

Peralta Community College District

Berkeley City College
College of Alameda
Laney College
Merritt College



COLLEGE OF ALAMEDA CALWORKS PROGRAM REVIEW REPORT

Fall 2016

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The Non-Instructional Department, Program or Administrative Unit Program Review Report

1. College: Alameda

Program: CalWORKs

Date: 9/27/2016

Members of the CalWORKs Program Review Team: Toni Cook and Marissa Nakano

Members of the Validation Team: Toni Cook and Marissa Nakano

2. California Work Opportunity and Responsibility to Kids (CalWORKs) program

The mission of the College of Alameda **California Work Opportunity and Responsibility to Kids (CalWORKs) program** is to provide students who are TANF/CalWORKs recipients with a solid foundation of support services as the Program is specifically created to empower them to successfully pursue educational and career opportunities. Thus, the ultimate goal of our program is to assist CalWORKs students with vocational/educational training programs that lead to self-sufficiency. The program partners with several governmental and non-profit entities within Alameda County's Department of Social Services, the Cities of Oakland and Alameda, Oakland and City of Alameda Housing Authority, City of Alameda and county food banks, etc. In an attempt to respond to the demand of "doing more with less," the CalWORKs program was placed under the direct supervision of the director of the EOPS/CARE program 2010-2011. This not only insures that the program has fulltime supervision, but students who have "time limited out" are guaranteed a smooth transition if eligible for CARE services and counseling consistence.

In the fiscal year (FY) 1997-98, the *Personal Responsibility and Work Opportunity Reconciliation Act* recognized the role of community colleges in the CalWORKs system. The California State Community Colleges received funding through Proposition 98 to establish a CalWORKs community college program on every campus. Given the fact that the Welfare-to-Work Act is a federal initiative, the program also receives Federal TANF funding.

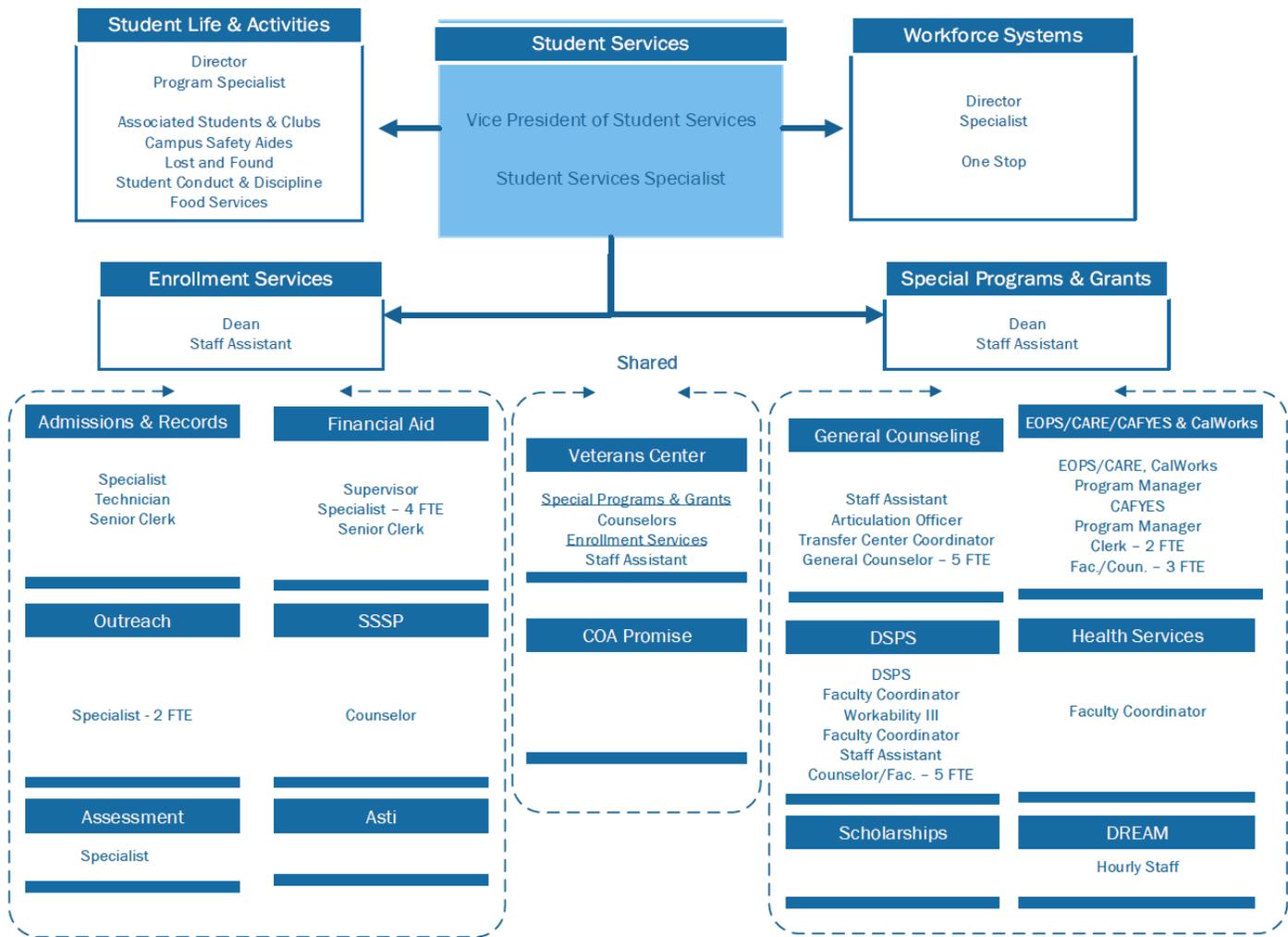
The purpose of the College of Alameda CalWORKs program is to serve students receiving TANF/CalWORKs services from county social services agencies by providing educational and career opportunities combined with an array of high-quality support services that enable students to complete their educational goals, find meaningful employment, and successfully transition into the workforce. Through collaboration and advocacy with our college and community partners, the program prepares a segment of California's workforce by promoting the economic self-sufficiency of CalWORKs students through the attainment of a certificate and/or AA/AS in one of the instructional programs.

By providing students with on, and off, campus work-study opportunities, the COA CalWORKs program maintains strong relationships with campus, and district departments while successfully being the only campus in the district that places COA CalWORKs student off campus with local employers. In addition, Clean Slate, time management, and career development workshops are conducted with the intent of ensuring student success, as well as assist in decreasing barriers to employment.

During the Spring 2011 semester, the Vice Presidents/Deans from all four Peralta campuses decided to explore the integration of the CalWORKs program with the EOPS/CARE program. In an effort to meet the reality of declining resources, the COA Vice-President of Social Services placed the supervision of the CalWORKs program under the leadership of the Director of EOPS/CARE program. This decision was supported by the CalWORKs Coordinator who retired March 2011. With the support of the EOPS/CARE

Director, the EOPS/CARE Program Specialist and two adjunct CalWORKs/CARE counselors, the program was strengthened as students were expected to meet the counseling goals similar to EOPS/CARE. With the assistance of the Job Developer, the Work-Study component of the program was also strengthened.

3. Organizational Chart:



July 20, 2016

COA CalWORKs continues to enjoy an excellent relationship with other student and instructional services such as Disabled Students Program Services, EOPS/CARE, Health Services, Student Activities, COA One Stop Career Center, Financial Aid, instructional Dean of Division II, as well as the department chairs of the CTE programs. Through these collaborative relationships a team approach was established and enhanced the stabilization of student retention and persistence.

4. Student Demographic Data:¹

For Departments and Programs, please enter the following demographic data for the past three years.

Department or Program Name:	2013-2014	2014-2015	2015-2016	% Change (year 1 to year 3)
Total Students Served (Headcount)	115	112	92	-22.8
Gender: Male	15	99	12	-25.0
Gender: Female	87	12	79	-10.1
Gender: Unreported	13	1	1	-92.3
Age: ≤ 19 years	2	3	2	-0-
Age: 20 -24	32	28	21	-52.3
Age: 25 - 29	29	30	25	-16
Age: 30 - 39	36	29	30	-20
Age: 40 - 49	15	18	11	-36.3
Age: ≥50	1	4	3	66.6
Ethnicity: African-American/Black	46	41	38	-21.0
Ethnicity: Asian	20	23	19	- 5.2
Ethnicity: Filipino	3	1	2	-50
Ethnicity: Hispanic/Latina/Latino	23	19	12	-91
Ethnicity: Pacific Islander	-0-	1	-0-	-0-
Ethnicity: Two or More Races	9	6	4	-125
Ethnicity: White Non-Hispanic	8	11	10	20
Ethnicity: Unreported	6	10	7	14
Special Populations: current or former Foster youth	2	1	0	-50
Special Populations: Veterans	2	-0-	2	-0-
Special Populations: students with disabilities	10	12	12	16.6

For Administrative Units, please enter the following demographic data for the past three years.

There has been a decrease in the number of CalWORKs being served by the College of Alameda. The decrease is evident in each of the demographic categories. The most impressive factor is the number of students in the special population categories being served, as the only decrease was that of foster youth. During the Spring 2016 semester, a special "outreach" event was held at the Alameda Point Collaborative. A special effort will have directed to this population in the 2016-2017 academic year, as there was a clear expression of interest in the college's CTE programs at the "outreach" event.

¹ Student demographic data secured from California Community Colleges Chancellor's Office, Management Information Systems Data Mart. The CalWORKs counselor reported that all of the campuses located in Alameda County with a CalWORKs program reported a decline in student enrollment; as did the Alameda County Social Services Agency report an overall decline in number of CalWORKs recipients.

5. Assessment:

Please answer the following questions and attach the TaskStream “At a Glance” report, if applicable, for your department, program or administrative unit.

Questions:

- How does your department, program ensure that students are aware of the program level outcomes and/or service area outcomes for your area? Where are the program level outcomes and/or service area outcomes published? If they are on a website, please include a live link to the page where they can be found.

1. Develop a Student Educational Plan (SEP) that will facilitate an effective integration into the work force.

Activity: Students in consultation with the CalWORKs Counselor will develop an SEP consistent with their county welfare-to-work activity contract.

2. Find and utilize effectively available community based resources needed to become self sufficient

Activity: Randomly 10 students will be given a case vignette that will assess their knowledge of available resources, their skills to apply and get qualified for their resources as well as their knowledge of needs prioritization.

3. Recognize life and work stressors and design and implement effective practices, goals and interventions.

Activity: Randomly 10 students will be given a case vignette that will assess their awareness to life stressors and their knowledge of effective strategies.

<http://alameda.peralta.edu/calworks/calworks-student-learning-outcomes/>

- Briefly describe at least two of the **most significant changes/improvements** your department, program or administrative unit made in the past three years as a response to analysis and discussion of program level outcomes and/or service area assessment results. Please state the program level outcome and/or service area outcome and assessment cycle (year) for each example and attach the data from the “Status Report” section of TaskStream for these findings.

Improvement 1. Find and utilize effectively available community based resources needed to become self sufficient

Once it was established that child care expenses were provided by the county social service agency, the Dean and the CalWORKs counselor decided not to duplicate this service, especially since the evidence demonstrated that the “child care” allocation to the college remained largely unspent. More importantly, CalWORKs counselor believed it to be more realistic to focus on helping the students to meet their Welfare-To-Work requirements. As such, meetings were held with the One Stop Career Center and the Job Developer to ensure that CalWORKs students were taking full advantage of the “job readiness” services provided by the Center. The impact of this strengthened relationship is measured by the number of CalWORKs students who were placed in work-study positions at the district, on campus and/or in off-campus agencies/organizations.

Improvement 2. Develop a Student Educational Plan (SEP) that will facilitate an effective integration into the work force.

All of the “new” CalWORKs students who made an appointment with the CalWORKs counselor, and kept such, completed the “abbreviated” SEP; and 98% of the “continuing” CalWORKs students who met with the counselor completed a “comprehensive” SEP at the first/second meeting with the CalWORKs counselor the following semester. The challenge remains, getting “all” of the new and continuing CalWORKs students to meet at least 2-

3 times with the counselor. The SARS appointment, and data maintained by the Program Manager on the EXCEL spreadsheet, indicates that at least 19% of the CalWORKs new students failed to meet with the counselor a second time to ensure that they received a comprehensive SEP. As such, at the end of each appointment, the CalWORKs counselor schedules the "next" appointment at the end of every appointment. This combined with the counselor calling each student who failed to meet with the counselor on the day/time of the follow-up appointment is called and attempts are made to schedule another appointment. T

- Briefly describe two of the **most significant examples** of plans for program level and/or service area improvement for the next three years as result of what you learned during the assessment process. Please state the program level outcome and/or service area outcome and attach the data from the "Assessment Findings and Action Plan" section of TaskStream, if applicable, for each example.

Plan 1. The student demographic data clearly indicates that an "outreach/recruitment" plan needs to developed and implemented. With the addition of the Associate Dean, Educational Success, and the attention being directed toward CTE, the Dean will meet with the management/program officials to ensure that the CalWORKs population is part of the overall outreach/recruitment.

Plan 2.

- Describe your program's institutional level outcomes (ILOs).

The importance of ILOs, as well as the program's Student Learning Outcomes are discussed with the students, during faculty/staff meetings, and individual with the CalWORKs counselor. A more detailed discussion is held with the CalWORKs/CARE counselor, and during the faculty/staff meetings.

- How are the program level outcomes and/or service area outcomes aligned with the institutional level outcomes and to the college mission? Please describe and attach the "Goal Alignment Summary" from TaskStream, if applicable.

(1) SLO#1 - Develop a Student Educational Plan (SEP) that will facilitate an effective integration into the work force - mapped to ILO#1

(2) SLO#2 - Find and utilize effectively available community based resources needed to become self-sufficient - mapped to ILO#1

(3) SLO#3 - Recognize life and work stressors and design and implement effective practices, goals and interventions - mapped to ILO#5

- What do members of your program do to ensure that meaningful dialogue takes place in both developing and assessing the program level outcomes and/or service area outcomes?

The CalWORKs staff is one counselor. As such, the Dean meets informally with the counselor regularly to discuss the program level outcomes, their effectiveness, as well as the service area outcomes.

- Briefly describe the results of any student satisfaction surveys or college surveys that included evaluation and/or input about the effectiveness of the services provided by your department, program or administrative unit. How has this information informed department, program or administrative unit planning and goal setting?

The COA CalWORKs program has depended upon the results of student focus groups. However, student satisfaction survey that focuses only on the students receiving the services of CalWORKs has never been developed. The only student satisfaction survey that was developed was in 2007 and during a time when the college had its own researcher. However, with the 2009-2010 decline of Fund 1 resources, the campus research position was eliminated, and the human or fiscal resources needed to construct a scientifically reliable student

survey remains wanting. With the addition of a college-base Dean of Research to the managerial staff, the urgent need to construct a survey that measures student satisfaction of the services provided by the college's categorically funded programs really needs to be constructed and implemented.

- How do you know that your program is effective? What are the indicators that measure your effectiveness? What are the expected results of these indicators?

A review of the data noted in the July 2014 Analysis of the Hispanic and African Achievement Gap underscores the positive impact of the college's CalWORKs program. However, there is still data which suggests that there is room for improvement as it pertains to student success, particularly as it relates to distance education.

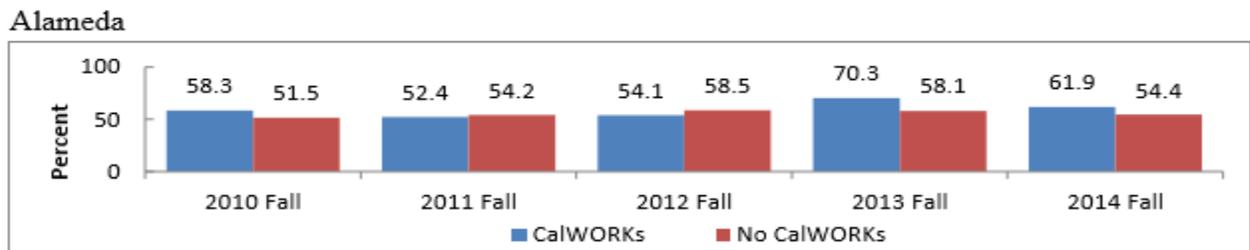
6. Student Success and Student Equity:

For Specialized Support Services Programs:

- Describe course completion rates (*% of students that earned a grade "C" or better or "Credit"*) in the courses within your program for the past three years. Please list each course separately. How do the program's course completion rates compare to the college course completion standard?

CalWORKs does not offer any classes. However, COA Course Completion rates for special populations are eligible to be participants in the college's CalWORKs's program are described on page 50 of the College of Alameda 2015-2016 Student Equity Plan. In addition, course completion data for African American COA CalWORKs students is noted in the district's July 2015 Analysis of Achievement Gap for Hispanic and African American Students.

A) Overall Course Success Rate



According to the report, the "Overall Course Success Rate" for the Alameda Hispanic and African American CalWORKs students in the Fall 2013 and 2014 semester is higher than that for the non-CalWORKs African American and Hispanic students. The reported information is particularly encouraging as African American and Hispanic Students constituted 60% of the population in Fall 2013 and 65% Fall 2014.

- Are there differences in the course completion rates when disaggregated by age, gender, ethnicity or special population (current or former foster youth, students with disabilities, low income students, Veterans)? If so, please describe.

The college 2015 Student Equity Plan provides course completion rates by gender, ethnicity, foster youth and DSPS. The data that commanded attention was that pertaining to distance education. What follows is the "course completion summary" for some of the special populations noted in the inquiry

Course Completion Summary

The overall COA success rate for students in distance education is 65.25%. Among all COA students in **distance education, African Americans** are the only group below the Proportionality Index threshold of .85 for course completion at .71. This represents a 41.20% success rate compared to White Non-Hispanic students at 69.54%.

Among all COA students in **non-distance education, African Americans and American Indians / Alaskan Natives** are below the Proportionality Index threshold of .85 for course completion at .83 and .77 respectively. This represents a 55.59% success rate for African Americans and 51.68% for American Indians / Alaskan Natives compared to White Non-Hispanic students at 71.52%.

The overall COA success rate for students in non-distance education is 66.99%. For students with **low incomes in distance education** coursework the success rate is 61.82 compared to 68.67 for students not identified as low income. The success rate for students not identified as foster youth is 66.20 while the success rate of **non-distance education foster youth** is 52.23 (proportionality index of 0.79). Course completion for COA DSPS students is slightly higher than the general COA student population.

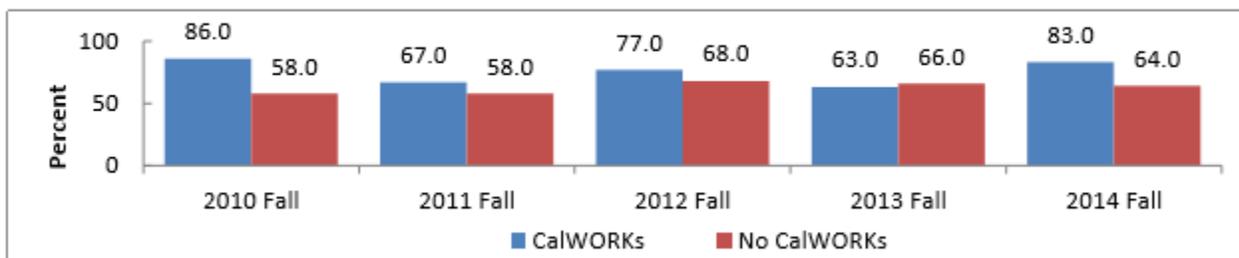
Discussion: The summary noted above can be found on page 44 of the 2015 COA Student Equity Plan. In addition, pages 49-50 of the OA 2015 Student Equity Plan provides some course completion data as it relates to foster youth, low income and ethnicity and DSPS for distance education. If the disparity remains as it pertains to the aforementioned groups, I am sure that there will be not only a discussion across the student services and instructional divisions, but strategies will be employed to address the achievement gap.

- Briefly describe the program’s overall retention rates (After the first census, the percent of students earning any grade but a “W” in a course or series of courses) for the past three years. How does the program’s retention rate compare to the college retention standard?

The July 2015 Analysis of the Hispanic and African Achievement Gap report notes the following information as it pertains to the retention rate for COA CalWORKs Fall to Spring and Fall to Fall retention rate. The information is encouraging as 60 and 65% of the COA CalWORKs population for Fall 2013 and Fall 2014 was Hispanic and African American.

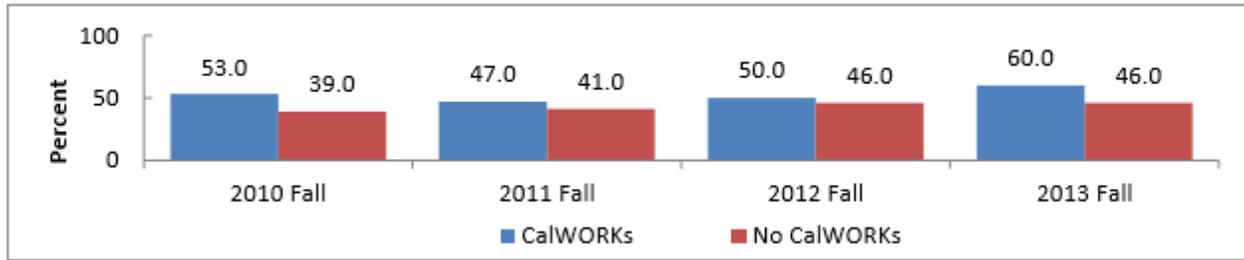
Fall to Spring Retention Rates

Alameda



Fall to Fall Retention Rates

Alameda



- Are there differences in the retention rates when disaggregated by age, gender, ethnicity or special population (current or former foster youth, students with disabilities, low income students, Veterans)? If so, please describe.
- What has the program done to improve course completion and program retention rates? What is planned for the next three years?

During the middle of the semester, each CalWORKs student is required to garner from each instruction an assessment of their performance in a grade form and report the findings within a defined deadline. Any student whose report indicates that the mid-year assessment is C- or below is called and asked to make an appointment to meet with their counselor who so that a remediation plan can be developed.

Please provide the following information about these specific SSSP services, as applicable, for students in your program, for the past three years.

	2013-2014	2014-2015	2015-2016
Number of students that completed orientation			20
Number of students that completed assessment			20
Number of completed Student Educational Plans (SEPs)			186
Number of Abbreviated versus Comprehensive SEPs			115 ABB 71 Comprehensive
Total number of follow-up services			
Number of Early Alert referrals ²			

² Peralta has not yet activated the Early Alert system. However, the CalWORKs program initiates the Academic Progress Report which is initiated mid-year each semester. Students are required to garner from each instruction an assessment of their performance in a grade form and report the findings within a defined deadline. Any student whose report indicates that the mid-year assessment is C- or below is called and asked to make an appointment to meet with their counselor who so that a remediation plan can be developed.

- What has the program done to improve SSSP services? What is planned for the next three years?

The CalWORKs/CARE counselor clearly understands the importance of SSSP services. For example, all CalWORKs applicants must evidence having completed the on-line orientation and completion of the assessment examination before being admitted to the program. A review of the spring data pertaining to number of abbreviated and comprehensive Student Education Plans (SEP) Spring 2016 indicates that the CalWORKs/CARE counselor complete 115 abbreviated and 71 comprehensive Student Educational Plans. It should be noted that the CalWORKs counselor also serves CARE students. As such, the SEP data noted represents a combination of student education plans for both populations.

7. Human, Technological, and Physical Resources (including equipment and facilities):

- Describe your current level of staff, including full-time and part-time faculty, classified staff, and other categories of employment.

Full-time faculty headcount **1**

Part-time faculty headcount **-0-**

Total FTEF faculty for the discipline, department, or program **1**

Full-time/part-time faculty ratio **n/a**

Classified staff headcount, if applicable **1**

Administrative staff:

Other: Student Workers -

- What are your key staffing needs for the next three years? Why? Please provide evidence to support your request such as assessment results data, student success data, enrollment data, and data on the number or type of services provided, survey results, and/or other factors.

The COA program only has one counselor who serves both CARE and CalWORKs students. A review of the student data clearly indicates that there is a need to develop an outreach/recruitment plan. While this need can possibly be met by hiring a CalWORKs student and placing them on the outreach/recruitment "team" to specifically focus on increasing the number of students in this categorical program, this does not compensate for the need of a CalWORKs coordinator. As such, the dean will collaborate with the counselor, as well as the VPSS to explore the hiring of a part-time CalWORKs coordinator and/or designating the current counseling as the program's coordinator. Any, and all, increase in the CalWORKs staff must be supported by the annual allocation, as the program has not received any supplemental funding from the Equity or SSSP program.

- Describe your current utilization of facilities and equipment.

Existing facility could be described as sufficient. However, if a part-time Cal-WORKs coordinator were hired, or a part-time counselor to serve as the CalWORKs coordinator, there is clear need to identify more space as the usage of the current space is at its maximum.

- What are your key technological needs for the next three years? Why? Please provide evidence to support your request such as assessment results data, student success data, enrollment data, and data on the number or type of services provided, survey results, and/or other factors.

PeopleSoft Functionality – Functionality issues with PeopleSoft continue to inhibit the effectiveness of counseling and academic advising. Additional functionality is also needed to address the needs of students and counselors. SARS Functionality – There are continued issues following the transition from SARS Grid to SARS Anywhere, the online appointment system, used by Student Services.

CalWIN is the data base in which the status of all persons receiving some form of a county social service is tracked and is maintained by Alameda County Social Services. When validating the eligibility and/or services that students are receiving, CalWORKs counselors/coordinators have access to this data base. During the Fall 2016 semester, a full time CalWORKs clerical assistant was hired. Given the limited number of personnel with the college program, the counselor recommends that the newly hired staff person be provided access to the data base. The needed access will be provided by the CalWORKs counselor.

- What are your key facilities needs for the next three years? Why? Please provide evidence to support your request such as assessment results data, student success data, enrollment data, and data on the number or type of services provided, survey results, and/or other factors.

See comment noted in "Describe your current utilization of facilities and equipment."

8. Community, Institutional, and Professional Engagement and Partnerships:

- Discuss how faculty and/or staff have engaged in institutional efforts such as committees, presentations, and departmental/program activities. Please list the committees that full-time employees participate in.

The CalWORKs counselor is currently the faculty advisor for the college's Phi Theta Kappa community college honor society. This is the third year in which the faculty member has served and the data clearly indicates that there has been a clear increase in the number of students who are part of Phi Theta Kappa. More importantly, the membership includes students who are dependent on the services of the campus categorical programs.

- Discuss how faculty and/or staff have engaged in community activities, partnerships and/or collaborations.

COA CalWORKs continues to enjoy an excellent relationship with other student and instructional services such as Disabled Students Program Services, EOPS/CARE, Health Services, Student Activities, COA One Stop Career Center, Financial Aid, instructional Dean of Division II, as well as the department chairs of the CTE programs. Through these collaborative relationships a team approach was established and enhanced the stabilization of student retention and persistence.

In addition to the internal relationships, the counselor initiated a relationship with Alameda Point Collaborative (a community serving low income residents located behind the campus). In addition, the counselor regularly attends Region 3 meetings and has developed a strong relationship with the CalWORKs program coordinators and/or counselors that represent the colleges in the region.

The CalWORKs Program is in close partnership with the California State Chancellor's Office, as well as the Alameda County Social Services Agency to provide direct student support services. In addition, the college's CalWORKs program is designed to support the county Welfare-to-Work employment target of 30 percent of all CalWORKs students working at least 20 hours a week while attending school.

- Discuss how adjunct faculty members and/or part-time hourly employees are included in departmental or program trainings, discussions, and decision-making.
There are no adjunct faculty in the COA CalWORKs program.

9. Professional Development:

- Please describe the professional development needs of the program. Include specifics such as training in the use of technology, use of online resources, cultural sensitivity, mentoring, and activities that help individuals stay current with their job responsibilities, etc.

The dean who supervises the college's categorical programs, as well as the general counseling department, met with the counseling department co-chair and both agree that a discussion pertaining to strategies and best practices that counselors employ when it comes to enrollment in distance education courses should be discussed at the joint counseling segment of the counseling department meetings.

The CalWORKs counselor attends the monthly CCCP meetings. The CalWORKs counseling strongly recommends that the clerical assistant II attend as the content of the meeting and the discussions that follow are crucial to professional development.

10. Program Goals and Activities:

- Briefly describe and discuss program goals and activities for the next three years, including the rationale for setting these goals. NOTE: Progress in attaining these goals will be assessed in subsequent years through annual program updates (APUs)

Goal 1 - Stabilize the retention and persistence of CalWORKs students by encouraging them to enroll in one of the Learning Communities

Measuring the goal: This has been an on-going issue in the CalWORKs program statewide. All new CalWORKs students are required to take the assessment test before a Student Education Plan (SEP) is developed. Students who test within the range that suggests that their math placement should be arithmetic and English placement is English 269 easily become discouraged. For example 20 of the 24 students who enrolled Fall 2013 and failed to return Fall 2014 fit the aforementioned assessment test profile.

Orientation for CalWORKs student was moved from the first week of class to the week before the first day of classes. In addition, the orientation sessions were defined as mandatory and were held for continuing and new CalWORKs students. Rather than determine eligibility during the first meeting with the CalWORKs counselor, it was determined during the orientation, as all CalWORKs students were told to bring their "most recent Notice of Action." By determining eligibility at the orientation session, the first counseling session focused on the development of a SEP for "new" CalWORKs students; and updating the existing one for "continuing" CalWORKs students.

In an attempt to discern if continuing CalWORKs students were returning Fall and/or Spring semester, the CalWORKs counselor began calling students 7-10 days before the first day of class. Students, who received less than 2.0 at the end of the semester, were called first and invited to meet with their counselor prior to the first day of class. In this way, counselors could assess if there were academic, financial and/or family issues that could possibly interfere with their returning.

While there is no guarantee that the strategies employed will significantly alter the challenge of retention and persistence, evidence is available that the impact of such is beginning to have a measurable impact. For example, there were 83 CalWORKs students who enrolled Fall 2014 and/or Spring 2015, returned Fall 2016. More importantly, the GPA of the "continuing" students settled to where the overall average was 2.53.

Goal 2 - Continue to conduct workshops that focus on life skills strategies needed to overcome barriers that may impede CalWORKs students from reaching their academic goal.

Measuring the goal: During the 2009-2010 and 2010-2011 academic years, several life skills workshops were offered. However, the attendance was marginal. As such, several changes were made. The most significant change was the time that county social service agencies allotted CalWORKs recipients to complete their respective training and/or community college program was reduced to 60 months; in 2010-2011; and in 2011-2012 to 48 months. This was particularly impactful on students who required at least 2-4 semesters of basic skills courses as this reduced the time to complete a CTE or Liberal Arts AA program to 36 or 24 months respectively. Rather than bemoan the impact, counselors began to urge CalWORKs students who fit the basic skills profile previously noted to examine the potential of enrolling in CTE programs that provided them with a skill as well as a certificate as this pathway would enable them to develop some "job readiness" skills within the time limited allotted. The data suggests that 27% of the students who began their academic journey enrolled in a Liberal Arts program, modified their SEP program and enrolled in CTE programs offered at COA.

Goal 3 - Continue to partner with the One Stop Career Center and the Job Developer so that CalWORKs students will receive the job search services that meet their Welfare-To-Work requirements.

Measuring the Goal: Given the impact noted in the previous goal, several modifications were made to the budget. The most significant impact was the reallocation of "child care" resources to work study. Once it was established that child care expenses were provided by the county social service agency, the Director and the counselors decided not duplicate this service, especially since the evidence demonstrated that the "child care" allocation remained largely unspent. More importantly, CalWORKs counselors believed it to be more realistic to focus on helping the students to meet their Welfare-To-Work requirements. As such, meetings were held with the One Stop Career Center and the Job Developer to insure that CalWORKs students were taking full advantage of the "job readiness" services provided by the Center. The impact of this strengthened relationship is measured by the number of CalWORKs students who were placed in work-study positions at the district, on campus and/or in off-campus agencies/organizations. Specifically, 46% of the 2011-2012 CalWORKs students held positions in one of the aforementioned settings. From a budgetary standpoint, 2011-2012 became the first year that COA spent all of the state CalWORKs/TANF resources allocated.

Appendix A

Non-Instructional Department, Program or Administrative Unit Program Review Prioritized New Resource Requests Summary³

College: Alameda

Program: California Work Opportunity and Responsibility to Kids (CalWORKs) program

Contact Person: Toni R. Cook, Dean, Special Programs & Grants

Date: 9/29/2016

Resource Category	Description	Priority Ranking (1 – 5, etc.)	Estimated Cost	Justification (page # in the program review narrative report)	District-College Goal & Institutional Learning Outcome
Human Resources: Faculty					
Human Resources: Classified					
Human Resources: Student Workers					
Technology					
Equipment					
Supplies					
Facilities					
Professional Development					
Other (specify)					

³ Page 7 provides some discussion pertaining to possible increases in human resources. However, any, and all, increase in the CalWORKs staff must be supported by the annual CalWORKs/TANF allocation as the programmatic expenses are not being supplemented with Fund 1, SSSP or Equity funds.

Appendix B

PCCD Program Review Alignment of Goals Template

College: Alameda

Program: California Work Opportunity and Responsibility to Kids (CalWORKs) program

Contact Person: Toni R. Cook, Dean, Special Programs & Grants

Date: 9/29/2016

Discipline, Department or Program Goal	Institutional Learning Outcome	PCCD-College Goal and Institutional Objective
1. Stabilize the retention and persistence of CalWORKs students by encouraging them to enroll in one of the Learning Communities	Solve problems and make decisions in life and work using critical thinking, quantitative reasoning, community resources, and civil engagement	A: Advance Student Access, Equity, and Success A.3 Student Success: Using baseline data, increase student engagement in activities such as student governance, student life activities, Student leadership development, service learning programs, learning communities, student employment, etc.
2. Continue to partner with the One Stop Career Center and the Job Developer so that CalWORKs students will receive the job search services that meet their Welfare-To-Work requirements.	Solve problems and make decisions in life and work using critical thinking, quantitative reasoning, community resources, and civil engagement.	A: Advance Student Access, Equity, and Success A.3 Student Success: Using baseline data, increase student engagement in activities such as student governance, student life activities, Student leadership development, service learning programs, learning communities, student employment, etc.
3. Continue to conduct workshops that focus on life skills strategies needed to overcome barriers that may impede CalWORKs students from reaching their academic goal.	Solve problems and make decisions in life and work using critical thinking, quantitative reasoning, community resources, and civil engagement.	A: Advance Student Access, Equity, and Success A.3 Student Success: Using baseline data, increase student engagement in activities such as student governance, student life activities, Student leadership development, service learning programs, learning communities, student employment, etc.

Appendix C

Program Review Validation Form and Signature Page

College: Alameda

Program: California Work Opportunity and Responsibility to Kids (CalWORKs) program

Part I. Overall Assessment of the Program Review Report

Review Criteria	Comments: Explanation if the box is not checked
<p><input type="checkbox"/></p> <p>1. The narrative information is complete and all elements of the program review are addressed.</p> <p><input type="checkbox"/></p> <p>2. The analysis of data is thorough.</p> <p><input type="checkbox"/></p> <p>3. Conclusions and recommendations are well-substantiated and relate to the analysis of the data.</p> <p><input type="checkbox"/></p> <p>4. Department, program or administrative unit planning goals are articulated in the report. The goals address noted areas of concern.</p> <p><input type="checkbox"/></p> <p>5. The resource requests are connected to the department, program or administrative unit planning goals and are aligned to the college goals.</p>	

Part II. Choose one of the Ratings Below and Follow the Instructions.

Rating	Instructions
<input type="checkbox"/> 1. Accepted.	1. Complete the signatures below and submit to the Vice President of Instruction.
<input type="checkbox"/> 2. Conditionally Accepted.	2. Provide commentary that indicates areas in the report that require improvement and return the report to the department, program or administrative unit manager with a timeline for resubmission to the validation chair.
<input type="checkbox"/> 3. Not Accepted.	3. Provide commentary that indicates areas in the report that require improvement and return the report to the department, program or administrative unit manager with instructions to revise. Notify the Dean and Vice President of Instruction of the non-accepted status.

Part III. Signatures

Validation Team Chair

Print Name

Signature

Date

Counseling Department Chair

Print Name

Signature

Date

Received by Vice President of Instruction or Vice President of Student Services

Print Name

Signature

Date

