CalWORKs

I. Introduction

The California Work Opportunities and Responsibilities to Kids (CalWORKs) program at Citrus College is responsible for providing support services to students who are recipients of Temporary Assistance to Needy Families (TANF). A primary goal of CalWORKs is to provide students with the educational training necessary to acquire job skills which lead to self sufficiency. CalWORKs provides services such as academic, personal, and career counseling. Students also benefit from case management, on and off campus referrals, child care assistance, work study assistance, job development, and general matriculation guidance. CalWORKs staff also assists students with their GAIN and Department of Social Services paperwork and advocates for students by acting as a liaison between those departments.

To date, 213 students participate in the CalWORKs program at Citrus College. The program is housed in the Lifelong Learning Center, which is also occupied by Non-Credit Matriculation, classrooms, and the Dean of Continuing Education's office. The CalWORKs counselors and educational advisor occupy three offices. The front office space is shared with Non-Credit Matriculation. The CalWORKs staff is comprised of the director of EOP&S/CARE, and CalWORKs, two adjunct counselors, one educational advisor, one secretary, one child development technician, and one student worker. The director of EOP&S/CARE, and CalWORKs, reports to the dean of counseling.

#	CalWORKs Position	Hours Week	Funding Source	
			CalWORKs	Other
1	Director EOP&S/CARE & CalWORKs	40	35%	65%
2	Part-time Adjunct Faculty	17.5	100%	
1	Full-Time Educational Advisors	40	100%	
1	Child Development Technician	40	15%	85%
1	Secretary	40	60%	40%
1	Administrative Clerk II	19.5	100%	
1	Student Aide	20	100%	

The CalWORKs department was reorganized in 2004-05 and moved to Counseling Programs & Services under the direction of the director of EOP&S/CARE, and CalWORKs. The new position is dedicated 35% to CalWORKs and 65% to EOP&S/CARE.

CalWORKs has not had a fiscal review.

II. Collegewide Student Services Integration and Coordination

(Section II answers are for Credit/Non-Credit Matriculation, EOP&S/CARE, DSP&S and CalWORKs)

A. *How do these four categorical programs work with each other and with other student services programs?*

Credit Matriculation, Non-Credit Matriculation, EOP&S/CARE, DSP&S, and CalWORKs work together to serve students under the direction of the dean of counseling or the vice-president of student services. The director of EOP&S/CARE and CalWORKs, and the coordinators of DSP&S and Non-Credit matriculation report to the dean of counseling. The dean of counseling is the credit matriculation coordinator. Program coordinators and director meet twice a month with the dean of counseling. Many of the programs share students and referrals; for example, the Early Decision project was implemented in spring 2007, before high school graduation, to enroll students at Citrus for fall 2007. Counselors in all programs assisted the outreach staff with orientations and Student Education Plans (SEP) appropriate for each program. The group also created a new student DVD explaining student services.   A second example of our work together is a summer workshop series called, "POWER Math". The program benefits students who score low in math on the Accuplacer. Non-Credit Matriculation offered student support services in conjunction with a non-credit math class. All counseling programs referred students to promote the program. Students who

successfully completed the program were able to retake Accuplacer before beginning the fall 2007 semester. A third example of our work together is our participation in a workshop on identifying learning disabilities sponsored by DSP&S.

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B. *How do student services work with instruction, institutional research and the management information systems (MIS)?*

- The dean of counseling attends meetings with instructional deans at least twice a month and shares issues with student services managers. Instructional managers/faculty are supportive and sensitive to student needs for accommodations, creating workshops and orientations for students needing to improve in math and English, and providing referrals to categorical programs.
- The dean of counseling receives instructional program review documents and makes comments as appropriate.
- Counseling and instructional faculty participate in learning communities where academic courses (primarily basic skills courses) are paired with counseling courses.
- Citrus College recently hired a researcher who is actively engaged in learning about the college and categorical programs. She recently provided input and data analysis for SLO development and measurement. The college is in the process of establishing research priorities for the position.
- TeC Services works with each categorical program to create reporting databases. The college recently converted to a new Enterprise Resource Project (ERP) system. The new ERP system "Banner" provides more options for data reporting. TeC Services is creating new reports based on requests from student service managers.
- The college recently upgraded the appointment scheduling and tracking system, which the TeC Services staff will maintain.

C. *How are programs integrated with student equity planning and other strategic planning initiatives at the college?*

- *Access:* Categorical programs participate in meeting the goals of the student equity plan. Advisors and counselors from every division are responsible for outreach. Educational Advisors visit our feeder high schools weekly, and categorical programs assist with high school transition nights, Citrus College Youth Conference, Parent University, CAHSEE grant activities, High School Counselor Breakfast, and Early Decision Program.
- *Course completion:* The Early Alert Coordinator is responsible for working with faculty and contacting students who demonstrate early academic difficulty. She regularly revises and reviews interventions to improve effectiveness. In addition, the college recently assigned a college success counselor to meet the needs of basic skills students in the credit and non-credit programs. A goal for this program includes providing orientation in basic skills courses and requiring an educational plan for each student.
- *ESL and Basic Skills Completion:* Counselors participate in learning communities designed for freshmen who place into basic skills courses. The college success basic skills counselor is now responsible for meeting with ESL students to review placements and provide tools to help students succeed.
- *Degree and certificate completion:* Students learn about the certificate and degree programs at Citrus through many avenues including: on-line orientation, new student workshops, counseling courses, summer bridge program, non-credit orientation, DSP&S orientation and one-on-one appointment with a counselor or educational advisor.
- *Transfer:* Categorical programs work with Career/Transfer Center staff to increase transfer rates. Center staff prepares a college fair and university visits for EOP&S/CARE students and are aware of key issues necessary for helping DSP&S students transfer. All counselors and educational advisors are familiar with tools provided by CSU, UC and private colleges needed to assist students with this goal.

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D. How effective are the programs in enabling success for under-prepared and under-represented students?

Students who graduate from Citrus tend to use counseling more frequently than the general student population. In a survey of 266 students conducted at graduation rehearsal in spring 2007, Hispanics were 44.4% of those graduates surveyed compared to 36.6% of the Citrus College population. Asian students represented 14.6% of the graduating students surveyed compared to 8.9% of the Citrus College population. Graduating students told us they visited a counselor between 4-6 times before graduating.

E. How do the program directors/coordinators and business office work together to monitor allowable expenditures and reconcile fiscal reporting.

- All program coordinators and managers meet with the Accounting Technician to monitor allowable expenditures and reconcile fiscal reporting.
- The Accounting Technician now E-mails reports each month to program coordinators.
- The Fiscal Services Department completes expenditure reports as required by the Chancellor's Office.

III. Program-Specific Self-Evaluation

The self-evaluation is based on the WASC Accreditation Standard IIB – Student Support Services:

*"The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Students support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student **access, progress, learning and success**. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services."*

1. Management Information System (MIS) Data Reporting - for access, progress and success, MIS data for the prior three years (2005-06, 2004-05, and 2003-04) will be provided annually by the System Office for each college. Program staff will need to conduct an analysis of the data sent by the System Office. Colleges may also use in-house data to complete this section.

A. How is the categorical program director involved in the review of MIS data before it is submitted to the State Chancellor's Office?

Since the 2005-06 school year the CalWORKs director has worked to correct and review all aspects of MIS reporting. Currently, the director works at the initial data input level to correctly report MIS elements. The data is then compiled and prepared by TeC Services and a draft report is created. The director then reviews the draft report with the information that is derived from the CalWORKs database to double check the accuracy of the information to be sent to the Chancellor's Office.

B. Does the data appear to be accurate? Do the numbers of students in the MIS report match your program records?

Unfortunately, the data sent from the state does not match the in-house CalWORKs data. For the 2005-06 school year, state MIS data shows 280 unduplicated students were served through CalWORKs. This is in contrast to the in-house MIS data which shows 257 students were served during the 2005-06 academic year. For the 2004-05 and 2003-04 school years, Chancellor's Office data shows no students were served. The lack of TeC Services reported students was due to a number of reasons that have since been resolved or are currently being altered to reflect the true number of students served by CalWORKs.

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C. If the data does not appear to be accurate, identify the problem (e.g. too many or too few participants listed; demographics seem incorrect, etc.). Document the process used to identify the problem. Share this information with the college information technology services staff to determine ways to correct your MIS reporting.

At this point in time, MIS data related to CalWORKs is not accurate. However, since the 2005-06 school year, progress has been made to correct the errors in MIS reporting. One of the first steps was the hiring of Linda Welz, director of information technology, in the fall of 2005 with the directive of identifying and correcting errors to the MIS data that was being sent to the Chancellor's Office. One of her first tasks was to organize an onsite visit by the Chancellor's Office MIS Department. Through training and evaluation a number of issues were identified and a plan of action was established.

In addition, during the 2005-06 academic year the CalWORKs director conducted a thorough evaluation of the database and issues surrounding the reporting of MIS elements to TeC Services. Through these processes the MIS data and reporting has improved immensely. This is evident from the data reported back from the Chancellor's Office beginning with the 2005-06 academic year. The number of participants reported from the Chancellor's Office is just slightly higher than that for the number counted by the Chancellor's Office. As the numbers reported from the state are still not completely accurate, the CalWORKs director will continue to work with the TeC Services Department to correct issues.
In addition, continued improvement and evaluation will continue as the college moves from a legacy student information system to a third party system. Implementation of the new student information system began in summer of 2007 and meetings between the director of CalWORKs and the director of TeC Services have continued to identify any potential issues that may arise as the college prepares MIS reporting for 2007-08 academic year.

2. Access - Identify how accessible the program is by comparing demographic data from the college to the program. Data to be compared include gender, ethnicity, age, informed educational goal, Pell and BOG fee waiver recipients, English Language Learners (ELL) and students with disabilities.

A. How does the program compare with the total college demographic data?

Demographic information shows that CalWORKs continues to assist a population that is underrepresented and not considered a "traditional" college student. Data shows that the typical CalWORKs students is over the age of 25, is female, and is receiving both federal and state financial aid. For the 2005-06 academic year, CalWORKs demographics were significantly higher in a number of key areas:

- 71.7% of CalWORKs students were over the age of 25, as compared to 38.3% for the college overall.
- CalWORKs serves a significantly higher proportion of minority students than college overall (82.1% vs. 64.9%)
- CalWORKs serves a significantly higher proportion of female students than the college overall (95.4% vs. 66.4%)
- CalWORKs students received financial aid at a significantly higher rate than the college overall:

    o Received some type of financial aid: CalWORKs, 89.3% vs. the college overall, 35%
    o Received BOG Waiver: CalWORKs, 88.9% vs. the college overall, 35%
    o Received PELL Grant: CalWORKs, 51.8% vs. the college overall, 14%

For years prior to 2005-06 MIS data is unavailable due to errors in reporting that have since been corrected.

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B. Describe the areas where you have concerns about access.

An area of major concern pertaining to access of potential CalWORKs students is the philosophy at the state and county level to push welfare recipients directly into employment as opposed to an educational institution. County social workers are encouraged and often rewarded for the number of welfare recipients they send directly into the workforce, as opposed to an educational institution. Unfortunately, this lead's to a decrease in referrals from the county level and has a negative impact on potential CalWORKs students having access to obtaining a college degree.
An additional area of concern is recruitment in the community. Due to a limited number of full-time staff, recruitment is negatively impacted. The inability to have a fully-developed and staffed recruitment effort has led to the reliance of the program on referrals from the county level, which is currently in decline.

C. Please describe any plans in place for improving access.

The following initiatives will be developed in the coming year to help improve student access:
- Advocate for potential CalWORKs students with the county to stress the importance and benefit of obtaining a college education before entering the workforce.
- Work to identify current Citrus College students before they are appraised by the county welfare departments Self-Initiated Plan (SIPs) to ensure they are able to continue their educational plan.
- Develop a comprehensive recruitment plan to address improvement of access, promotion of education and collaboration with community organizations.

D. What programs and services do you feel specifically contribute to student access at your college? Why?

The ability of the CalWORKs program to collaborate with EOP&S/CARE on recruitment efforts have helped in dealing with the staffing limitations within the CalWORKs program. EOP&S/CARE staff have established contacts with schools and the community that CalWORKs is able to utilize in an effort to educate the community about its program specific services. The collaborative effort helps to off set decreasing referrals from the county welfare office.

3. Progress - Compare how well students served by the program perform compared to those of the whole college. Data to be compared include course success rates, academic and progress dismissal, and persistence.

A. How well do the students served by your program perform compared to the total college population?

MIS data received from the Chancellor's Office indicates CalWORKs students had a lower persistence rate from fall 2005 to spring 2006 when compared to Citrus College students overall. Students within the CalWORKs program had a persistence rate of 50.7% vs. Citrus College students overall who had a persistence rate of 59.7%.

For years prior to 2005-06, MIS data is unavailable due to errors in reporting that have since been corrected.

B. Describe areas where you have concern about student progress.

Persistence rates of CalWORKs students are a major concern to the overall effectiveness of the program. According to data received from the Chancellor's Office, student progress is only at 50%.

C. What programs and services do you feel specifically contribute to the progress of students at your college? Why?

Several programs and services are believed to be instrumental in the progress of CalWORKs students. Each program/service is highlighted below:
- Counseling services – CalWORKs students are mandated to have progress and eligibility forms checked off and reviewed each semester by a college counselor. These counseling contacts serve as a way for counselors to work with each student to check on the progress of their educational goal and any difficulties the student is having. The counselor is then able to

refer students who need social, academic, and personal support services to ensure the completion of their educational goal.

- Intrusive support – Progress checks are conducted three times a semester to monitor and detect any academic difficulties. Students who report substandard grades are then required to meet with a counselor to discuss difficulties and possible interventions.
- Child care – The ability of the CalWORKs program to provide child care for students is a major contributor to student progress. Many CalWORKs students do not have the support at home or the money needed to obtain child care outside of the college. The ability to go to school while their children are being cared for in a state of the art child care facility lessens the student's stress, and contributes to their ability to meet the demands of a college education.

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4. Success - Review how well your students are completing their educational goals. Data to be included are number of degrees and certificates awarded, number of transfer-prepared students, number of transfers, and achievement of non-credit educational goals.

A. How well do the program students perform compared to the total college population?

Data received from the Chancellor's Office 2005-06 academic year, shows CalWORKs students were as successful in core basic skills courses (math, English, ESL) as the college population overall. However, CalWORKs students were less likely to be successful in degree applicable courses than the college population overall. Because our students are so disadvantaged, keeping pace with the general student population is a measure of success. For years prior to 2005-06, MIS data is unavailable due to errors in reporting that have since been corrected.

B. Describe areas where you have concern about student success.

The majority of CalWORKs students enter Citrus College educationally unprepared. This is evident by the assessment test scores and placement of most CalWORKs students into basic skills courses. The major concern for these students is the successful completion of the basic skills (non-degree applicable) courses to move them into degree applicable coursework. The inability to succeed in these courses may be detrimental a student with fragile self-confidence about their education.

C. What programs and services do you feel specifically contribute to the success of students at your college? Why?

Support services such as EOP&S/CARE, DSP&S, Financial Aid, the Learning Center (tutorial services), Counseling and Advisement, and the Career/Transfer Center are integral parts that contribute to the success of CalWORKs students. The ability of CalWORKs faculty and staff to collaborate and refer students to these programs leads to greater student success in academic achievement.

5. Student Learning Outcomes - Describe your progress in the development and implementation of Student Learning Outcomes (SLOs) for the California Work Opportunities and Responsibility to Kids/Temporary Assistance to Needy Families (CalWORKs/TANF) program at the college.

A. What are the SLOs for the program?

In spring 2007, the CalWORKs program developed the following student learning outcome:
- Upon successfully completing the New Student Orientation, students will demonstrate the fulfillment of county requirements and CalWORKs program requirements, resulting in successful compliance of the student contract.

B. What process was used (or plan to use) to develop these outcomes?

The CalWORKs director and counselor attended an SLO writing workshop at the CalWORKs Partnership Summit in November 2006. In addition, the CalWORKs counselor has participated in training and has previous experience in writing SLO's. The process for developing the SLO involved identifying the major components of the CalWORKs program and then selecting the area that needed immediate attention. The CalWORKs department found there was a need to clarify what a student is expected to complete throughout the semester. An orientation was created to instruct/inform students

of the semester requirements; as a result, a new draft of the student contract was produced. The CalWORKs program intends to continue writing and assessing additional SLOs.

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C.   What types of activities are you conducting in order to achieve these outcomes?

New student orientations are held at the beginning of each semester. They are held on different days of the week; one in the morning, and one in the afternoon. The intent is to make them as accessible to students as possible. If a student misses a group orientation, they can reschedule if there are still orientations scheduled. If there are no more group orientations available, students are required to complete a one-on-one orientation with a CalWORKs counselor or educational advisor.

A letter is mailed to the student informing them of the orientation dates and times. They are instructed to call the office to sign-up for an orientation. Phone calls are made to students who have not responded to the letter. Students who come into the office are signed-up for the orientation and given a reminder.

D.   How are you assessing the achievement of the outcomes?

Each student has a semester checklist in their file that tracks all of the required contacts and the date the contact was completed. This checklist directly correlates with the student contract. At the end of the semester, the files of the students who attended orientation are pulled and reviewed to determine if the student fulfilled their contract requirements. A completion percentage was determined.

E.   How have you used the assessment information to improve the services?

It is clear that consistent reminders of contract requirements are needed. A new checklist has been created for the student's use. On the checklist, each required appointment is listed and there are columns indicating whether the contact has been completed, in progress, or needed. This is a form that the student will keep and be reminded about at each visit.

Efforts will be made to have each requirement on the contract assigned to a set time on the semester calendar. In other words, completing SEPs, in the second month of the semester may ensure that more students will be checked for completion. They can be called to set up an appointment. E-mail addresses will be added to student contact information in order to address the problem of not being able to contact our students due to disconnected or wrong phone numbers and frequently address changes.

CalWORKs, EOP&S/CARE are managed by the same director. Several CalWORKs students qualify for EOP&S/CARE; for this reason staff from both programs are working to establish ways to streamline requirements for CARE and CalWORKs participants. Not only does this ensure that there is not a duplication of services, it also services these students more efficiently. The intent is to minimize the amount of appointments and paper work students from both programs must complete and submit. The first CARE/CalWORKs mini conference was held in August 2007.

6. Compliance - Provide an overview of how each program is meeting the applicable minimum requirements of the federal regulations, California Education Code, Title 5 regulations

Student Eligibility

A.   Describe your college's coordination with the local county Department of Social Services to determine student eligibility for services and coordinate services to be consistent with and in support of the student's welfare-to-work plan.

Students are referred to CalWORKs by the Department of Public Social Services (DPSS). Students also come to CalWORKs as a self-referral. There is consistent communication between CalWORKs staff and service workers through phone calls and faxes. Once eligibility has been determined, academic counseling services such as course selection and development of a SEP is completed in accordance with the student's welfare-to-work plan. The CalWORKs department requires monthly progress reports to ensure that the student is successful. If the student is encountering difficulty, appropriate interventions are offered. The CalWORKs progress report is an effective tool used in

completing the GAIN progress report. Communication with local Department of Social Services case workers is continuous during students' tenure at Citrus College.

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B. What documentation is used for eligibility for CalWORKs funded services? Do the student files contain this eligibility documentation?

Eligibility is determined by receiving a Notice of Action (NOA), a Verification of Benefit (VOB), or a welfare-to-work plan. E-mail or written documentation by the student's GAIN service worker is also acceptable. The documentation must state the amount of cash aid the student receives and must be dated no earlier than two weeks prior to the start of the semester. New students that furnish a welfare-to-work plan must provide a NOA or VOB the following semester. The eligibility document is kept in the student's file and flagged for easy identification.

C. If provided, describe how student eligibility for on-campus child care is determined and how is this service coordinated between the college's Child Development Center and the CalWORKs program.

Students are referred to the Child Care Technician located at the Child Development Center. The Child Care Technician explains the process and assists with completing the necessary forms. The Child Care Technician also maintains a list of child care providers in the area as a referral for students. Due to the limited number of spaces in the Child Development Center, students are placed on a waiting list until space becomes available. Once space is available, the Child Care Technician contacts CalWORKs to verify eligibility and contacts the student to process the appropriate forms. If the student is new to the program, an "intake" appointment is scheduled with CalWORKs to determine eligibility and assess student need. Students with eligibility problems are placed on hold until the issues are resolved. There are no vouchers provided to students. The Child Care Technician and CalWORKs staff track students utilizing the services, complete billing, and maintain copies of eligibility forms. Payment of child care services is not approved until eligibility is approved by the CalWORKs department staff.

(State Budget 6870-101-0001 Schedule (8) 20.10.045-Special Services for CalWORKs Recipients; CalWORKs Handbook, Essential Program Elements (a))

Student Services

A. Describe each of the program component services that are provided using CalWORKs and TANF funds and how these services are documented. *(State Budget Act; Education Code)*

Case Management:

There are two adjunct counselors and one educational advisor employed in the CalWORKs program. Students receive academic, personal, vocational, and career counseling. Counseling services such as academic probation intervention, study skills, and course planning are provided to the student. The counselors and educational advisor also conduct orientation sessions, assist the student with completion of county paperwork, and provide referrals to on and off campus services that may help the student. Case notes are documented in the student file summarizing what was discussed in the appointment. A checklist in the file also tracks the services the student received.

Work Study:

The CalWORKs team recruits students and assists in finding employment (if eligible) through informative presentations on campus. CalWORKs staff outreaches and collaborates with different departments on campus, such as Financial Aid, Student Employment, and the Child Development Center, to identify students eligible for work study. Work study opportunities are coordinated through the Financial Aid Office and the Student Employment Office. Federal Work Study reimburses 75% of the student's salary on campus and CalWORKs reimburses 25% except in cases where CalWORKs students are not eligible for work study. In those cases, CalWORKs funds 75% of the salary and the particular department the student works for will fund 25%. Work study students are monitored by the administrative clerk. Information such as pay rate, hours

worked, hire date, and end date are entered into Banner, the student management database. A checklist that tracks this information is also in the student's file.

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Job Development:

The CalWORKs job developer/counselor collaborates with other departments on campus to recruit employers to hire CalWORKs students. The job developer outreaches to both employers and potential CalWORKs employees through informative presentations, networking, and advertisements to departments on campus. CalWORKs students also participate in an informal interview by the job developer to provide appropriate job placement based on employment skills and interests. Employers also interview CalWORKs students for employment positions. Job placement is monitored by the job developer to evaluate student's progress and success within the position they obtain. Progress reports are sent to the employer to monitor job performance and professionalism.

Job development workshops such as resume writing and interview techniques will be developed and offered to students. The job developer will coordinate with the Career/Transfer Center and Non-credit Matriculation departments in creating these workshops. Case notes are documented in the student file as well as on a checklist that tracks the services the student received.

B. Describe your college's process for providing case management services. *(State Budget Act CalWORKs Handbook, Essential Program Elements (c) & Case Management Section)*

Case management is provided by academic counselors. Educational advisors assist with CalWORKs students' case management, when no academic counselor is available. The CalWORKs department conducts an "intake" session to determine eligibility and develop a SEP. Follow-up appointments are conducted to track continuing eligibility, determine student needs, conduct assessments, update the SEP, assist with county and program forms, and provide referrals on and off campus. Academic counselors and educational advisors work collaboratively in tracking student progress by obtaining student's educational history, monitoring progress through the collection of progress reports, conducting follow-up sessions, documenting student files, communicating with county personnel, and updating the database.

Program Requirements

A. Do you have a program coordinator or director? What percentage of time does this position have assigned to CalWORKs and how was it calculated? *(CalWORKs Handbook, Essential Program Elements (g); Organization Section)*

The CalWORKs department is under the management of the Director of EOP&S/CARE and CalWORKs. The director reports to the dean of counseling, who is under the leadership of the vice president of student services. Thirty-five percent (35%) of the director position is assigned to CalWORKs.

B. Describe how the CalWORKs program coordinator and staff coordinate with the local country welfare department to provide services to eligible CalWORKs students.

Continued student eligibility is determined each semester by collecting county documents (i.e.: Self-Initiated Plan, Vocational/Post Employment forms, Notice of Action, or Verification of Benefits). The Notice of Action and Verification of Benefits must be dated no earlier than two weeks prior to the start of the semester. In an effort to improve our process, an "eligibility" check form was created and implemented. This form is a work in progress and helps facilitate the eligibility documentation and case management provided to the student. It has also assisted with the collection of MIS data. The CalWORKs counselor meets with the student to develop a SEP in accordance with their welfare-to- work plan. The county sends a "Stop Action" form once the student is no longer eligible to receive benefits. The CalWORKs office coordinates services with the county welfare department by maintaining a cooperative relationship with GAIN and maintaining contact with county representatives. In addition, the CalWORKs department works collaboratively with the Department of Public Social Services (DPSS) by attending monthly meetings to share and

exchange information. Representatives from DPSS and GAIN are invited to attend the monthly LAC-5 meetings, which are hosted by local colleges. Since fall 2006, a representative from GAIN has been available in the CalWORKs department to meet with students on an appointment and drop-in basis.

CalWORKs

Funding, Expenditures and Accountability

A. How do you ensure that CalWORKs funds are only used to pay for allowable services for CalWORKs eligible students? *(State Budget Act, Education Code, CalWORKs Handbook)*

A continuous effort is made to ensure all students participating in the CalWORKs program are eligible participants receiving cash aid. Appointments are rescheduled if the student has not submitted the proper eligibility document to the CalWORKs department. The Chancellor's Office has strict guidelines for how CalWORKs funds may be spent; for this reason, reference is made to the CalWORKs handbook if there is a question about how the funds may be used. Further clarification is available by speaking directly to the Chancellor's Office staff. In addition, the CalWORKs budget and expenditures are outlined in the yearly program plan, which is reviewed by the Chancellor's Office for final approval.

B. How do you ensure the declared match are from allowable sources and are for direct services provided to CalWORKs students?

Reference is made to the CalWORKs handbook issued by the Chancellor's Office for permissible matching funds. Also, the Chancellor's Office staff is available for clarification of what may be used for matching funds.

C. Describe the process for developing and approving the CalWORKs Budget and Expenditures.

The Chancellor's Office sends a tentative budget, which is finalized once MIS numbers are reviewed and approved. A final budget is sent and divided into the following areas: CalWORKs program funds, childcare funds, and TANF funds. Monies from these areas are earmarked for certain expenses. Final figures and budget plans are sent to the Chancellor's Office by way of the CalWORKs program plan for the academic year.

D. Identify the process for completing the CalWORKs Year-End Report and relationship to the district's year-end program accounting.

The Year-End Report is compiled by the EOP&S/CARE and CalWORKs director in conjunction with the Citrus College Fiscal Services.

Other:

A. What other areas or departments on campus do you coordinate with to provide services to CalWORKs students?

The EOP&S/CARE and CalWORKs departments are under the guidance of the same director. As a result, CalWORKs works closely with EOP&S/CARE in implementing procedures for servicing students participating in both programs. Required forms such as progress reports and SEPs are frequently exchanged between programs, with the student's consent, so that completion of program requirements may be facilitated.   Weekly meetings were held in preparation for the first CARE/CalWORKs mini-conference; these meetings will now be held monthly. In addition, the CalWORKs department holds monthly meetings with the director of EOP&S/CARE and CalWORKs. Monthly meetings are held for all staff of EOP&S/CARE and CalWORKs departments throughout the entire year.

As previously mentioned, CalWORKs staff work with the Child Development Center, Financial Aid, and the Student Employment Office in providing services to CalWORKs students. CalWORKs collaborated with the non-credit matriculation in providing basic skills training, job placement information, and study skills resources to CalWORKs students. CalWORKs frequently makes

referrals to other campus offices such as the assessment center for English, reading and math placement; the Disabled Student Programs and Services (DSP&S) for learning disability testing and/or accommodations for students with other types of disabilities; and general counseling for filing various college petitions.

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IV. Effective Practices and Opportunities for Improvement

A. What is working well?

The CalWORKs department has undergone major revisions within the last year that have led to the improvement of the program's structure. Policies and procedures were reviewed, rewritten, and assembled into a manual. The manual is effectively used for training new staff. A specific policy mandates all new students attend an orientation where program and county requirements are discussed. New forms were created to assist students and staff in keeping track of the semester requirements that will be completed. Modified outreach efforts are in place to address the concern of a reduction in student participants. With implementation of the new outreach methods, CalWORKs is experiencing an increase in new students this semester.

The CalWORKs work study component was recently reassigned to a new staff member. This has resulted in the review and improvement of the practices that were currently being used. To date, there are twenty-four CalWORKs students currently employed on campus in a work study position. The target number for the academic year is fifty. The success of this component is largely attributed to the fact that the program is now more visible on campus and departments are aware of the opportunity to participate in hiring work study students. Monthly meetings are scheduled to ensure the lines of communication are open and to address any concerns that may arise. Students are committed to the job and are following up with CalWORKs staff.

B. What areas need to be addressed more effectively?

There is a lack of consistency regarding the information that GAIN service workers tell students concerning the services they may receive while attending school. The overarching problem is that the Department of Public Social Services and GAIN are insisting that students work as opposed to receive an education. Students believe that they must work while attending school so that they may receive the supportive services that GAIN provides. Students are entitled to receive an education and not work as long as they are within their 60-month time limit and are completing their 32-35 hour weekly requirement. CalWORKs endorses academic training to earn a certificate or degree and pursue a career so the student can become self-sufficient. GAIN prefers short-term training that leads to acquiring an entry-level job. There is a cooperative relationship with DPSS and GAIN, but the turnover rate is so large within those departments that long standing relationships are hard to maintain. Furthermore, students are frequently transferred to various GAIN service workers, resulting in an inability to develop a mutual understanding of what each department is trying to accomplish.

There are internal problems within the program that need to be addressed. The most critical at this time is the tracking of data. An ongoing discussion is the review of data collection methods. As changes initiated by the Chancellor's Office are implemented, the CalWORKs database is less capable of capturing the information that is needed. The college recently began using Banner, a new student data management system. CalWORKs is collaborating with TeC Services to ensure that mandatory reporting is accurate and that Banner provides the capabilities that CalWORKs needs.

Once the data tracking ability is resolved, CalWORKs can focus on the retention of students. Evaluations need to be created to pinpoint improvements that may be made so students are fully participating in the program and utilizing all the services available. CalWORKs faces an ongoing challenge: students tend to only request services when they need to turn in documents to their GAIN service worker. Improvements have been made; however; this is a continuous process that needs further attention.

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Many CalWORKs students participate in other programs on campus and may become overwhelmed by the requirements of each program. Considering the nature of the population CalWORKs serves, these students have limited time and find that it is easier not to fully participate in CalWORKs because, at this point, there are no tangible repercussions in place. In an attempt to address this issue, CalWORKs staff is communicating with EOP&S/CARE staff to streamline the services students in both programs receive. The objective is to ease the process of completing program requirements.

Lastly, staffing and space are problematic within the CalWORKs program. CalWORKs currently shares office space with non-credit matriculation. In addition, there is only one full-time staff member working for the program. These two issues affect the services students receive because of the limitations they create.

C. Any exemplary practices and services that may be replicated by other colleges.

Due to limited staffing and a reliance on part-time staff/faculty in the CalWORKs office, Citrus College has been limited in exploring and initiating innovative practices and services within the program. However, in the coming year the program will be evaluating the effectiveness of its services and will begin to explore possible practices and services that can better assist our students.

D. Any successful pilot projects implemented by your program.

CalWORKs requires that students complete monthly progress reports; this has been in place for over a year. There is discussion in GAIN that would require all CalWORKs programs to adopt this procedure. CalWORKs at Citrus College has been at the forefront with this practice and sees the benefits of requesting this information in the set time frame. Opportunities to intervene sooner are there if a student is experiencing difficulty in a course, which ensures course completion and goal attainment in a timely manner.

In summer 2007, CalWORKs partnered with EOP&S/CARE to offer the first CARE/CalWORKs mini-conference. The mini-conference offered both program orientations, campus speakers, and a workshop on resume writing. There were approximately 70 participants. This was the first step in collaborating with CARE in addressing the needs of students participating in both programs. The second joint conference is scheduled for January 2008.

CalWORKs is developing a system where a student's log of the lab hours they have completed on campus can be printed. This function will greatly improve the tracking of the student's 32-35 hour weekly requirement.

V. Planning Agenda

New Plans – Review current outreach and recruitment strategies and make improvements.
- *Timeline* – spring 2008
- *Resources Needed* – Communication and collaboration between county GAIN workers, community agencies, local high schools, one-stop centers and employment agencies.
- *Person Responsible* – Director of EOP&S/CARE and CalWORKs, GAIN social workers, Coordinator of High School Relations and Coordinator of External Relations.

New Plans – Develop a student survey to identify the effectiveness of the program and identify student needs.
- *Timeline* – spring 2008
- *Resources Needed* – Development of survey questions that are valid and accurately measure CalWORKs program and services.
- *Person Responsible* – Director of EOP&S/CARE and CalWORKs, counselors, education advisors and Institutional Researcher.

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New Plans –Evaluate the data collection process to ensure accurate MIS reporting and program effectiveness.
- *Timeline* – spring 2008
- *Resources Needed* – Banner student information system, CalWORKs database, collaboration and communication with MIS department at Chancellors Office and Director of TeC Services
- *Person Responsible* – Director of EOP&S/CARE and CalWORKs, counselors, education advisors and Director of TeC Services

New Plans – Increase the number of work-study students and positions.
- *Timeline* – spring 2008
- *Resources Needed* – Development of on/off-campus work-study positions and streamlining of work-study paperwork with Financial Aid Department and Student Employment Office.
- *Person Responsible* – Director of EOP&S/CARE and CalWORKs, counselors, education advisors, Director of Financial Aid, Coordinator of Student Employment Office.

New Plans – Collaborate with CARE program to provide efficient services to students participating in both programs.
- *Timeline* – fall 2007
- *Resources Needed* – Development of coordinated events, meetings and communication.
- *Person Responsible* – Director of EOP&S/CARE and CalWORKs, counselors, education advisors and EOP&S/CARE Coordinator

VI. Implementation and Technical Assistance

A. Is there any training or technical assistance that you believe would improve the effectiveness of your programs?

- Further Banner training to ensure accurate inputting of MIS data
- Training in development of off-site work-study positions
- Further clarification and training in needed documentation of particular MIS elements that are unclear and/or undefined

B. Are there any laws, regulations or other requirements that you find problematic in implementing any of these categorical programs to your college?

- Federal regulations mandating 30% of CalWORKs students are participating in work activities. Regulations have led to the State and county to push CalWORKs participants to work activities as opposed to educational obtainment.