

Student Services Program Review - CalWORKs - 2024 Cycle Latest Version

Student Services (1) - Program Description Final Submission: Version by Garcia, Michelle on 06/05/2025 21:49

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

CalWORKs is a California Community College Program serving CalWORKs students and their families by providing educational and career opportunities, combined with an array of high quality support services, enabling students to complete their educational goals, find meaningful employment and successfully transition into the workplace. Through collaboration and advocacy with college and community partners, the CalWORKs Program prepares a segment of California's workforce by strengthening their economic self-sufficiency through attainment of higher education and vital workplace skills. CalWORKs funds are for the purpose of assisting single parents, or two-parent families with children under the age of 18 who are receiving Temporary Assistance for Needy Families (TANF).

At the state level, CalWORKs is the community portion of the California Work Opportunity and Responsibility to Kids Act. This is the welfare reform program established by Assembly Bill (AB) 1542. In 2014 SB860 - Education Code 79200 made community college CalWORKs Programs a permanent statutory program for all campuses, no longer subject to annual reauthorization.

The Mission

Our mission statement: Compton College is an equity-driven, inclusive community resource dedicated to providing opportunities and support for historically underserved student populations, particularly students of color. We cultivate a sense of belonging to support students in achieving their academic goals. Compton College provides students with knowledge, strategies, and skills needed for workforce readiness and facilitates clear pathways for program completion and transfer to four-year institutions, all aimed at enhancing the well-being of our local community.

The CalWORKs Program at Compton College makes a positive difference in students' lives by serving as the point of entry for parents on public assistance choosing to transition into educational programs at the community college as their approved welfare-to-work activity. CalWORKs provides coordination with the Department of Public Social Services (DPSS), Greater Avenues for Independence (GAIN) and other community agencies specializing in support services, campus referrals, on and off campus work experiences, and assistance with certificate and degree attainment. If time permits students have the option to transfer to a four-year institution. The purpose of this program is to assist students in ultimately solidifying employment in their career field in Southern California and beyond. CalWORKs assists in supporting the mission and vision of Compton College by offering services for students in alignment with the Statement of Values and Strategic Initiatives noted in the following section:

Statement of Values

CalWORKs staff are committed to serving as positive role models and mentors, through professional excellence, as we provide support and opportunities for our diverse student population to expand their knowledge, employability skills and work ethic in pursuit of their educational and career goals. The CalWORKs staff uphold the core values of integrity, inclusion, equity, celebration of diversity, and a just education for all, as the foundation of our program.

Strategic Initiatives

Strategic Initiative 1: Improve recruitment, enrollment, retention, and completion rates for our students.

- **Outreach Efforts:** Recruitment begins with our county and community partners and extends through our departmental relationships here on campus. We participate in education fairs, classroom visits, and other partner events.
- **Wrap Around Services:** Having both a full-time specialist and student services advisor allows us to create equitable practices, such as tailored support to meet the needs of each individual student. Case management allows for constant student connection and timely support. These positions are made possible through our partnership contract with the Los Angeles County Department of Public Social Services.
- **Individual Employment Plans:** CalWORKs students participating in work study engage in meaningful learning objectives tied to career and workplace goals and are evaluated by their supervisor. Moreover, offering campus jobs through this program supports stronger student involvement with the institution;
- **Advocacy for Students:** Eligibility or county verification documents are submitted for ancillary benefits to be used towards student educational expenses: i.e. books, supplies, transportation, and clothing allowance for work attire. This assures that students have the materials they need to support their academic success;

Strategic Initiative 2: Support the success of all students to meet their education, and career goals.

- **Counseling Support/Academic and Career Advisement:** With a dedicated full time, counselor, we assure that every CalWORKs student receives thorough counseling and an educational plan suited to their educational goals and required county contract. Additionally, the progress of students is monitored regularly, providing clear pathways to certificate, degree or transfer attainment.
- **CalWORKs Student Empowerment Series:** These yearly student events provide training on topics related to academic, personal, and career success. Staff and faculty from various campus departments are invited to present vital supportive information;
- **Campus Connections:** In order to minimize equity gaps for our students in access to resources and campus opportunities, we serve on committees and sit in on partner division and department meetings. Along with other such activities, our staff stays abreast of the latest academic and student support information and opportunities available to our students;
- **Parenting Students:** Our students are non-traditional, not only in age, but also that they are raising children while pursuing their education. Our department is strategic and intentional in creating programming and services that not only supports them as students, but also as parents. An example of this is our parenting workshop series;
- **Community Based Organizations:** CalWORKs provides student referrals off-campus for a variety of services including legal assistance, transitional housing, domestic violence, affordable housing and special programs, child support and child custody, advocacy for disadvantaged women in education and health care services so students can focus on their educational goals. As part of our focused retentions efforts, we take a holistic approach to student support;

Strategic Initiative 5: Establish partnerships in the community and with the K-12 schools

- **Partnership with Los Angeles County Department of Public Social Services (DPSS) GAIN Services Workers (GSWs):** CalWORKs staff nurtures effective partnerships with the County GSWs assigned to individual students in order to properly coordinate the educational component of their welfare to work activities and advocate for resources available to our students through GAIN;

- **CalWORKs Education, Training and Employment Partnership (CWETEP) Meetings:** The CalWORKs director and technician overseeing the work study component of our program regularly attend quarterly meetings, with upper level management from the six GAIN Regions and community partners, to discuss policy implementation and initiate collaboration related to education and employment for all of Los Angeles County;
- **GAIN Regional Education and Training (GRET) Meetings:** Staff attend quarterly meetings to share program and vocational training information with DPSS staff and other educational institutions and agencies in attendance. This also allows our staff to stay up to date with policy changes;
- **Los Angeles County Community College CalWORKs Consortium (LAC-5) Meetings:** The Director and student services advisor attend monthly meetings which includes the 21 local community college CalWORKs programs together with DPSS - GAIN representatives, community agency advocates, and state colleges to discuss issues of mutual interest related to student education and employment;
- **South Bay Workforce Investment Board Contract:** Job placement opportunities, and a percentage of salary costs for CalWORKs students placed in off and on-campus work study, is provided through this contract which provides student employment at no cost to the employer. Our office maintains regular communication with this organization and continues to grow opportunities available through this collaboration;
- **Student Employability Skills Training:** Local Work Source Centers, the Employment Development Department (EDD), LA County DPSS Job Developers and other community resources invited as speakers for student workshops and partners in student activities;
- **Community Based Organizations:** CalWORKs provides student referrals off-campus for a variety of services including legal assistance, transitional housing, domestic violence, affordable housing and special programs, child support and child custody, advocacy for disadvantaged women in education and health care services so students can focus on their educational goals.

b) 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 Effectiveness to obtain data.

The CalWORKs student population is composed of students who are economically disadvantaged and currently receive public assistance as they work toward self-sufficiency. As part of their county welfare-to-work program, they are moving toward obtaining an educational goal that will lead to sustainable employment. Some are entering post-secondary education for the first time and others are returning to college for additional education and/or training for various reasons such as job loss, the disabling condition of self or a spouse, or other issues that have created economic hardship. CalWORKs students may apply for public assistance after registering for classes and choosing a major or may already be on public assistance where it was determined, after receiving job training and placement assistance through the County, that further education is necessary.

Over the last three years our student population has been predominately female, with most identifying as African American or Latino/a. Our students tend to be non-traditional students between 25 to 39. Considering their educational goals, most are seeking associate degrees over certificates (data for this information is listed in a later section). Although our students face many barriers to their educational success, as mentioned above, they also bring a lot of cultural capital with them to college. Our students are resilient and proud of life's obstacles that they have overcome so far. They are hopeful and determined to create a sustainable living, not only for themselves, but for their children. The following data is from the California Community Colleges Chancellor's Office Data Mart.

Data Mart Annual Count for the Compton College CalWORKs Program		2020-2021	2021-2022	2022-2023	2023-2024
Total Term Enrollment		65	74	159	207
Gender	F	65	73	154	199
	M	0	1	4	7
Ethnicity	African American	26	37	80	107
	Asian	0	1	0	0
	Filipino	0	0	0	0
	Latino	32	32	68	81
	Pacific Islander	0	1	1	0
	White	0	0	2	0
	Two or More	4	2	6	17
	Unknown or Decline	3	1	2	2
Age Group	18 to 24	15	12	23	22
	25 to 29	24	22	36	54
	30 to 39	21	28	73	95
	40 to 49	5	9	25	34
	50+	0	3	2	2

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

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

etc.

CalWORKs students face many challenges that may overlap, seeming insurmountable at times, holding the potential to interfere with their educational goals leading to employment and self-sufficiency:

- Being a single parent
- Spouse with a disability impacting employment
- Economic hardship and underemployment;
- Being a victim of domestic violence;
- Having an undiagnosed learning disability;
- Lack of family support or being a first-generation college student.
- Having low self-esteem, anxiety and poor communication skills;
- Health issues for the parent and child (i.e. diabetes, chronic asthma, hyper-tension, poor nutrition, clinical depression);
- Transportation issues;
- Food and housing insecurities;
- Lack of a high school diploma, poor skills in basic reading, writing, mathematics or English language.

For this reason, the community college CalWORKs Program is comprised of faculty and staff with the experience and training to provide specialized academic advisement, counseling and case management for this population. They work collaboratively with on and off-campus programs and resources to secure the wrap-around services needed to address underlying issues, impacting students, allowing them to better focus on their education. For the past two years our department has hosted the Harriett Buhim Center

CalWORKs staff also successfully assist students in securing resources from the Los Angeles Department of Public Social Services (DPSS) GAIN by completing the required paperwork to verify eligibility, attendance, academic progress and expenses to support their educational experience. Staff are required to submit ancillary requests on behalf of the student when there are additional costs that fall outside of the standard ancillary payment of \$250 for part-time students and \$500 for full-time students. Staff are also required to send class schedules for all active students to their individual GAIN workers.

The CalWORKs Work study component is also a great benefit for CalWORKs students. Work study is the only type of work-related funding that is not counted against a participant's monthly welfare benefits. This means that students gain meaningful on-the-job experience without fear of losing valuable family financial and food support. For students participating in work study the average student earnings per semester are \$3,240.00. However, over time the max earning potential for a full semester, based on a 20-hour work week, has grown to \$4,240.

Aside from the financial benefits, students also strengthen job skills, are able to explore career opportunities, and gain valuable mentorship from their supervisors. In 2016 through 2018, the CalWORKs Program paid 50% of the student's salary and the South Bay Workforce Investment Board (SBWIB) split the cost covering the other 50%, so there was no cost to the employer. In fiscal year 2018-19, the contract was modified that changed the percentage distribution, requiring that 75% be covered by the CalWORKs program and 25% paid by SBWIB. To date there is still no cost to the employer on our campus. However, at the end of the 2023-2024 school year, the county announced that it would be ending the SBWIB partnership contract. We anticipate having fewer workstudy positions open to students.

With the full implementation of Cranium, our department is now able to more effectively track student engagement within our program. During the 2023-2024 academic year, there were 25,598 contacts made with students via meetings, paperwork assistance, phone calls, text messages, and interactions through our CalWORKs Canvas site. We booked 436 student appointments, with an even split between in-person and remote methods of communication. Of those appointments the top three reason codes used were educational plans, assistance with county forms, and staff outreach to students. Additionally, with faculty making use of our Early Alert system, the CalWORKs office managed and closed 194 early alerts for CalWORKs students. Lastly, our department offered a combination of 66 workshops, recruitment sessions, and drop-in virtual support groups this past academic year.

All CalWORKs support services described above aid in student retention, persistence and completion. Below are the continuation and completion rates for CalWORKs students and graduates, supplied by the Compton College Institutional Effectiveness Office.

Along with the number, our program also captures qualitative data from our students. Below are just a few narratives from our academically successful CalWORKs students. These portraits of success were also shared with our state-wide CalWORKs collective and our county partners as evidence of the impact our program has on student success toward self-sufficiency.

Awarded Degrees for CalWORKs Students

Award Year	Award Type	
	AA or AS Degrees	Certificates
2020-2021	16	5
2021-2022	22	12
2022-2023	17	9

CalWORKs Overall Success and Retention Rates

	2020-2021	2021-2022	2022-2023
Program Success Rate	57%	61%	60%
Program Retention Rate	79%	76%	84%

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

CalWORKs personnel maintain effective and collaborative relationships with all Compton College departments and support service areas. The program works very closely with EOPS/CARE/NextUP regarding CalWORKs student referrals and information sharing for this population. In 2021, we launched the One App, merging our program application with EOPS/CARE/NextUP to simplify the process of signing up for categorical programs. We have also partnered on workshops and events together over the last few years.

We also work closely with Financial Aid regarding CalWORKs student eligibility for fee waivers, student satisfactory academic progress, federal work study placements, and submission of work study earnings for award calculations. The Special Resource Center is also a close partner, as we not only sit on their advisory board, but also refer students to them frequently.

Some of the off campus organizations available for student referrals through the Compton College CalWORKs Program, in addition to DPSS-GAIN, include Neighborhood Legal Services, the Legal Aid Foundation of Los Angeles and the Western Center on Law and Poverty for legal assistance; Harbor Interfaith Services for transitional housing, assistance with domestic violence and other supportive services; the Housing Authority providing information on affordable housing and special programs; the Harriet Buhai Center for advice on family law to assist with issues such as child support and child custody; LIFETIME to advocate for economically and academically disadvantaged women in education and Shields for Families providing student referrals and wrap around social services and health care so students can focus on their educational goals.

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

Since the last Program Review in 2019, our most exciting achievement is expanding our student population. During the 2020-2021 academic year we saw the impact of the pandemic on high education, and our parenting students. However, since then we have more than tripled our numbers, having served 207 students in 2023-2024. We attribute some of this success to the strategic partnerships we've strengthened with the Department of Social Services. We have streamlined many processes which allows us to respond to county requests in a more timely manner. South County GAIN Region V also featured our director on their internal news channel as part of a CalWORKs success story. Our county partnerships are flourishing, and this will surely continue to support our growth.

Another achievement is our push to make Compton College a welcoming environment for student-parents and families alike. With the support of our college leadership, CalWORKs spearheaded an effort to create Small Scholar Spaces, activity corners for children who may be on campus with their parents as they take care of school related transactions. These spaces are filled with books, small toys, and other items to keep small hands busy. These Small Scholar Spaces can be found on the first and second floor of the Student Services Building, with the third space strategically placed in the Student Success Center on the second floor of the library. Three Little Libraries were also installed on campus, small, enclosed shelving which allows students to donate, take, or borrow books. Our office stocks the Little Libraries with children's books weekly. The Little Libraries are in front of the Student Services Building, Library, and Children's Center.

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

Reflecting on the recommendations from our last program review, all recommendations are satisfied. Storage and security of files was an issue, but with the opening of the Student Services Building, our new department space has a large and secure storage room to house important documents and student incentives. The second recommendation had to do with collecting more student feedback. We doubled the amount of qualitative data we collected in the past and also employed a new survey to gather more student insight. Lastly, the third recommendation had to do with outreach and recruitment to increase our number of students. As mentioned above, our program is doing very well with participant growth.

Student Services (2) - Program Environment Final Submission: Version by Garcia, Michelle on 06/05/2025 21:49

a) 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 CalWORKs Program, now located on the second floor of the new Student Services Building, is designed to offer comprehensive and coordinated support services to parents who receive cash assistance from the Department of Public Social Services. CalWORKs staff strive to empower each student to attain personal and academic excellence, meaningful employment, and long-term stability by accessing all available resources to optimize academic and personal success. The CalWORKs team is committed to professional excellence, strives to provide the necessary resources to maintain program effectiveness, and guides students and campus personnel through the ever-changing landscape of federal, state and county welfare to work policies and guidelines.

The main office is a centralized location with cubicles housing the Program Specialist, Student Services Advisor, and Program Technician. Our director, full-time counselor, and adjunct counselor are housed within the three smaller offices within the department suite. The staff work together as a team from the initial student intake process through case management (Student Services Advisor); educational planning including career and academic advisement (Counselors); completion of GAIN and internal documents monitoring academic progress, eligibility for cash aid, ancillary services and other case management processes (Program Specialist); placement services for work study (Program Technician) and program administration including coaching of staff (Director).

The new department space has created a more cohesive experience for students, who no longer must maneuver a disjointed web of offices to access CalWORKs staff and services. Our new office also has student computer space and a Small Scholar Space, which is set up for children to play and complete activities while their parents are completing transactional services. It is our hope that the Small Scholar Space, along with student computers, creates a more welcoming and safer environment for our parenting students. Due to our dip in number after the pandemic and Covid-tied exemptions with the county participants, our funding saw a reduction. However, with our growth in students over the recent two years, we are sure to rebound to a funding amount that will allow us to serve students beyond our general office services.

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

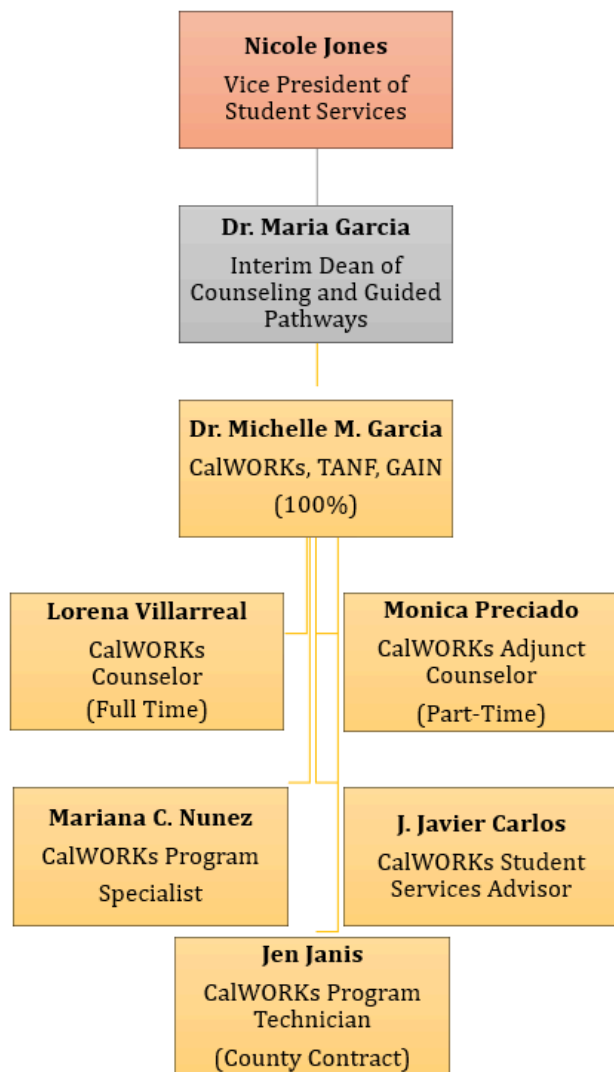
The CalWORKs Program consists of one Director, three full-time classified staff, one full-time counselor and one part-time counselor. The staff is supported by three streams of revenue which are TANF, CalWORKs Categorical, and DPSS. All CalWORKs staff work directly with students:

- One Director (Staff and budget oversight/program planning/ reporting)
 - (100% CalWORKs Categorical Funds)
- One full time Counselor (Academic & career advisement/educational plans)
 - (100% CalWORKs Categorical Funds)
- One Adjunct Counselor (Academic & career advisement/educational plans)
 - (100% TANF Funds)
- One Program Specialist (Intake & eligibility/special projects/case management)
 - (100% DPSS Funds)
- One Student Services Advisor (On & off campus work study/case management)
 - (100% TANF Funds)
- One Program Technician (Budget tracking/special projects/ work study logistics)
 - (Varied percentages between CalWORKs Categorical and DPSS funds)

Positions no longer being funded:

- One Program Technician (Budget tracking/special projects/ work study logistics)
 - (Varied percentages between CalWORKs Categorical and DPSS funding in 2016, 2017, and 2018)

- One Program Assistant (Outreach/front desk/intake & eligibility)
 - (Varied percentages between CalWORKs Categorical and DPSS funding in 2016, 2017, and 2018)
- One Administrative Assistant (front desk)
 - (Varied percentages between CalWORKs Categorical and DPSS funding in 2016, 2017, and 2018)
- Four Adjunct Counselors (Academic & career advisement/educational plans)
 - (100% CalWORKs Categorical in 2016 and 2017. TANF Funds in 2018)



c) Describe the personnel needs for the next four years.

The current level of CalWORKs Program staffing is sufficient to meet program needs. The challenge will be to sustain the current level of personnel over the next four years. In the future, given the financial circumstances of our current economy, this may negatively impact allocations from both the CalWORKs categorical and county funding avenues. Other impacts on CalWORKs Program funds include the continual increase in the minimum wage, raising salaries for work study students and costs for the program. These factors present challenges for sustaining the current level of CalWORKs personnel while seeking additional funding sources and increasing outreach and recruitment efforts.

It is imperative that the current level of funding is continued and dedicated to the CalWORKs program to meet the needs of our students. Augmented Compton College student support initiatives and increased DPSS, GAIN and SBWIB reporting requirements greatly substantiate current staffing in order to continue to provide effective advocacy and case management efforts. Continued reduction in staff would be detrimental to CalWORKs student success.

d) Describe facilities needs for the next four years.

With our new dedicated student services building, our facilities are greatly suited to meet the needs of our CalWORKs population over the next four years.

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

Compton College encourages the use of technology by all personnel and students to achieve their educational and professional goals while increasing productivity at all levels. Our new student study area supports these goals. Looking to the next four years, the staff may need upgraded technology, as the current computers were purchased in 2020.

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

At Compton College, the majority of CalWORKs students come to the office during the hours of 10:00 a.m. to 3:00 p.m. primarily due to a need to drop off children at day care or school, a preference for morning classes, and a need to pick up children from daycare or school in the afternoon. Evening and weekend hours, when available, have not been utilized by most CalWORKs students – this is believed to be due to conflicting family obligations. Below is a list of current office hours.

CalWORKs Office Hours

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

During Peak Seasons

Day	Time
Sunday	Closed
Monday	8:00 a.m. – 06:30 p.m.
Tuesday	8:00 a.m. – 06:30 p.m.
Wednesday	8:00 a.m. – 06:30 p.m.
Thursday	8:00 a.m. – 06:30 p.m.
Friday	8:00 a.m. – 4:30 p.m.
Saturday	Closed

g) 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?

Periodically the CalWORKs Program, representing welfare reform formerly known as Aid to Families with Dependent Children (AFDC), now Temporary Assistance to Needy Families (TANF) at the federal level, undergoes changes influenced by the economic and political climate. This can have a profound impact on the resources available to the California named CalWORKs Program offered to parents, and their minor children. This inevitably reaches the Community College CalWORKs Program, sometimes confused with the state and county programs. The state then interprets the new laws or policies to best meet the educational and training needs of their participants, without input from higher education professionals.

Advocacy for CalWORKs students becomes increasingly important as the impact of program changes frequently trickle down in the form of reductions in benefits and services. It is important to note that TANF/ CalWORKs recipients have continuously received the same level of benefits in California since 1985 with no cost-of-living adjustment. The participants in our service area are predominantly female, Hispanic or African American, and many have a history of domestic violence, possible learning disabilities, and chronic health issues.

Since the Compton Community College District is in Los Angeles County, where more CalWORKs participants reside than anywhere else in California, all policy and demographic changes are felt more acutely here than anywhere else in the state. The Compton College CalWORKs Program addresses these factors by engaging and complying with an exclusive partnership and binding contract with LA DPSS GAIN, as well as actively participating in the community college LAC-5 Consortium made up of the 21 local community colleges in greater Los Angeles. This organization meets monthly to strengthen program advocacy for students and began two years after the inception of CalWORKs in 1996. More recently, our department has also become involved at the state level with the CalWORKs State Association. The current Compton College CalWORKs director is serving as the board’s president-elect.

Additionally, the Compton College CalWORKs Program has a contract with the South Bay Workforce Investment Board (SBWIB) providing work experience opportunities for CalWORKs students, on and off campus, at no cost to employers. This provides extra income for students and fosters very positive relationships with the community, career mentoring opportunities for CalWORKs students with local employers, and future long-term employment opportunities benefiting both students and local businesses.

Student Services (3) - Service Area Outcomes (SAO) Final Submission: Version by Garcia, Michelle on 06/05/2025 21:49

a) List and describe the program’s SAO assessment results. 2020-2021 SAOs

Compton College		
Service Area Outcomes (SAO) Assessment Report		
College Mission: Compton College is a welcoming and inclusive environment where diverse students are supported to pursue and attain student success. Compton College provides solutions to challenges, utilizes the latest techniques for preparing the workforce and provides clear pathways for completion of programs of study, transition to a university, and securing living-wage employment.		
SCA/Administrative Unit	CalWORKs	Date of Report: 06/21/2020
SAO Statement(s)	The CalWORKs staff will ensure that all CalWORKs students have an initial educational plan and a comprehensive educational plan after completing 15 units.	
SAO is Aligned with Strategic Initiatives (check all that apply):		
1 2X 3 4 5		
Strategic Initiative 1: Access and Completion: Compton College will improve enrollment, retention, and completion rates for our students.		
Strategic Initiative 2: Student Success: Compton College will support the success of all students to meet their education and career goals.		
SAO is Aligned with Institutional Learning Outcomes (check all that apply):		
ILO 1 ILO 2 ILO 3 ILO 4		
ILO 3 Community and Personal Development: Students are productive and engaged members of society, demonstrating personal responsibility, and community and social awareness through their engagement in campus programs and services.		
Participants in SAO Assessment	Michelle Garcia Libbyer Martinez, Citlali Gonzales, Aura Weber, Ernest Argel	

Method(s) Used to Measure SAO	X Data Analysis Focus Group Pre/Post Test Survey/Questionnaire <ul style="list-style-type: none"> Counselors will identify CalWORKs students that have yet to complete an initial and comprehensive ed plan. Support staff will contact students via email and phone calls to schedule a CalWORKs counseling appointment. Ensure that counselors are entering contacts on SVAAMSTD Log within TIMELINE NEEDED 				
Target/Standard For SAO	<ul style="list-style-type: none"> 100% of CalWORKs students will have an initial educational plan completed. 90% of CalWORKs students who have completed 15 units will have a CalWORKs comprehensive educational plan. 				
Frequency/ Standard For SAO	Evaluation of progress towards target will be gauged completed at end of each semester.				
Frequency/Timeline of Assessment	Every semester and Winter session (fall 2020 and winter & spring 2021)				
Assessment Results and Analysis	Comprehensive Educational Plan		Fall 2020	Winter 2021	Spring 2021
	# of students that completed 15 units		25	10	25
	# of Students that received a comprehensive educational plan		20	8	24
	Percentage of completed comprehensive educational plans		80%	80%	96%
	Target Met		NO	NO	YES
	<ul style="list-style-type: none"> Every semester and session students that completed 15 or more units were identified and called to schedule a one-hour counseling appointment for a comprehensive educational plan. 				
	Initial Educational Plan		Fall 2020	Winter 2021	Spring 2021
	# of intakes		46	11	30
	# of students that received an initial educational plan		46	11	30
	Percentage of completed initial educational plans		100%	100%	100%
	Target Met		Yes	Yes	Yes
	<ul style="list-style-type: none"> Initial educational plans a requirement of the CalWORKs Program intake process and completed during the first counseling appointment. A total count of intakes completed are identified monthly. The target rate of 100% initial education plans completed was met. 				
Target Met/ Not Met					
Planned Actions as a Result of Assessment & Analysis	<ul style="list-style-type: none"> To continue a comprehensive educational plan completion campaign for the 2020-2021 academic year. Continue to identify students that have completed 15 or more units Continue efforts to schedule student counseling appointments through various platforms available, focusing this year on Canvas and Cranium Cafe Continue follow-ups with students to reschedule counseling appointments for those that did not show-up for their appointment or canceled Students will now be set up with a comprehensive ed plan appointment at the start of their intake with our program 				
Follow-Up on Previous Planned Actions	<p>Per our follow up on previous planned actions, we increased our outreach efforts regarding the setup of counseling appointments for students in several ways:</p> <ul style="list-style-type: none"> We increased use of Cranium Café and Zoom for meeting with students We completed our Canvas website and ran a pilot and partial launch of services provided through Canvas. We now have XX students who have accepted our Canvas invitation and are utilizing Canvas as a way of communication with our department We launched our student ambassador program and had two peer mentors reaching out to students weekly to assure they were keeping their appointments and assisting with rescheduling if needed. 				

Compton College

Service Area Outcomes (SAO) Assessment Report

College Mission: Compton College is a welcoming and inclusive environment where diverse students are supported to pursue and attain student success. Compton College provides solutions to challenges, utilizes the latest techniques for preparing the workforce and provides clear pathways for completion of programs of study, transition to a university, and securing living-wage employment.

SCA/Administrative Unit CalWORKs

Date of Report:

06/21/2021

SAO Statement(s)

The CalWORKs staff will increase the number of Greater Avenues for Independence (GAIN) Monthly Attendance Reports submitted by students from August 2020 through June 2021. Student submissions will serve to increase student success habits such as attendance and meeting deadlines. This effort will also serve to provide students with interventions when appropriate and to maintain good standing with GAIN.

SAO is Aligned with Strategic Initiatives (check all that apply):

1 X 2 X 3 4 5

Strategic Initiative 1: Access and Completion: Compton College will improve enrollment, retention, and completion rates for our students.

Strategic Initiative 2: Student Success: Compton College will support the success of all students to meet their education and career goals.

SAO is Aligned with Institutional Learning Outcomes (check all that apply):

ILO 1 ILO 2 ILO 3 X ILO 4

ILO3 Community and Personal Development: Students are productive and engaged members of society, demonstrating personal responsibility, and community and social awareness through their engagement in campus programs and services.

Participants in SAO

Michelle Garcia, Libbyer Martinez, Citlali Gonzales, Aura Weber, Ernest Argel

Assessment

X Data Analysis Focus Group Pre-/Post-Test Survey/Questionnaire

Method(s) Used to Measure SAO

- The program is piloting a new method of communication this year. As such, students will receive Canvas and email reminders a week before the start of the following month to submit their GAIN Monthly Attendance Reports by the 10th of the month.
- A second reminder will be sent via email three to four days before the 10th date deadline.
- If a student fails to submit their GAIN Monthly Attendance report for the first time, the student will be called to discuss and encourage them to submit their report.
- If a student fails to submit their GAIN Monthly Attendance report for two consecutive months, the student will be required to meet with a CalWORKs Counselor or CalWORKs Student Services Advisor to create a plan for successful submission of required reports.

Target/Standard For SAO

We aim to create consistency in the number of MAR forms turned in each month. We captured baseline data during the 2019-2020 academic year.

Frequency/Timeline of Assessment

GAIN Monthly Attendance Report submissions will be tracked monthly through the county MMR report

Number tracked through our Monthly Management Reports required by our county partners:

Total MARs 114

Below is a monthly break down of monthly attendance reports. Over the last academic year, and as a result of the pandemic, our program enrollment dropped and so did the number of MARs we received from students. We were successful at completing and piloting our Canvas website, however we due to changes in staffing we were not able to truly use it to full capacity for communicating with students. We lost our advisor at the end of fall and that person was responsible for much of the work tied to this SAO.

Assessment Results and Analysis

Month	MARs Submitted
July 2020	33
August 2020	14
September 2020	11
October 2020	22
November 2020	22
December 2020	0
January 2021	7
February 2021	1
March 2021	0
April 2021	0
May 2021	4

Target Met/Not Met

Target not met

Canvas reminders will be sent to all students in the CalWORKs program a week before the start of the following month to submit their GAIN Monthly Attendance Reports by the 10th of the month.

- A second reminder will be sent via CANVAS three to four days before the 10th date deadline.
- If a student fails to submit their GAIN Monthly Attendance report for the first time, the student will be called to discuss and encourage them to submit their report.
- If a student fails to submit their GAIN Monthly Attendance report for two consecutive months, the student will be scheduled an appointment to discuss their submission of the reports with a CalWORKs Counselor or CalWORKs Case Manager.

Follow-Up on Previous Planned Actions

Based on the previous planned actions, reminders were executed as laid out, however during spring 2021 our office was severely understaffed and as a result this SAO was not prioritized. Due to the pandemic we had many more students dropping classes and needed to focus on retaining them over focusing on complete paperwork. We will move this SAO to the 2021-2022 academic year and expect better success as we will again be fully staffed along with the campus also offering more in person services and classes.

2021-2022 SAOs

Compton College

Service Area Outcomes (SAO) Assessment Report

College Mission: Compton College is a welcoming and inclusive environment where diverse students are supported to pursue and attain student success. Compton College provides solutions to challenges, utilizes the latest techniques for preparing the workforce and provides clear pathways for completion of programs of study, transition to a university, and securing living-wage employment.

SCA/Administrative Unit CalWORKs

Date of Report:

10/3/2022

SAO Statement(s)

The CalWORKs staff will increase utilization of Canvas to service students online and strengthen overall programmatic communication with students

SAO is Aligned with Strategic Initiatives (check all that apply):

1 X 2 X 3 4 5

Strategic Initiative 1: Access and Completion: Compton College will improve enrollment, retention, and completion rates for our students.

Strategic Initiative 2: Student Success: Compton College will support the success of all students to meet their education and career goals.

SAO is Aligned with Institutional Learning Outcomes (check all that apply):

ILO 1 ILO 2 ILO 3 X ILO 4

ILO3 Community and Personal Development: Students are productive and engaged members of society, demonstrating personal responsibility, and community and social awareness through their engagement in campus programs and services.

IL04 Information Literacy Students determine an information need and use various media and formats to develop a research strategy and locate, evaluate, document, and use information to accomplish a specific purpose. Students demonstrate an understanding of the legal, social, and ethical aspects related to information use.

Participants in SAO Assessment

Michelle Garcia, Juanita Pais-Martin, Kimberly Arauz, Ernest Argel

X Data Analysis Focus Group Pre-/Post-Test Survey/Questionnaire

- Staff will increase the frequency of communication with students through Canvas using the platforms inbox, discussion boards, and other modules, tracked through Canvas.
- The program advisor will begin using Canvas to walk students through an online orientation instead of the traditional in-person setting, tracked through Canvas.
- All staff will prompt students to submit documents through Canvas once they have access to the CalWORKs Canvas shell

Method(s) Used to Measure SAO

Target/Standard For SAO Frequency/Timeline of Assessment

The CalWORKs staff will increase the use of Canvas by 80%.
Canvas activity use will be tracked monthly through within the platform.

Students were added to the CalWORKs Community Canvas Shell Spring 2021. The shell was launched with important information regarding the program, GAIN forms, counseling information, work-study, and community resource. Each topic was built into modules and a space for document submissions such as intake paperwork, Monthly Attendance Reports (MARs) was also created. In addition, CalWORKs staff utilized the announcements section to provide students with information around program workshops, campus events/resources, MAR reminders, scholarship opportunities, and more.

Assessment Results and Analysis

Some of our baseline data is as follows:

Page View	Documents Submitted
666	88
Target Met	

Target Met/Not Met

Based on the activity, our goal was met as Canvas has become another method of communication for our student population. As an example, we are now using Canvas to contact students twice a month about MARs and sending weekly reminders about drop-in hours and available workshops. These are a few of the new ways we utilized canvas during the 2021-2022 academic year.

Planned Actions as a Result of Assessment & Analysis Follow-Up on Previous Planned Actions

Given that the canvas shell was launched spring 2021, data collected regarding participation and page views will be used as baseline. Therefore, CalWORKs staff will focus on amping the usage by ensuring the most up to date information is posted, creating modules to add workshop information around financial literacy, studying tips, time management habits, etc.

Due to this SAO being introduced during the 2021-2022 academic year, previous planned actions were not established.

Compton College Service Area Outcomes (SAO) Assessment Report		
College Mission: Compton College is a welcoming and inclusive environment where diverse students are supported to pursue and attain student success. Compton College provides solutions to challenges, utilizes the latest techniques for preparing the workforce and provides clear pathways for completion of programs of study, transition to a university, and securing living-wage employment.		
SCA/Administrative Unit	CalWORKs	Date of Report: 10/03/2022
SAO Statements(s)	The CalWORKs staff will ensure that all CalWORKs students have a comprehensive educational plan within the first semester of joining the CalWORKs Program.	
SAO is Aligned with Strategic Initiatives (check all that apply): 1 2X 3 4 5		
Strategic Initiative 1: Access and Completion: Compton College will improve enrollment, retention, and completion rates for our students.		
Strategic Initiative 2: Student Success: Compton College will support the success of all students to meet their education and career goals.		
SAO is Aligned with Institutional Learning Outcomes (check all that apply): ILO 1 ILO 2 ILO 3 ILO4		
ILO 3 Community and Personal Development: Students are productive and engaged members of society, demonstrating personal responsibility, and community and social awareness through their engagement in campus programs and services.		
Participants in SAO Assessment	Michelle Garcia, Citlali Gonzales, Elizabeth Martinez, Sergio Pineda, Jaqueline Ramirez	
Method(s) Used to Measure SAO	X Data Analysis Focus Group Pre/Post Test Survey/Questionnaire <ul style="list-style-type: none"> • Advisor will Identify CalWORKs students that have yet to complete an initial and comprehensive ed plan. • Counselors will complete ed plan and follow up with advisor to assure wrap-around case management • Support staff will contact students via email and phone calls to schedule a CalWORKs counseling appointment. • Ensure that counselors are entering contacts on SVAAMSTD Log at the end of each week 	
Target/Standard For SAO	<ul style="list-style-type: none"> • 100% of CalWORKs students will have a comprehensive educational plan completed within their first semester of entering our program starting with Fall 2021. • If counselor appointments are impacted, students will be given an initial educational plan and receive a comprehensive ed plan by the second term completed. 	
Frequency/ Standard For SAO	Evaluation of progress towards target will be gauged completed at end of the academic year.	
Frequency/Timeline of Assessment	Annual 2021-2022	

Assessment Results and Analysis	Comprehensive Educational Plan	2021-2022
	# of students that completed more than 15 units	43 (Out of 74)
	# of Students with more than 15 units who received a comprehensive educational plan	42
	# of students with more than 15 units who received an abbreviated educational plan	1
	Percentage of completed comprehensive educational plans	98%
	Target Met	Yes
	<ul style="list-style-type: none"> Every semester and session students that completed 15 or more units were identified and called to schedule a one-hour counseling appointment for a comprehensive educational plan. 	
	Initial Educational Plan	2021-2022
	# of intakes	44
	# of students that received an initial educational plan during intake process	2
	# of students that received a comprehensive educational plan during intake process	42
	Percentage of completed initial (abbreviated) educational plans	4.5%
	Target Met	Yes
	<ul style="list-style-type: none"> Initial educational plans are no longer a requirement of the CalWORKs Program as we require a comprehensive educational plan during the first counseling appointment. Therefore, the amount of initial educational plans has decreased significantly. A total count of intakes completed are identified monthly. 	
	Target Met/ Not Met	Target Met
Planned Actions as a Result of Assessment & Analysis	<ul style="list-style-type: none"> To continue a comprehensive educational plan completion campaign for the 2022-2023 academic year. Continue to identify students that have completed 15 or more units Continue efforts to schedule student counseling appointments through various platforms available, focusing this year on Canvas, Cranium Café, and text messaging. Continue follow-ups with students to reschedule counseling appointments for those that did not show-up for their appointment or canceled Students will now be set up with a comprehensive ed plan appointment at the start of their intake with our program Make sure all initial abbreviated educational plans are completely retired 	
Follow-Up on Previous Planned Actions	Per our follow up on previous planned actions, our SAO targeting Comprehensive Educational Plan Completion will be retired moving forward as the goal has been met and implementation has continued for the 2022-2023 year.	

Compton College

Service Area Outcomes (SAO) Assessment Report

College Mission: Compton College is a welcoming and inclusive environment where diverse students are supported to pursue and attain student success. Compton College provides solutions to challenges, utilizes the latest techniques for preparing the workforce and provides clear pathways for completion of programs of study, transition to a university, and securing living-wage employment.

SCA/Administrative Unit CalWORKs

Date of Report:
10/03/2022

The CalWORKs staff will increase the number of Greater Avenues for Independence (GAIN) Monthly Attendance Reports submitted by students from August 2021 through June 2022. Student submissions will serve to increase student success habits such as attendance and meeting deadlines. This effort will also serve to provide students with interventions when appropriate and to maintain good standing with GAIN.

SAO Statement(s)

SAO is Aligned with Strategic Initiatives (check all that apply):

1 X 2 X 3 4 5

Strategic Initiative 1: Access and Completion: Compton College will improve enrollment, retention, and completion rates for our students.

Strategic Initiative 2: Student Success: Compton College will support the success of all students to meet their education and career goals.

SAO is Aligned with Institutional Learning Outcomes (check all that apply):

ILO 1 ILO 2 ILO 3 X ILO 4

ILO3 Community and Personal Development: Students are productive and engaged members of society, demonstrating personal responsibility, and community and social awareness through their engagement in campus programs and services.

Participants in SAO Assessment

Libby Martinez, Michelle Garcia, Ernest Argel, Juanita Pais-Martin, Kimberly Arauz

X Data Analysis Focus Group Pre-/Post-Test Survey/Questionnaire

- Students will receive Canvas and email reminders a week before the start of the following month to submit their GAIN Monthly Attendance Reports by the 10th of the month.
- A second reminder will be sent via email three to four days before the 10th date deadline.
- If a student fails to submit their GAIN Monthly Attendance report for the first time, the student will be called to discuss and encourage them to submit their report.
- If a student fails to submit their GAIN Monthly Attendance report for two consecutive months, the student will be required to meet with a CalWORKs Counselor or CalWORKs Student Services Advisor to create a plan for successful submission of required reports.

Method(s) Used to Measure SAO

We aim to create consistency in the number of MAR forms turned in each month. We captured baseline data during the 2020-2021 academic year.

Target/Standard For SAO

Frequency/Timeline of Assessment

GAIN Monthly Attendance Report submissions will be tracked monthly through the county MMR report

Monthly Attendance Report (MAR) submissions are tracked monthly on the Monthly Management Report (MMR) submitted to our county partners:

Total MARs: 90

Month	MARs Submitted
July 2021	4
August 2021	8
September 2021	11
October 2021	5
November 2021	3
December 2021	7
January 2022	3
February 2022	5
March 2022	15
April 2022	11
May 2022	8
June 2022	10

Assessment Results and Analysis

	2020-2021	2021-22
Participants	65	74
MAR's Submitted	114	90

Although there was a slight increase of MAR submissions from fall 2021 to spring 2022, overall, there was a decrease in submissions from 2020-21 to 2021-22. There are several factors which contributed to the number of MAR submissions, primarily the change in staffing. We experienced a transition in our advisor position in the fall semester, which limited our use of our Canvas shell to increase communication with students and use it as a platform for students to easily submit their MARs.

Target Met/Not Met

Not Met

- Increase the number of announcements and calendar reminders on the CalWORKs Canvas shell to remind students to submit MARs at the end of each month.
- A second reminder will be sent via CANVAS three to four days before the 10th date deadline.
- If a student fails to submit their GAIN Monthly Attendance report for the first time, the student will be called to discuss and encourage them to submit their report.
- If a student fails to submit their GAIN Monthly Attendance report for two consecutive months, the student will be scheduled an appointment to discuss their submission of the reports with a CalWORKs Counselor or CalWORKs Case Manager.

Planned Actions as a Result of Assessment & Analysis

Of the planned actions we did increase the number of reminders overall and also utilized Canvas more this year. The only effort we fell short on was scheduling students for visits who consistently missed submissions of their MARs. We will assure to take this measure up during the 2022-2023 academic year.

Follow-Up on Previous Planned Actions

The CalWORKs team continues to face staffing issues but will continue to focus programs efforts with increasing communication and follow through with students. Additionally, as we transition to providing in person services full-time, we expect an increase in student contacts for the 2022-23 academic year.

2022-2023 SAOs

Compton College

Service Area Outcomes (SAO) Assessment Report

College Mission: Compton College is a welcoming and inclusive environment where diverse students are supported to pursue and attain student success. Compton College provides solutions to challenges, utilizes the latest techniques for preparing the workforce and provides clear pathways for completion of programs of study, transition to a university, and securing living-wage employment.

SCA/Administrative Unit CalWORKs **Date of Report:** 07/01/2023

SAO Statement(s)

The CalWORKs staff will increase the number of Greater Avenues for Independence (GAIN) Monthly Attendance Reports submitted by students from August 2022 through June 2023. Student submissions will serve to increase student success habits such as attendance and meeting deadlines. This effort will also serve to provide students with interventions when appropriate and to maintain good standing with GAIN.

SAO is Aligned with Strategic Initiatives (check all that apply):

1 X 2 X 3 4 5

Strategic Initiative 1: Access and Completion: Compton College will improve enrollment, retention, and completion rates for our students.

Strategic Initiative 2: Student Success: Compton College will support the success of all students to meet their education and career goals.

SAO is Aligned with Institutional Learning Outcomes (check all that apply):

ILO 1 ILO 2 ILO 3 X ILO 4

ILO3 Community and Personal Development: Students are productive and engaged members of society, demonstrating personal responsibility, and community and social awareness through their engagement in campus programs and services.

Participants in SAO Assessment Michelle Garcia, Juanita Pais-Martin, Kimberly Arauz

X Data Analysis Focus Group Pre-/Post-Test Survey/Questionnaire

- Students will receive Canvas and email reminders a week before the start of the following month to submit their GAIN Monthly Attendance Reports by the 10th of the month.
- A second reminder will be sent via email three to four days before the 10th date deadline.
- If a student fails to submit their GAIN Monthly Attendance report for the first time, the student will be called to discuss and encourage them to submit their report.
- If a student fails to submit their GAIN Monthly Attendance report for two consecutive months, the student will be required to meet with a CalWORKs Counselor or CalWORKs Student Services Advisor to create a plan for successful submission of required reports.

Method(s) Used to Measure SAO

Target/Standard For SAO We aim to create consistency in the number of MAR forms turned in each month. We captured baseline data during the 2020-2021 and 2021-2022 academic year.

Frequency/Timeline of Assessment GAIN Monthly Attendance Report submissions will be tracked monthly through the county MMR report
Monthly Attendance Report (MAR) submissions are tracked monthly on the Monthly Management Report (MMR) submitted to our county partners:
Total MARs: 306

Assessment Results and Analysis

Month	MARs Submitted
July 2022	2
August 2022	4
September 2022	13
October 2022	29
November 2022	36
December 2022	27
January 2023	13
February 2023	27
March 2023	37
April 2023	40
May 2023	51
June 2023	27

	2020-21	2021-22	2022-23
Participants	65	74	159
MAR's Submitted	114	90	306

There was a significant increase in MAR Submissions from fall 2022 to spring 2023. There was a significant increase because our number of participants has also increased.

Target Met/Not Met Met

Planned Actions as a Result of Assessment & Analysis

- Continue to increase the number of MAR submissions by sending two announcements through the CalWORKs Canvas Shell. The first announcement will take place at the end of each month and a second reminder will be sent three to four days before the 10th date deadline.
- If a student fails to submit their GAIN Monthly Attendance report for the first time, the student will be emailed and encouraged to submit their report.
- If a student fails to submit their GAIN Monthly Attendance report for two consecutive months, the student will be scheduled an appointment to discuss their submission of the reports with a CalWORKs Counselor or CalWORKs Case Manager.

Follow-Up on Previous Planned Actions

Of the planned actions we did increase the number of reminders overall and also utilized Canvas more this year. The only effort we fell short on was scheduling students for visits who consistently missed submissions of their MARs. We will assure to take this measure up during the 2023-2024 academic year.

b) How were the SAOs developed? Who was engaged in the creation of the SAOs?

Each SAO is assessed either in the spring semester or twice yearly, i.e. once during the fall and once during the spring semesters. Monthly staff meetings provide opportunities to provide updates on the progress of the SAO's and address any areas in need of improvement or new areas of concern during the three different stages:

- First stage: Together, the CalWORKs team develops a tentative SAO statement related to a strategic initiative(s) and shares ideas on an assessment tool: i.e. a rubric, questionnaire, or survey.
- Second stage: During the assessment period, the staff implementing the SAO administer the chosen assessment tools. Staff consult with the Director, meet periodically, and report back in monthly staff meetings to discuss questions and concerns arising during the assessment period.
- Third stage: At the end of the spring semester CalWORKs staff meet to discuss and interpret the data based on the SAO outcomes and answer the "Target Met/Not Met" section of the report determining if the SAO meets the standards for success. The SAO assessment report, under "Planned Actions as a Result of Assessment and Analysis," is submitted to the CalWORKs Director for review and further discussion before the final report is submitted.

c) How often are the SAOs assessed and who is engaged in the discussion?

Each SAO is assessed either in the spring semester or twice yearly, i.e. once during the fall and once during the spring semesters and all staff members are part of the SAO process. The SAOs are then submitted to the Dean of Counseling and/or Vice President of Student Services for feedback.

d) What has been done if the SAO assessment results were not as anticipated?

The CalWORKs Director and staff assess the different student support functions within the CalWORKs program. Then, based on the results of each SAO, the staff collectively discusses possible programmatic changes that might strengthen outcomes. The department then decides if they would like to continue the SAO into the next year or make modifications based on the outcomes.

e) Where are the SAOs assessment results shared with staff, students, and the public?

The SAO assessment results are shared with staff, faculty, and the community on the CalWORKs website. The results may also be used during discussions or presentations at division meetings, presentations to the Board of Trustees and during workshops at various activities for students and with community partners.

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

When SAO results were not met, modifications to program processes were made to eliminate any barriers to increase student participation. However, most outcomes were favorable.

Student Services (4) - Program Improvement Final Submission: Version by Garcia, Michelle on 06/05/2025 21:50

a) What activities has the program engaged in to improve services to students?

Workshops

Every semester the CalWORKs department creates a series of workshops designed to address both academic and personal development needs. These included Tech Tips for Life to help students navigate essential digital tools, Building Healthy Relationships, Domestic Abuse awareness, and Legal Aid Assistance to promote effective communication and support systems, and Why is Credit Important alongside Mastering the Art of Money Management to enhance financial literacy. We also focused on wellness with sessions like Mindful Meditation, Stress Management Techniques, and Painting Positivity for creative expression and mental health support. Seasonal and life-preparedness topics such as Getting Ready for the Holidays and Transfer Tips from CalWORKs Students were also provided, ensuring students had access to vital resources and peer insights. Through this well-rounded programming, we aimed to equip students with practical tools and emotional support essential for thriving in and beyond college.

Student Engagement

With the increased use of Cranium at Compton College, we are better able to track student engagement. During the 2023–24 academic year, student engagement through CalWORKs was robust and multifaceted, with a total of 25,598 contacts made through meetings, paperwork assistance, phone calls, text messages, and the CalWORKs Canvas shell. A total of 436 student appointments were booked and attended, evenly split between in-person and remote formats, demonstrating the program's flexibility in meeting students' needs. The top three reasons for appointments were the development of educational plans, assistance with county forms, and proactive staff outreach. Additionally, CalWORKs successfully managed and closed 194 Early Alerts, providing timely support to students facing academic or personal challenges. To further enhance engagement, the program hosted 60 to 70 workshops, recruitment sessions, and drop-in virtual support groups throughout each academic year.

Work Study Orientations

CalWORKs Work Study Orientations were conducted by the CalWORKs Program specialist, who was responsible for interviewing students and referring them to part-time employment opportunities both on and off campus. Throughout the students' participation, CalWORKs counselors reviewed each student's academic status and eligibility to ensure they maintained the required 12 units and a minimum 2.0 GPA. These orientations were specifically designed for CalWORKs students who had successfully completed employment interviews and received approval for work study placements. During the sessions, students were informed of their assignments and responsibilities as CalWORKs Work Study participants. They were then issued a referral form to be completed by their assigned supervisor. Once completed, the form was returned to the Program Technician within the designated time frame, allowing students to begin their work.

Student Eligibility Verification

Over the last few years, the program has worked diligently to streamline our onboarding process. New students provided a referral from GAIN as proof of eligibility for CalWORKs services. Continuing students were required to submit a current Verification of Benefits, signed by their Department of Public Social Services (DPSS) Eligibility or GAIN Services Worker. When available, students were encouraged to download this verification directly from their "Your Benefits Now" account, provided by DPSS. If a student was found ineligible or had pending issues, CalWORKs staff were able to promptly notify the student and, if necessary, contact the assigned GAIN Services Worker (GSW) for clarification or resolution. CalWORKs counselors played a vital role in advising students on their educational plans to help them maintain program eligibility. They also supported students in navigating changes to their declared major, as identified by DPSS, by presenting labor market statistics that demonstrated career growth and earning potential in other fields. This proactive, student-centered approach contributed to increased student satisfaction, persistence, retention, and successful program completion.

CalWORKs State Association

The CalWORKs State Association provides professional development and training for CalWORKs staff at community colleges as well as providing program advocacy at State and local levels for CalWORKs students. This participation has allowed staff to attend yearly trainings related to their field, translating to better services for students by sharing best practices, developing a support network of CalWORKs colleagues from within the California Community College system, and celebrate our student success stories. Currently, the CalWORKs program director is serving as the president-elect for the association. This helps our department stay current with best practices and participate in state level discussions regarding CalWORKs. Additionally, Compton College students have been interviewed and the stories submitted to the annual publication: "Portraits of Student Success" which includes a regional nominee selection process for a state scholarship.

LAC-5 Annual Training

The Los Angeles County Community College CalWORKs Consortium provides annual professional development training for local CalWORKs staff at community colleges and to our GAIN partners. This participation has allowed staff to attend yearly training related to their field, translating to better services for students by sharing best practices, developing a support network of CalWORKs colleagues from within the Los Angeles County Community College system and celebrating our student success stories.

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

Please see 1A and 3A above to see annual metrics used to improve program services.

c) 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.

See responses above.

Student Services (5) - Customer Service Final Submission: Version by Garcia, Michelle on 06/05/2025 21:50

a) How was the survey conducted? Please include a copy of the survey.

During each academic year our department is required to conduct a County of Los Angeles CalWORKs Program Participant Survey to better understand the experiences of students utilizing its services. The primary aim of the survey was to assess the usefulness and effectiveness of the support provided by the CalWORKs office, and to identify areas for potential improvement. Students were invited to share their feedback through a series of structured questions, focusing on service delivery, staff interaction, and overall satisfaction.

Participants were first asked to evaluate how useful they found the CalWORKs services, with response options ranging from "Useful" to "Not Useful." This question aimed to gauge the overall impact of the program on students' academic and personal success. The majority of questions that followed assessed the timeliness and quality of specific services. These included whether students were scheduled for their first appointment within two weeks or less, whether their monthly attendance or progress reports were completed in a timely manner, and whether book and supply request forms were reviewed efficiently. These indicators reflected the operational effectiveness of the program in supporting students' compliance with county requirements.

Another important area of focus in the survey was the quality of ongoing support provided by CalWORKs staff. Students were asked whether they felt the staff maintained regular contact to check in and offer additional assistance. They also evaluated the professionalism of staff members, specifically in terms of courtesy and helpfulness. Finally, the survey asked whether students believed the CalWORKs office provided adequate support and resources to help them succeed.

b) What were the major findings of the customer service survey?

During the 2020 - 2021 academic year 11 surveys were completed. In 2021-2022, 10 surveys were completed. In 2022-2023 and 2023-2024 respectively, there were five surveys completed. The most utilized service within our department was employment and job training services. All respondents believed the services provided by our CalWORKs Office were useful. When asked about the ability to schedule an appointment within 2 weeks or less, all respondents agreed. Most students strongly agreed that the department was helpful with completing their monthly attendance reports on time, reviewed their supply requests in a timely manner, and maintained on-going contact with them. Most respondents strongly agreed that staff were helpful and provided adequate support and resources to help them complete their educational program.

When given the opportunity to share comments, students mentioned that the staff far exceeded their expectations and that CalWORKs was the best place to come talk and get help. Another student mentioned that Compton College is a great small community and that they were grateful to be part of the CalWORKs community, believing that the CalWORKs staff felt like personal friends. Other information that was shared were services they wanted more of, such as housing, gas cards, other resources, and more supplies.

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

Along with our quantitative data, our program also captures qualitative data from our students. Below are narratives from some of our successful CalWORKs students, where they highlight some of our exemplary services. These portraits of success were also shared with our state-wide CalWORKs collective and our county partners as evidence of the impact our program has on student success toward self-sufficiency. Some students also choose to submit their stories to a CalWORKs statewide scholarship. The following stories are being shared with student permission and were collected between 2020 and 2024.

Rolando:

Growing up in East LA school was never something I took seriously, which is partially why I dropped out of high school. Since then, I have worked jobs that paid enough to cover bills, but never enough to secure a safe future for my family and I. Although we struggled financially for a long time, it wasn't until I was laid off March 2020 that I felt I hit rock bottom. I was afraid of not knowing how to provide for my family and felt we could lose our home at any moment.

I never thought getting laid off was going to be a blessing in disguise. However, that's when I realize I needed to make changes. I studied hard to obtain my GED, which is something I always thought of doing but didn't make the time to do so. Once I met that goal, I knew I wanted to continue searching for something that would provide me with a better future which is when I discovered the CNC Machine Operator Program at Compton College. I was blessed to get into the program giving me a second chance not only to pursue a career that will secure my future but also the opportunity to provide for my family. This has also allowed me to set an example for my son, as it is never too late to chase after your dreams and teach him the importance of education. I want my son to know that he can do anything he sets his mind to, just like his father did. Fast forward to 2022 and now I have a new goal, as I am on the verge of obtaining my associate degree in science. Though I have enjoyed pursuing an education it has not been financially easy. I've been fortunate enough to receive support from different departments at Compton College, but CalWORKs and GAIN have been an instrumental part of my educational journey as they have helped me with school expenses related to textbooks, supplies, and transportation. Thank you in advance for taking the time to read my story.

Shyanne:

Throughout my time in school, I have completed my prerequisites for nursing and received my associate degree in biological and physical sciences along with an associate degree in social and behavioral sciences. Soon, I will also earn an associate degree in art and humanities, all while doing my best to maintain a 4.0 GPA. I would like to obtain my bachelor's of science in nursing so that I can continue to help people in need. Having the assistance of CalWORKs/GAIN has provided me with the opportunities for a better future for my children and me.

Ashley:

Embracing my second semester at Compton College, I'm deeply appreciative of the campus's unwavering support, especially CalWORKs, for single parents like myself striving to build a career. As a dedicated nursing student maintaining a 4.0 GPA, Compton College's CalWORKs program's assistance enables me to excel academically while actively participating in my children's extracurricular activities

Abril:

Hello, my name is Abril, 22 years old, a mother to a 4-year-old boy, and a CalWORKs student at Compton College. This is my second year participating in the CalWORKs program and I can't express the amount of help I've received throughout the semesters. Being a part of the CalWORKs community has many perks such as free access to our local museums and aquariums to learn about history. CalWORKs has helped me financially and emotionally get through college with the help of my GAIN worker as well. The first year of college, I was completely lost and afraid to fail. My first semester was Fall 2019 and in which I failed 2 out of those 3 classes that I was registered for due to the financial situation I was in. I couldn't afford to pay for my books. The following semester Spring 2020 a counselor referred me to the program since I was a single mother. I qualified for aid and was able to get help from both my GAIN worker through the CalWORKs team here at Compton College. Two years later, here I am passing all my classes mostly with A's because I no longer struggle to pay for my books and supplies. They have made everything such a smooth ride for me here, from submitting ancillary for our books to meeting for help. I have two semesters left and I couldn't be more grateful to CalWORKs that has been a major part of my journey in college is making me who I am today.

Maricruz:

It took an entire decade for me to gain the motivation to make school a priority, and of course stepping into my first semester I had no clue how many resources were available for student-parents. Compton College has a great number of resources, but CalWORKs is one that benefited me and my child in the best way. They provided all the tools I needed to prioritize and dedicate myself to my knowledge. Through CalWORKs, I found employment that is flexible with my school schedule as much as my mommy schedule, and that is golden. Remember, where there is a will there is a way.

Brooklyn:

Transitioning to a virtual learning environment has not been easy for me especially as student-parent that has four children. Prior to remote learning, I was accustomed to separating my academic life from my home life and the ability to be on-campus gave me the opportunity to compartmentalize the two. Additionally, I am an in-person learner and the ability to ask questions and attend in-person office hours and receive in-person services from programs such as CalWORKs, is what has led to my academic success. Going remote was chaotic mainly because I was no longer able to separate school from home life. Although I have support from my parents with my children, the use of technology is new to my parents. It was difficult for me to balance attending school virtually and providing technical support to my children at the same time. Additionally, I have a two year old daughter that demands a lot of my attention and I am constantly pulled in so many directions. Caring for my family and assisting everyone including myself makes it difficult to keep up with my own studies. However, I have learned to adapt with the support of the CalWORKs Program and GAIN Program. GAIN was instrumental in referring me to the Compton College CalWORKs program and encouraging me to do my best. Additionally, my GAIN worker is extremely supportive. The Compton College CalWORKs Program has helped me through it all even the times when I just wasn't so sure about what courses to take and what steps to take next; they guided me by helping me prioritize and make my class load manageable. The program has also sent me emails of encouragement and has referred me to online tutoring support. I really don't think that I would be at this point in life if it wasn't for the support of the CalWORKs Program.

Courtney:

Now, I have not been to school in ages and I was super nervous to go back and stressed out about having time to study and pass my courses. Once school began, I saw the brighter side of things and realized that this was the perfect time to do it especially since everything is online. So, I started my classes and at first it was tough because of internet issues and since I live in a shelter, I have no control over the internet. I also have a busy body one-year-old who demands my attention every five minutes and a nine-year-old also in school remotely for the first time sharing the same faulty wi-fi. So, at first it was tough, so I decide to talk to a CalWORKs counselor about making a plan so I would not be wandering aimlessly through school. The staff were awesome it was like a team of five swooping into the rescue. One by one they made sure I had everything I needed to succeed in school and were always there whenever I needed

them no hesitation. I am also grateful to the services provided by GAIN such as, transportation, assessment testing, and assistance with textbooks. My GAIN worker is also great because they respond quickly to me and provide support and encouragement with school.

Isabel:

Being a single mom is difficult especially during this time, luckily, I have a good support system. My sisters and my mom help me out when I need to focus on my assignments during class and when I have to study. Even though I have help and set up activities for them sometimes, my youngest son needs my attention and I have to stop everything that I'm doing and focus on him. When I would leave to campus, I would not have to stop my work and I could finish what I'm doing faster and be more focused. I also learned how to set up a schedule for my toddler so while he's coloring, reading, or doing crafts I can finish up some of my assignments and study. Being a student during this quarantine has been difficult but I have managed with the support from the CalWORKs office. They helped me get a laptop when I needed one during the transition to online classes. Even though it's different I love that I get to be with my children during the day. Change is good and I do things differently now, but I look at this as a temporary, which is going to pay off in the end. I have to keep studying and sacrificing my time for the best future for me and my children. The CalWORKs program has allowed me to achieve my educational goals by helping me receive school supplies required by my classes. The program also helps pay for my books every semester and pays for my school fees. I am very appreciative of the program, especially because for my CalWORKs counselor who helps me with educational plan. My educational plan guides me through every semester and makes sure I am choosing the right courses to graduate.

Jessica:

I became a mom at a young age and by twenty I was married and had two children. My marriage was full of abuse and manipulation brought on by my ex-husband's drug and alcohol abuse. I was not allowed to drive, interact with my family, or even have a phone. I was oblivious to the abuse. Slowly the abuse got worse and I could not do it anymore. I was going through a divorce, heartbreak, fear of losing my kids, depression, anxiety, and a financial crisis.

On my very first appointment with the county, I was asked by the social worker if I had suffered from domestic violence. I broke down and told him everything. I will never forget his words, "don't worry mama we are going to get you right." From here my healing began. I went to domestic violence counseling and individual therapy. I began to build myself up slowly by attending school and work. I forgave and allowed my heart to heal, which grew my power of reliance even more.

Recently, my resilience was tested. After a long battle with his addictions and mental health, the father of my kids lost his battle. So many emotions came up and I began to slip into a depression. I reached out and asked for help. Part of having the superpower of resilience is knowing when to ask for help. My life is far from perfect and I still have ups and downs, but the difference now is that I am powerful and resilient. For this reason, I am a proud CalWORKs student. CalWORKs saved my life and made me into a powerful superhero that will be resilient enough to take anything that gets thrown my way.

Samantha:

To have a village to help watch your child(ren) and assist your educational journey is such a blessing. I am fortunate enough to have a small but mighty village that is assisting me and my child along the way through my educational journey. My journey consists of my mom, younger sister, brother, and my grandma. Along side my village I have the assistance and encouragement of the CALWORKS and GAIN Program. All these people help me succeed and encourage me to be a better version of myself every day. My mom is a nighttime nurse, which allows her to be present and available to help watch my son while I go to school. All my educational life she has worked nights to be available for me and my siblings. Now she's continuing to do so for her grandchildren, I appreciate that she's able to do so. My sister is a college student just like me and she works around her schedule to help watch or assist at home with my son. She also helps me better understand college which I am grateful for. My brother works full-time but is always offering to help watch and play with his nephew he has also supported me by helping me with a car situation and taking care of the car maintenance. I appreciate his efforts and assistance toward my educational journey and my child's life. Now my grandmother is my life saver. When my mom is working 12hr shifts and can't watch my son, my grandmother has always been available. Throughout my educational journey I have had the assistance and support of not only my village but a program that has been in support of my educational journey has been the CALWORKS program and GAIN program. Their assistance in funding for schoolbooks and supplies has helped me tremendously, I appreciate their constant contact when it comes to questions or concerns for school. Getting in touch with my GAIN worker has always been a simple and pleasant experience and I'm grateful to be a part of a program that is always ready to help. Being a parent that is attending school is a hard challenge, but the support and assistance from GAIN has been great. The amount of success I've felt while starting school and accomplishing milestones along the way is something I'm grateful for.

Ana:

Being a single mother of 6, with 2 children being diagnosed with a disability, has been a challenge as well as a motivation to go back to school. Since I am unable to get a full-time job because of my children's doctor's appointment and therapy sessions, I decided to enroll in Compton College to obtain my associate degree in business administration with the hopes of transferring to a Cal State University. I want to make my children proud of their mother and show them that no matter how hard life may get, there's always hope and better things to come. This fall semester has shown me that I have superpowers as a student-parent. When the semester began, I was not counting on the challenges my children's health would bring, but despite one child having surgery and another starting therapy, I been able to stay on track with my schoolwork and maintain an A in my class. I play many roles as the main provider for my children; I go grocery shopping to make sure they have food and any essentials they may need. I also cook, clean, take everyone to school, and help my kids with their homework at the end of the day, although sometimes it gets quite stressful. This is why I am thankful to be part of the CalWORKs program at Compton College. GAIN has supported me with my educational goals by providing me with the material I need to attend class and with creating an educational plan that guides me through the classes I need to enroll in each semester, but mainly, for me to gain priority registration which helps me feel less stressed by school. It's never easy to attend college no matter what age we are. When I was young and attended college for the first time, I had to figure everything out on my own, which led me to withdraw from classes. However, this time around the Calworks program and GAIN has made it more accessible and brought more hope for a better future for me and my children.

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

Please see 6A.

Student Services (6) - Conclusions and Recommendations Final Submission: Version by Garcia, Michelle on 06/05/2025 21:50

a) Summarize the program's strengths.

The CalWORKs Program at Compton College demonstrates strong alignment with the college's mission and values through its equity-driven, student-centered approach. It excels in offering holistic, wrap-around services, including academic and career counseling, educational planning, and work-study opportunities, all tailored to parenting students who are balancing education and family responsibilities. Strategic partnerships with DPSS, GAIN, and community organizations have expanded student support and created a robust referral network. The program's success is further evidenced by steady increases in enrollment, student engagement, certificate and degree completion, and high satisfaction ratings from annual surveys. Notable innovations like the "Small Scholar Spaces" and strong staff-student relationships contribute to a welcoming and empowering campus environment.

b) Summarize the program's areas that need improvement.

Despite these strengths, the program faces challenges, particularly around staffing sustainability and funding stability. The anticipated termination of the South Bay Workforce Investment Board (SBWIB) partnership will likely reduce work-study placements, a key benefit for many students. Although technological infrastructure has improved, there is a need for periodic equipment upgrades. Student feedback also pointed to a need for expanded support services, including housing resources, gas cards, and additional basic needs assistance. Additionally, survey participation has declined in recent years, limiting the breadth of student feedback.

c) List the program's recommendations in a prioritized manner to help better understand their importance to the program.

To build on its success and address emerging gaps, the program should pursue alternative funding sources to sustain staffing and student employment opportunities, especially in light of the SBWIB contract's conclusion. Continued investment in outreach and recruitment will help maintain student enrollment levels and secure proportional funding. Improving survey distribution methods could increase student response rates and provide richer insights for future planning. Lastly, expanding partnerships with community-based organizations focused on housing, transportation, and mental health could help address the most frequently cited student needs.

In sum, the CalWORKs Program at Compton College stands out as a resilient and responsive support system for its students. By addressing its resource limitations and expanding targeted services, it can continue to serve as a model for student-parent success within the California Community Colleges system.