off campus. Counselors work closely with DPSS in coordinating services, ensuring students are receiving necessary supportive services for school, and tracking both program compliance and progress of those students enrolled in the program. Students are counseled on SMC programs that match their interests and educational goals. Educational plans are developed and students are advised on appropriate course selections. Counselors assist students in requesting required materials for school and verify that information for county workers. While the majority of students obtain the necessary books and supplies from the county, a limited number of book vouchers are also available to eligible participants through the SMC CalWORKs program.

Another important component of the program is assistance with on-campus employment. Depending on a student's enrollment status or the student's designation through the GAIN program (Self-Initiated Participant (SIP) or Vocational Referral), a student may need additional hours to meet his/her weekly activity requirement. In these circumstances, student employment is a great option. Students are given information regarding on campus job positions, including both Federal work-study and Student Help. In addition, part of the CalWORKs budget is designated for work-study and can be matched to a student's job funding source. When matched with federal work-study, this increases a students' work-study allotment. For those with Student Help positions, the match is beneficial to both the student and the department that hires them. The student has the opportunity to work and the department has the ability to hire additional workers since the CalWORKs program is paying 75% of the student's salary. In addition, while these employment opportunities help some students to

meet program requirements, they also provide an excellent way for students to gain valuable job experience and skills. On average, CalWORKs places anywhere from 5-15 students in on-campus work-study placements each year.

Finally, some CalWORKs students are also eligible to receive free or low cost childcare while attending Santa Monica College. DPSS does provide child care assistance to most of the students in the program, however, there is money designated in the grant for child care which allows a small number of students to be served through SMC. Students who do qualify may select a licensed child care center, family day care, or an exempt provider to care for their child(ren) while they attend class. The SMC Child Care Director assists eligible students by providing a list of licensed providers to select from, referring students to a local child care Resource and Referral Agency for additional listings, and giving students valuable information on how to choose a provider. It's important to note that the Child Care Services Director, Jenny Trickey, retired in March 2019 and that position was not refilled. As a result, CalWORKs discontinued providing child care services. But since CalWORKs can also get free child care services through the county as part of their CalWORKs benefits, students were not negatively affected. When we had child care funds, some students would get that service through SMC CalWORKs, as opposed through the county, because it was quicker and more streamlined.

The CalWORKs program is unique in both its' structure and function, particularly because it serves low-income parenting students. It is through this uniqueness and the comprehensive services offered that the program supports the college goal of providing a "supportive learning environment." In addition, CalWORKs supports the institutional learning outcome of helping students "acquire the self-confidence and self-discipline to pursue their intellectual curiosities with integrity in both their personal and professional lives."

2. Identify the overarching goal(s) or charge/responsibilities of the program or service area. If appropriate, include ensuring/monitoring compliance with state, federal or other mandates.

As with all student support services programs, the CalWORKs program strives to assist students in achieving academic success and meeting their educational goals. As a grant funded program, it must also work to ensure compliance with state and county requirements for welfare-to work activities.

The population being served through the CalWORKs program faces a variety of challenges and obstacles. For this reason, the staff works in a very comprehensive way to support students in achieving their educational and career goals. While it is very important for the student to understand the classes required to meet their goals, it is equally important for staff to understand the resources each student may need to be successful. An essential responsibility for CalWORKs counselors is to ensure that students are receiving the necessary support services from DPSS including:

- Money for books and school supplies
- Transportation allowance so a student can get to and from school
- Childcare assistance, and
- Additional support services that may include mental health, domestic violence support, or resources for housing and food insecurity

Also of importance is to provide DPSS and the State Chancellor's Office with documentation that participants are in compliance with program regulations. Students are required to provide to the county monthly verification of continued enrollment at SMC and quarterly reporting of their progress. Counselors assist in completing the necessary documentation for each individual student's GAIN Services Worker (GSW).

In addition to ensuring students are in compliance with their program requirements, CalWORKs staff must also make certain the program is in compliance with its contract agreements. The program is audited annually by both the State of California Chancellor's Office, which disperses the state and federal funds designated to the program, and the Los Angeles

County Department of Public Social Services Contract Management Division, which disperses the county funds that support the program. In 2015, SMC senior staff decided not to reenter the contract with LA County DPSS to receive county funds. It was determined that the funds the program received from the county were not enough to justify the added workload that came with signing the contract.

Audits from the State Chancellor's Office involve a fiscal review and case file review. Auditors meet with Accounts Payable to review all program expenditures for appropriate spending on allowable expenses as designated by the program guidelines. The auditor also randomly selects a group of case files to be reviewed. Those files are primarily examined to confirm that the eligibility for program services was verified for each term the participant was in the program. In addition, CalWORKs staff must report data to the Chancellor's Office every term. The required data is entered into ISIS by program staff and submitted to the Chancellors' Office by SMC's Management Information Systems (MIS). There are a total of 18 data elements tracked in different areas from the basic information regarding eligibility, family status, and number of dependents to a variety of data elements in each of the three major program services areas – case management, child care, and work-study.

3. If applicable, describe how the Institutional Learning Outcomes (ILOs), Supporting Goals, and/or Strategic Initiatives of the institution are integrated into the goals of the program or service area.

The Santa Monica College Institutional Learning Outcomes and the Strategic Initiatives are integrated into the goals of CalWORKs. The Student Learning Outcomes for the program have been mapped to the ILOs and include the following:

SLO #1 – As a result of meeting with a CalWORKs Counselor, students will articulate and prioritize the appropriate coursework needed for the subsequent term that complies with the educational goals identified in his/her welfare-to-work plan.

SLO #2 – As a result of meeting with a CalWORKs Counselor, students will understand the Math and English requirements to meet their educational goal.

SLO #1 has been mapped to ILO #2 that states students will "obtain the knowledge and skills necessary to access, evaluate, and interpret ideas, images, and information critically in order to communicate effectively, reach conclusions, and solve problems". The critical attributes in both the ILO and the CalWORKs SLO are knowledge and skills. For CalWORKs students, knowing what they need to do in order to achieve their academic goals is crucial. They must understand and develop the skills necessary to succeed academically. In addition, they must be responsible and learn to navigate overwhelming educational and welfare-to-work systems that provides them with much needed support.

SLO #2 has been mapped to ILO #1 stating that students will "acquire the self-confidence and self-discipline to pursue their intellectual curiosities with integrity in both their personal and professional lives." Self-confidence and self-discipline are an integral part of student success. The hope is that confidence will increase as students have a better understanding of their own responsibilities in the program and of the resources available.

CalWORKs participants are juggling the responsibilities of being a parent and pursing an education while dealing with financial hardships. Some are trying to overcome a cycle of poverty. Others may be dealing with the circumstances that have brought them to this place in their life. For some, there is a stigma associated with being a welfare recipient. All of these factors effect a student's performance. Since one of the goals of the CalWORKs program is to assist students in their academic achievement, these factors must be taken into consideration when providing case management and counseling services. By providing a safe and supportive environment, CalWORKs staff help to foster a student's personal growth.

The unique structure of the program also offers staff an opportunity to develop strong relationships with students in that counselors have multiple contacts with students over a period of time.

4. If your program receives operating funding from any source other than District funds identify the funding source. If applicable, note the start and end dates of the funding (generally a grant), the percentage of the program budget supported by non-District funding, and list any staff positions funded wholly or in part by non-District funds. Do not include awards for non-operational items such as equipment (ex. VTEA) or value added activities (ex Margin of Excellence).

The CalWORKs program at Santa Monica College began in 1997. Funding from the program has always been a combination of state and county grants. State funds are allocated on a yearly basis and divided among 3 funding categories: State CalWORKs, State CalWORKs Child Care, and TANF. Los Angeles County grants are awarded on a three year funding cycle. As previously stated, SMC discontinued the Los Angeles County grant in 2015.

State funding has stabilized with the restoration of categorical funding in 2016. The restoration was needed to help categorical programs that took a 45% budget reduction in 2008 due to the recession. Annual funding levels from each grant source are detailed in Table 2 attached.

The CalWORKs program staff consist of the following:

- Associate Dean of Special Programs
- Two part-time Counseling Faculty
- One Student Services Assistant (50%)
- One full-time Child Care Services Director (retired in March 2019).

The Student Services Assistant and part-time counseling positions are fully funded by the grants and the Child Care Services Director position is funded in part by the grants and in part by district funds as part of the district required match. The Associate Dean is fully funded by the district and 20% of the salary and benefits counts toward the required district match for CalWORKs. The funding cycle for the grants is July 1 through June 30 of each year, which is in line with the district fiscal year.

B. Populations Served

In this section you will provide information that describes who your program or service area serves. When comparing data from different periods, use a consistent time frame (ex. Compare one fall term to another fall term)

Saved Information For Populations Served

Area/Discipline Information Pertains To

All Disciplines (answered once)

1. Describe the students your program serves in terms of ethnicity, race, gender, age, residency status, citizenship, educational goal, enrollment status, and full/part-time status. Note any changes in student or enrollment data since the last program review.

The following data was obtained from SMC's Office of Institutional Research or the State of California Community Colleges State Chancellor's Office.

Ethnicity/Race

In 2018-19 the CalWORKs program served 149 unduplicated individuals. The two largest ethnic groups served were Hispanic/Latinx students (36.91%) and African American/Black students (22.15%).

In reviewing ethnicity/race data over the last six academic years (Table 3), Hispanic/Latinx students have consistently accounted for the largest proportion of CalWORKs participants. In comparison to the data from the previous 6-year program review where African American/Black students accounted for the majority of participants. In 2013-14 Black students accounted for 36% of program participants then represented 22.15% in 2018-19. For comparison, in 2017-18 African American/Black students accounted for 7.9% of the college population at Santa Monica College and Hispanic/Latinx students accounted for 35.7%.

Gender

In 2017-18 the CalWORKs program was predominately female with women representing 83.22% of the students served. With regards to gender, the CalWORKs population has remained primarily female since the inception of the program. But 2017-18 did see the largest percentage of male participants at a rate of 16.78%. One factor that may be impacting the shift among males and females in the CalWORKs population is the program has been experiencing an increase in the number of two-parent households in the program in which both parents have been assigned to school as part of their welfare-to-work plan.

Age

CalWORKs participants tend to be an older population. In 2018-19, the largest age group was 20-29 (42.96%). But the largest percentage of CalWORKs participants (51%) were age 30 or older. This has been the gradual shift over the last six years where the 20-29 age group has slowly declined as the majority group in the program.

Educational Goal

The top educational goal for CalWORKs participants is the same as for students college-wide. In 2017-18 76.6% of CalWORKs students identified "transfer" as their primary educational goal compared to 72.5% college-wide.

Enrollment Status

Part-time students, those enrolled in 0.5 to 11.5 units during the semester, make up a majority of students in the CalWORKs program, 59.7% in 2017-18. This part-time status has remained consistent over the last six years, although there was a spike up to 70.5% in 2015-2016.

2. Compare your student population with the college demographic. Are the students in your program different from the college population? Reflect on whether your program is serving the targeted student population.

The demographics of the CalWORKs participants does differ from the general Santa Monica College student population in a few ways. When reviewing the data presented in Section B1, the following observations can be made:

- 83.2% of CalWORKs participants were female, compared to 53.4% college-wide
- A significantly larger proportion of CalWORKs students were African American/Black (22.15%) as compared to the total campus population (8.9%). The Hispanic/Latinx CalWORKs population has steadily increased over the years (36.9%), so it is now on par with the college-wide number of 38.4%
- CalWORKs students represented an older demographic. 66% of CalWORKs students were over the age of 25 compared to 33.9% college-wide
- Only 4.8% of CalWORKs participants were first-time students compared with 17.1% campus-wide
- A larger percentage of CalWORKs students were "continuing students" compared to campus-wide, 66.1% CalWORKs versus 42.4% campus-wide
- A larger percentage of CalWORKs participants were enrolled as full-time students (40.3%) compared to campus-wide (21.8%)

3. Discuss any significant change(s) in the population(s) served since the last full program review and the possible reasons for the change(s).

The only significant change that can be identified over the last six years is the flip in the majority ethnic group served by CalWORKs. In reviewing ethnicity/race data over the last six academic years, Hispanic/Latinx students have consistently accounted for the largest proportion of CalWORKs participants. In comparison to the data from the previous 6-year program review where African American/Black students accounted for the majority of participants. The shift among Hispanics for both CalWORKs and college-wide may be a reflection of the changing demographics in California and Los Angeles County. Another important factor to note is that reporting categories for ethnicity/race changed in fall 2009 and a "Two or More Races" category was added. This new reporting category may have impacted ethnicity/race identification and subsequently influenced percentages in some categories.

C. Program Evaluation

In this section programs/units are to identify how, using what tools, and when program evaluation takes place. Evaluation must include outcomes assessment as well as any other measures used by the program. Please use Section D to address program responses to the findings described in this section.

Programs/units with multiple disciplines or functions may choose to answer the following questions for each area. If this is your preferred method of responding, begin by selecting a discipline/function from the drop down, answer the set of questions and click "Save", your answers will be added to the bottom of page. Do this for each discipline/function. If you would like to answer the questions once, choose "Answer Once" from the drop down.

How would you like to answer these questions?

Saved Information For Program Evaluation

Area/Discipline Information Pertains To

All Disciplines (answered once)

1. List your student or instructional support service SLOs or UOs.

SLOs are specific, measurable statements of what a student should know, be able to do, or value when they complete a program/course or sequence of activities. An SLO focuses on specific knowledge, attitudes, or behaviors that students will demonstrate or possess as a result of instruction or program activity.

UO statements focus on service or operational outcomes such as:

- *Volume of unit activity*
- *Efficiency (responsiveness, timeliness, number of requests processed, etc.)*
- *Effectiveness of service in accomplishing intended outcomes (accuracy, completeness, etc.)*
- *Compliance with external standards/regulations*
- *Client/customer satisfaction with services*

The CalWORKs Student Learning Outcomes are linked to the Counseling SLOs, and include the following:

SLO #1 – As a result of meeting with a CalWORKs Counselor, students will articulate and prioritize the appropriate coursework needed for the subsequent term that complies with the educational goals identified in his/her welfare-to-work plan.

SLO #2 – As a result of meeting with a CalWORKs Counselor, students will understand the Math and English requirements to meet their educational goal.

2. Describe when and how the program assesses these SLOs and UOs and uses the results to inform program planning including:

- **how outcomes are assessed and how often**
- **the assessment tool(s) used**
- **the sample (who gets assessed)**
- **how and when the program reviews the results and who is engaged in the process**

The CalWORKs program uses WebISIS to assess each SLO. Counselors are able to generate the SLOs during appointments and use a drop-down menu to evaluate whether the SLO standard has been met or not. Upon implementation of the SLO it was realized that the number of students that would be assessed for each SLO would be low. The nature of the CalWORKs program is that counselors see the same students many times over the semester and evaluation of each SLO during those multiple contacts was unwarranted. What was more realistic was that there were select students that were more suited for SLO evaluation. New students to the program were the ones identified most for assessment and students who specifically scheduled appointments to review educational planning. This results in a small number of students being included in SLO data.

3. What other evaluation measures does your student or instructional support service use to inform planning? (For example, surveys, longitudinal data, support service use etc.) Note trends, differences in performance by group (ethnicity, gender, age), and any unusual patterns in student success and retention.

Counseling Contacts

The CalWORKs program utilizes the Student Appointment Tracking System in the WebISIS Counseling Subsystem to track student counseling contacts. This is the same system used by other counseling programs. Table 4 shows data for counseling contacts in a fall to fall comparison.

CalWORKs counseling contacts have significantly decreased from fall 2013 to fall 2018 which is consistent with the decreased number of students being served (225 in 2013-2014, 149 in 2018-2019).

The 33.7% decrease in participation and counseling contacts is due to the fact that CalWORKs participation across the state is down. When the economy is doing well, more individuals who are receiving CalWORKs have more opportunities to find viable employment. And as a result, these individuals are employed and may no longer need the welfare benefits.

Success and Retention Rates by Ethnicity

The success and retention rate for CalWORKs students in 2017-2018 was 61.2%, college-wide it was 70.8% (Table 5). White students had the highest course completion rate (79.0%) among all ethnicities while representing the third largest ethnic group of students (21.48%) during that same semester.

Student Satisfaction Survey

Every spring semester the CalWORKs Program administers an electronic student satisfaction survey to participants. The results from the Spring 2019 survey yielded the following information:

- 87% of respondents felt that the CalWORKs staff helped them understand the CalWORKs requirements for Los Angeles County GAIN/DPSS "extremely well"
- 93% of respondents rated the quality of CalWORKs academic counseling as "high quality" or "very high quality"
- 93% of respondents "agreed" or "strongly agreed" that CalWORKs assisted them in reaching their educational goals for the year
- 100% of respondents agreed that the CalWORKs counselor developed their student educational plan to align with their welfare-to-work plan
- 100% of respondents that had a work-study placement rated the experience as "positive"
- 100% of respondents rated their satisfaction with CalWORKs as "satisfied" or "very satisfied"

D1: Past year's Objectives

As part of the planning process, programs are expected to establish annual objectives that support the program's goals. Please document the status of the program/function's previous year's objectives. Add comments if you feel further explanation is needed.

Objectives
No Objectives have been defined

In this section, please document what you did last year as a result of what you described in Section C.

1. Describe any accomplishments, achievements, activities, initiatives undertaken, and any other positives the program wishes to note and document.

- The CalWORKs program has continued its commitment to serve parenting students receiving welfare-to-work benefits. This student population has unique challenges in pursuing their educational goals and are appreciative of the CalWORKs team that is aware of their struggles.
- The program has passed all state, county and district audits without findings.
- CalWORKs moved office locations twice over the last six years. The program was originally housed in a small bungalow in Parking Lot 1 behind the former Counseling Complex. In 2016, they moved next to EOPS into Room 104T of the Student Services Complex. And finally, in June 2019, the program moved into the second floor of the new Student Services Center.
- Although participation decreased by 34% over the last six years, the CalWORKs staff, who are all part-time, continued to provide quality service to participants each year.

2. Summarize how the program or service area addressed the recommendations for program strengthening from the executive summary of the previous six-year program review.

There were two recommendations made after the previous six-year program review:

Recommendations for Program Strengthening

The committee acknowledges the extreme documentation required by the CalWORKs funding sources and the impact of staff reductions. It is with caution that the committee

recommends that CalWORKs consider the following to further strengthen the program:

1. Consider ways of evaluating program services that are not dependent upon inconsistent feedback from the County.
2. Align SLOs with County reporting requirements.

CalWORKs began administering its own satisfaction survey that was not dependent on feedback from the county. Especially since SMC CalWORKs ended its contract with Los Angeles County in 2015. This new survey allows the program to collect data that is more relevant.

The CalWORKs SLOs were aligned with the Counseling SLOs, since CalWORKs is a counseling program. But even that proved to be somewhat problematic, primarily because SLO data would not be consistent since CalWORKs counselors see students multiple times each semester. Therefore new SLOs have been identified for CalWORKs:

SLO#1 - CalWORKs participants will have a strong understanding of the CalWORKs requirements outlined by Los Angeles County GAIN/DPSS.

SLO#2 - CalWORKs participants will receive a student educational plan that is in line with their welfare-to-work plan.

SLO #3 - CalWORKs participants with a work-study placement will have a positive work experience.

3. Describe any changes or activities your program or service area has made that are not addressed in the objectives, identify the factors (e.g., licensure requirements, state or federal requirements, CCCO mandates, regulations, etc.) that triggered the changes, and indicate the expected or anticipated outcomes.

The biggest change to CalWORKs is the retirement of the Child Care Services Director, Jenny Trickey, in March 2019. That position worked on child care for CalWORKs and SMC. It was decided by administration that the position would not be refilled. As a result, CalWORKs decided to end the child care subsidies it provided to participants, and refer participants back to the county to receive their entitled child care subsidies.

It's important to note that SMC CalWORKs provided the child care subsidies to 8-12 participants each year. The county is required to provide child care subsidies as part of the welfare-to-work benefits each participant is entitled. But sometimes it takes a while for the service to begin when a student first enters CalWORKs through the county. As a result, SMC CalWORKs would offer the subsidies to new participants as a gap filler because we were able to set them up very quickly. And then once the county benefit started, that participant would transfer over to the county child care subsidies.

4. If your program received one time funding of any kind indicate the source, how the funds were spent and the impact on the program (benefits or challenges).

Not applicable

D2. Moving Forward

Discuss and summarize conclusions drawn from data, assessments (SLO, UO) or other evaluation measures identified in Section C and indicate responses or programmatic changes planned for the coming year(s) including:

- **how the assessment results are informing program goals and objectives, program planning, and decision-making**
- **specific changes planned or made to the program based on the assessment results**

In reviewing the data, it is apparent that the program can work on the success and retention rate of participants. The CalWORKs participant overall rate is 61.2%, compared to the college-wide rate of 70.8%. But even more dramatic are the rates for Hispanic/Latinx and African America/Black CalWORKs participants, 54.7% and 58.4% respectively. It will be interesting to see if these rates change in the next couple of years with the implementation of AB705 and the elimination of remedial/basic skills courses in Math and English.

Hispanic/Latinx and African American/Black student populations are two identified groups in the Santa Monica College Student Equity Plan with equity gaps that need to be addressed. And as the college continues to try to "move the needle," CalWORKs will have to support those efforts by ensuring that parenting students within those disproportionally impacted groups have their unique needs addressed.

Through the CalWORKs student satisfaction survey, it is evident that participants are satisfied with the work that the CalWORKs team is doing and are happy with the services and support that is provided. Which is a great testament to the dedication of the team, who all work on the program in a part-time capacity.

With regards to SLOs, new SLOs have been identified to better align with the scope and work of CalWORKs and the student population being served.

D2: Coming year's Objectives (Moving Forward)

Objective #1
Objective:

Improve the CalWORKS work-study component of the program, either in program content, participation rate, and/or amount of funds expended to support the program.

Area/ Discipline/ Function Responsible: CalWorks

Assessment Data and Other Observations:

External Factors:
Other Factors
Desire to give CalWORKs participants job training and skills for employment.

Timeline and activities to accomplish the objective: The CalWORKs team will develop strategies by the end of Fall 2019, with implementation for the Spring 2020 semester.

Describe how objective will be assessed/measured: Objective will be met when there is an increase in work-study participation, all of the work-study allocation has been expended each year, and participants indicate gained job skills

Comments: None

Objective #2
Objective:

Increase the staffing levels that support the work being done in CalWORKs.

Area/ Discipline/ Function Responsible: CalWorks

Assessment Data and Other Observations:

External Factors:
Other Factors
Review of program needs

Timeline and activities to accomplish the objective: If PBAR is approved, hiring will be complete by Spring 2019.

Describe how objective will be assessed/measured: The hiring of a Project Manager and/or Job Developer

Comments: None

Objective #3
Objective:

Develop programming to engage CalWORKs participants beyond counseling appointments.

Area/ Discipline/ Function Responsible: CalWorks

Assessment Data and Other Observations:

External Factors:
Other Factors
Ideas from CalWORKs participants

Timeline and activities to accomplish the objective: Fall 2019 - Start CalWORKs student club

Spring 2020 - implement CalWORKs employment workshops and self-care workshops

Describe how objective will be assessed/measured: Establishing a CalWORKs student club and implementing more CalWORKs specific workshops and activities.

Comments: None

F. Community Engagement

In the prompts that follow, please delineate the partnerships you have with the rest of the SMC community as well as those you have with external organizations.

1. If applicable, describe how your department staff members engage in institutional efforts such as committees and presentations, and departmental activities.

The CalWORKs program is managed by Nick Mata, Associate Dean of Special Programs. Current staffing includes two part-time Counseling Faculty, Audrey Sandoval and Juliana Parker, and a 50% Student Services Assistant, Marcia Merritt Williams (her other 50% assignment is working with the CARE Program.

The Child Care Services Director, Jenny Trickey, retired in March 2019 and that position was not refilled. She coordinated both the child care and work-study component of the CalWORKs program. Her responsibilities also included overseeing the CCAMPIS (Child Care Access Means Parents In School) grant at SMC and the Associated Students Child Care Scholarship fund. In addition, she also participated in the following institutional activities:

- Division of Student Affairs meetings
- Early Childhood Education Department meetings
- Accreditation Self-Study Team
- VIP Welcome Day
- Student Services Award Celebration, and
- Associated Students Resource Fair
- Santa Monica Preschool Collaborative

Juliana Parker has facilitated a support group for CalWORKs participants. She has also served on a variety of committees including:

- EOPS Advisory Committee
- Student Services Awards Celebration Committee
- Counseling Department Social Committee

Committee participation and institutional involvement for Audrey Sandoval has included:

- EOPS Advisory Committee
- Counseling Department Social Committee
- Academic Senate Representative
- Program Review Committee
- Honor Council member
- Faculty Association Representative
- Student Services Celebration Committee

2. If applicable, discuss the engagement of program members with the local community, industry, professional groups, etc.)

Due to the funding structure of the CalWORKs program and the goal of providing consistent and comprehensive services for participants, engagement with outside agencies is crucial. In order to stay current with policies and procedures effecting CalWORKs participants, staff attend a variety of community meetings including:

- Monthly LAC-5 (Los Angeles County Community College CalWORKs Consortium) that includes members from other community college CalWORKs programs, staff from the Department of Public Social Services, representatives from local legal service agencies, and representatives from South Bay WIB (Workforce Investment Board)
- Monthly CWETEP (CalWORKs Education, Training and Employment Partnership) Steering Committee Meeting
- Quarterly GRET (GAIN Regional Education and Training) meetings
- Annual CalWORKs Association training
- Trainings provided by DPSS and the State Chancellor's Office

3. Discuss the relationship among program faculty and staff, between program faculty, staff and students, and the involvement of program faculty and staff with other programs or areas.

The relationship between program faculty and staff is very strong. Not having a central office location and staffing schedules for many years created some obstacles. But now that all program staff are in one office, the program operates more efficiently. Since the counselors work on opposite days, they keep in contact by phone and via email to make certain student needs are being met and any necessary follow-up is done in a timely manner.

CalWORKs program staff work very diligently to establish consistent and respectful relationships with students. It is important for students to see program faculty and staff as advocates. Someone who is there not only to guide them educationally but who is available to support them, find resources to deal with any challenges or obstacles they might face, and liaison with the County to make certain they are meeting program requirements and receiving necessary supportive services. CalWORKs staff are available to students in-person, by phone, or via email. In addition, staff utilize email blasts to keep students informed about upcoming events or campus resources such as the College Fair, Job Fairs, College campus visits, Cool Careers workshops, Club Row, or any other event staff feel may be beneficial to program participants.

Program members work closely with other programs or service areas on campus as well. In some instances, students are part of multiple special programs on campus and it is important for staff to know the available services and resources of each program. CalWORKs staff have consulted with EOPS to make sure there is no duplication of services such as with book grants. Program staff make referrals to other programs such as EOPS, Latino Center, Black Collegians, and Disabled Students Program and Services that may have additional resources not available through the CalWORKs office such as tutoring or scholarship opportunities. Additionally, working closely with Financial Aid and Payroll is important for those students working on campus either through work-study or student help as those funds are matched with CalWORKs funds. Another campus area that CalWORKs has had to work very closely with over the past few years is Management Information Systems. MIS has been invaluable in helping the program to meet both State and County reporting requirements.

G1. Current Planning and Recommendations

The following items are intended to help programs identify, track, and document unit planning and actions and to assist the institution in broad planning efforts.

1. Identify any issues or needs impacting program effectiveness or efficiency for which institutional support or resources will be requested in the coming year. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request support or resources through established channels and processes].

At this point, CalWORKs appears to be on level ground. The budget from the state and federal governments is stable. But that can change with a downturn in the economy or the political landscape. When state and federal budgets begin to get scarce, it is entitlement programs, such as CalWORKs, that are the first on the chopping block. So unless that happens in the coming year, the program should be ok.

2. If applicable, list additional capital resources (facilities, technology, equipment) that are needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

Since moving into the new Student Services Center, CalWORKs is finally in a nice, appropriate office space to best serve students. So the program facilities needs are currently being met. The computers currently being used by the program are do for replacement in 2019-20. If the CalWORKs budget can't support the upgrade, the district may be approached to support that expense.

3. If applicable, list additional human resources (staffing, professional development, staff training) needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

The CalWORKs program is currently functioning with all part-time staff. The program is in need of a Project Manager and/or a Job Developer. They could be part-time but each position is vital for the program to function in a more efficient manner and to provide students with more quality service.

The Job Developer is also a critical position for the CalWORKs program. The Job Developer would monitor and track expenditures for CalWORKs students working in work-study or Student Help positions on the campus. While this function is extremely important for State data and reporting purposes, the needs of this population extend far beyond that. The CalWORKs program is considered a welfare-to-work program that hopefully leads a participant on a path to self-sufficiency. As such its goals are twofold. One is to ensure a student is prepared educationally to compete in the workforce. Two is to make sure that students are also ready professionally to enter the job market. The previous Job Developer was able to assist students with learning or improving basic work skills such as general appearance and dress, punctuality, oral and written communication abilities, working with peers and supervisors, and workplace behavior, all of which are important in getting and keeping a job. The position also helped students with writing a resume and job interview skills. Without this position, the CalWORKs program is not able to provide and enhance these comprehensive services and the students are not being adequately served.

Finally, the program is in need of a Project Manager. In the program's current structure the Associate Dean of Special Programs is providing leadership and oversight and is the designated Coordinator for grant contracts. The Associate Dean is able to provide administrative assistance with budgets and expenditures but the program would benefit from a Project Manager that could take on a more active role in the program. The Project Manager would be able to take over the program responsibilities being performed by the Associate Dean in addition to a variety of other program needs. Currently, program staff and faculty are attending off-campus monthly and quarterly meetings. These meetings are important in keeping up with program policy, maintaining strong relationships with contract partners, and staying informed of program issues and changes. However, attendance to these meetings is taking time away for staff and faculty to provide direct services to students. There are also other meetings and trainings offered through the Statewide CalWORKs Association or DPSS that are not even attended because of time and responsibility constraints for program staff. A Project Manager could also help the program with program evaluation and SLO development and assessment. While the CalWORKs program may be seen as a small program, the mission, scope and detail of the work is important. Having the needed staff to support the program is critical for program integrity and service delivery.

4. List all current positions assigned to the program.

The CalWORKs program staff consist of the following:

- Two part-time Counseling Faculty (18 hours a week each)
- One Student Services Assistant (50%)
- One full-time Child Care Services Director (retired in March 2019).

The above three positions are those faculty and staff assigned to the program. The Associate Dean of Special Programs oversees the program and serves in an administrative capacity for the program. For the State and County contracts the Associate Dean is the designated Coordinator of the CalWORKs program and is the contact point for both funding entities. He is also responsible for a variety of administrative duties including:

- Preparing program budgets for the District

- Submitting annual State CalWORKs Program Plan and Budget to the Chancellor's Office
- Tracking and submitting annual expenditure reports to the Chancellor's Office
- Conducting staff meetings and meeting with program staff as needed
- Assisting with the preparation for State and County audits

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G2. Future Planning and Recommendations

The following items are intended to help programs identify, track, and document unit planning and actions and to assist the institution in broad planning efforts.

1. Projecting toward the future, what trends could potentially impact the program? What changes does the program anticipate in 5 years; 10 years? Where does the program want to be? How is the program planning for these changes?

Funding continues to be a concern for the program. While the State has continued to fund the program, the funding level is never considered stable due to potential changes in the economy or the political landscape. State funding is based on a formula and does offer a minimum guarantee for each successive year, however mid-year cuts can always be implemented if needed. In addition, the State Chancellor's Office recently removed language in the regulations for CalWORKs that calls for a district to provide a match to the program. As a result, starting in the 2020-21 fiscal year, districts will not be required to provide any amount of match to CalWORKs. If the state economy changes, and it affects the CalWORKs allocation, then the program could find itself in a very dire situation.

Programmatically, the only change that could potentially impact CalWORKs is the Department of Public Social Services recommitting itself to the philosophy of "work first" when it comes to referring participants to activities to fulfill their welfare-to-work requirements. Obviously, it is much easier and cheaper to send CalWORKs participants to get a job to fulfill their required hours of activity, as opposed to sending them to pursue training or degree. But without skills, training or a degree, the types of jobs participants are going to qualify for are going to keep them in the cycle of poverty. The only way to break that cycle is through education. The program will need to continue to advocate for participants to be able to pursue education to get them on the road to self-sufficiency and out of poverty.

2. If applicable, list additional capital resources (facilities, technology, equipment) that will be needed to support proposed changes. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

Not applicable.

3. If applicable, list additional human resources (staffing, professional development, staff training) that will be needed to support proposed changes. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

The CalWORKs program is currently functioning with all part-time staff. The program is in need of a Project Manager and/or a Job Developer. They could be part-time but each position is vital for the program to function in a more efficient manner and to provide students with more quality service.

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4. If applicable, note particular challenges the program faces including those relating to categorical funding, budget, and staffing.

Please see question #1 above regarding budget challenges and question #4 above with regards to staffing issues.

5. Summarize any conclusions and long term recommendations for the program resulting from the self evaluation process.

- Develop strategies to increase the success and retention rate of CalWORKs participants, incorporating the unique needs of parenting students
- Strengthen and enhance the CalWORKs work-study program
- Since the program operates with all part-time faculty and staff, find a way to hire a Project Manager and/or a Job Developer to help the CalWORKs program be more intentional in its mission
- Develop programming to engage participants beyond counseling appointments

6. Please use this field to share any information the program feels is not covered under any other questions.

The CalWORKs program is a complex program to evaluate for effectiveness and success. Student surveys and traditional data definitely provide an excellent framework for reviewing the program to see if it is working and the program will continue to utilize this information to direct program objectives. However, for staff, the successes of the program are not always revealed in data.

One example is a student whose primary goal is to study English as a Second Language (ESL) so he/she can get a job. That student may come to SMC for one or two semesters and take credit or non-credit ESL classes. CalWORKs staff ensure that student is getting all the support services needed such as money for books, transportation, and child care so he/she can stay in school. After a semester or two that student may find a job having accomplished his/her goals. For the program and the student, that is a success.

Another example of a student whose primary goal is to find a job and get off cash-aid is the student who recently lost a job or is considered under-employed. This student may need to enhance his/her job marketability or opportunity for advancement in current employment by increasing computer skills. This student may gain those skills in a semester or two, accomplish his/her goals and find a job or a better job. Again, this is seen as a program success but is not reflected in data such as retention or degree/certificate completion.

Evaluation of Process

Please comment on the effectiveness of the Program Review process in focusing program planning.

I believe in the Program Review process, both the annual and 6-year. When utilized correctly, they can be very helpful in informing the planning process for the program or area. Especially in regard to identifying goals and objectives. I just wish there was a way to make the whole process feel less cumbersome. I felt supported by the committee and Institutional Research, but what I lacked was the "time" to do the reading, reflecting and deep work. But I guess that is the culture of higher education these days, especially in California. We are in initiative overload, everyone is working on multiple priorities, and there isn't time to slow down and do the deep work.

For me, I wish 6-year program review would be set-up similar to writing a dissertation. The process would start a year out from the due date, have planned benchmarks throughout that year concerning data collection/review, allowing you to engage and complete certain sections at one time. I feel this would allow that deeper reflection to occur. This may sound like a time management issue, but I feel it is bigger than that. So in the future, for me, that is how I plan to approach the work.

Executive Summary

These fields to be filled out by the Program Review committee. Reports will be sent to the program and will be available on-line to populate relevant fields in the annual report and the next 6 year report.

Narrative

Program Evaluation

Commendations

Recommendations for Program Strengthening

Recommendations for Institutional Support

Attached File Upload

Attached Files

CW Age	
Table 1 - CW Served	
Table 2 - CW Funding	

Table 3 - CW Race/Ethnicity	
Table 4 - Counseling Contacts	
Table 5 - Success and Retention	