

Evergreen Valley College
Student Affairs Program Review Self-Study
Document Criteria
WIN/CalWORKs Program
2013-2015 (years 2013-14 and 2014-15)

Note to Preparers

Please use the criteria in this template to prepare the Program Review for your department or program. One of the major functions of Program Review is to ensure that all work units of the Evergreen Valley College are aligned with its goals. The college's goals are set forth in its Mission and Strategic Initiatives, which are expressed below. Relevant data sets were emailed to you by the Office of Institutional Effectiveness and Student Success; please see your Dean/ if you need help with this. Additional information, including a submission timeline and samples of recent Program Reviews, are available on the college website <http://www.evc.edu/discover-evc/institutional-effectiveness/program-review>. If you have any questions, please feel free to contact any member of EVC's Institutional Effectiveness Committee (IEC).

Program Review Process/Timeline

1. Submit Program Review (PR) draft to IEC. **December 1st**
2. IEC committee members will review and provide feedback to assist you in preparing a final version. **February-March**
3. Make revisions to first PR draft and submit final version to IEC. **April 1st**
4. Final PR version goes to College Council and EVC President for approval before going to the Board of Trustees. **April-May**
5. Approved PR goes to the College Budget Committee for EVC's Budget and Planning Process. **(resource allocation model)**

Evergreen Valley College's Mission:

With equity, opportunity and social justice as our guiding principles, Evergreen Valley College's mission is to empower and prepare students from diverse backgrounds to succeed academically, and to be civically responsible global citizens.

Strategic Initiatives:

1. Student-Centered: We provide access to quality and efficient programs and services to ensure student success.
Areas of focus are:
 - Access: Develop a balanced schedule of course offerings to better meet the needs of students
 - Curriculum and programs: Establish quality curriculum and programs to support student achievement of educational goals.
 - Services: Tailor services for a diverse student population to prepare and enable them to succeed academically and become global citizens.
2. Community Engagement: We will transform the college image and enhance partnerships with community, business and educational institutions.
Areas of focus are:
 - Increase visibility
 - Develop strategic partnerships
 - Building campus community
3. Organizational Transformation: We create a trusting environment where everyone is valued and empowered.
Areas of focus are:
 - Student Access: Completion of educational goals
 - Employee development
 - Transparent Infrastructure

Department/Program Name: Student Services/CalWORKs

Last Review: 2012

Current Year: 2015

Preparers' Names: Liz Tyrrell

List Staff/Faculty, Positions & Titles: Director of CalWORKs/International Programs and Services/Veterans

Dean/Vice President: Interim VP of Student Affairs, Mark Gonzales

Summary of the Department/Program

1. Provide a brief summary of your program. Assume the reader does not know anything about it. Your explanation should include a brief history and a discussion of any factors that have been important to the program's development. Please explain the purpose of your program, what students you serve, what services you provide, and why these services are valuable.

The CalWORKs (California Work Opportunities and Responsibility to Kids) provides services to parents receiving TANF (Temporary Aid to Needy Families) or cash aid. The TANF Program is a federal assistance program that is administered by the Health and Human Services Department. It provides temporary assistance to help those who need it primarily through education and employment. Each state implements the TANF federal assistance program in a different manner and is given discretion as to how the program is executed.

The CalWORKs Program is the State of California's interpretation and enactment of the TANF requirements. The CalWORKs Program has specific rules and regulations that apply only to residents needing cash assistance within the State of California. The CalWORKs Program is administered by the California Department of Social Services and provides education, employment, and training programs to help families get jobs and move towards self-sufficiency. Child care, transportation, work expenses and counseling are available for families in work activities. There is a forty-eight month time limit for adults but the children can remain on aid if otherwise eligible under the Safety Net program.

Within the State of California, each County is responsible for carrying out the CalWORKs Program to residents that qualify for cash aid benefits. Each County also has its own interpretation of the CalWORKs State regulations, and develops programming to address specific needs of their County.

The County of Santa Clara has a good relationship with their CalWORKs educational partners. In the County of Santa Clara, the County contracts with both community colleges and adult education to provide on-site services at the educational provider for all CalWORKs students. The CalWORKs Program offers degree and vocational training programs for TANF students.

Based on a solid foundation of support services, the CalWORKs Program is specifically created to enable students to pursue both educational and career opportunities. The CalWORKs Program helps assist students to manifest economic self-sufficiency by pursuing a higher education at our college.

Through the college's certificated and degree programs, students obtain directly transferable skills to

the marketplace in a variety of disciplines. Our goal is to help students transition from gaining an education in an in-demand field, to finding and securing meaningful employment during their college experience and after they have graduated.

Through the CalWORKs Work/Study Program, we have a limited number of jobs on and off campus to assist students in gaining hands-on experience during their education at the college. As part of our program, we offer cover letter preparation, interview techniques, workplace behavior, and managing work and home responsibilities.

To support CalWORKs student in their studies, the program provides a dedicated EVC CalWORKs Program Director, Educational Counselor, Program Assistant, and Community Engagement Specialist who work together to make each student's school to work transition a rewarding experience. Through funding from the County of Santa Clara, students receive: childcare support services, transportation, books, supplies, and other school-related expenses. This program also links with EOP&S/CARE, DSP, Financial Aid, Admissions and Records, Tutoring, and many other campus related services. Additionally, we provide links to county and community resources to assist students with many different kinds of needs such as: housing, counseling, childcare, and Second Harvest monthly food distribution.

****Note: For the following items, you may use Student Learning Outcomes (SLOs) and SLO assessments to gauge effectiveness. If so, you may wish to complete Part G, below, and then return to this section.***

2. How does your program define effectiveness, and what measures have you chosen to gauge it?

The CalWORKs Program defines effectiveness in a number of ways. One of the first ways is by the ability of staff to connect students to important services. Because CalWORKs clients can face a number of barriers to coming to college, staying in college, and being successful within the college environment, our program has strived to directly address this potential gap by employing a staff person whose job it is to directly connect with students and link them to services that can assist them be successful in school, our new Community Engagement Specialist. For example, a student may come in with housing issues, there are a number of County resources that we can refer them to which ensure that their family can secure housing. We also refer for a number of community services such as: dental mobile vans, classes for children, camps for children, daycare, childcare, afterschool care, car loans, transportation vouchers, bus passes, clothing, counseling, credit counseling, food security, Second Harvest Food Bank, and a number of non-profit organizations who have many grants and programs to help families who need assistance.

We also define success by encouraging students with increasing their leadership within the program. Recently we have had several students who have been outstanding examples of leaders on our campus. We have had a past CalWORKs Student Mentor be the Associated Government President in 2014-15. This person is now our Community Engagement Specialist and is on staff to assist our students. We have also had another Student Mentor be on the ASG Board for the 2014-15 year. This

year we have a CalWORKs Program Tutor who ran for President, but instead of going for another run off campaign, instead decided to start a Student Club for Parenting Students on Evergreen's campus.

Success also means obtaining the degree or certificate and reaching their educational goal. We want our students to complete their educational goal and graduate with their certificate or degree in their chosen field. We would also like to see our CalWORKs students transfer; however, until recently (fall of 2015) the County of Santa Clara was unwilling to let our students transfer to a 4-year university.

The reason that students could not transfer was that CalWORKs is considered to be a "welfare to work" program and our County did not consider transfer a possibility for increasing the work readiness of the CalWORKs population. We all know that increasing someone's education is a path to increasing their self-sufficiency but the County has their own measure of educational attainment and once the AA/AS degree was reached, they determined that the CalWORKs participant should be able to go out and be gainfully employed. Fortunately, now the County is allowing some students to transfer to obtain their 4 year degree.

3. Please summarize the results of any measures you have applied. What do these results mean for your program?

As mentioned above, I specifically wrote the job description for the Community Engagement Specialist position and hired in February of 2015 an individual to specifically work with our students, linking them with important resources that would assist in removing some of the barriers that had traditionally kept them out of school. Issues such as housing, childcare, lack of money, and relationship/family stressors can tear a student out of the college track and send them straight back into survival mode. As part of our contract with the County of Santa Clara, we have to report clients (students) who drop out of the program, depending on what the reason for them leaving college, the reason can be termed either a "positive" or "negative" termination. Since hiring the Community Engagement Specialist, our terminations have decreased

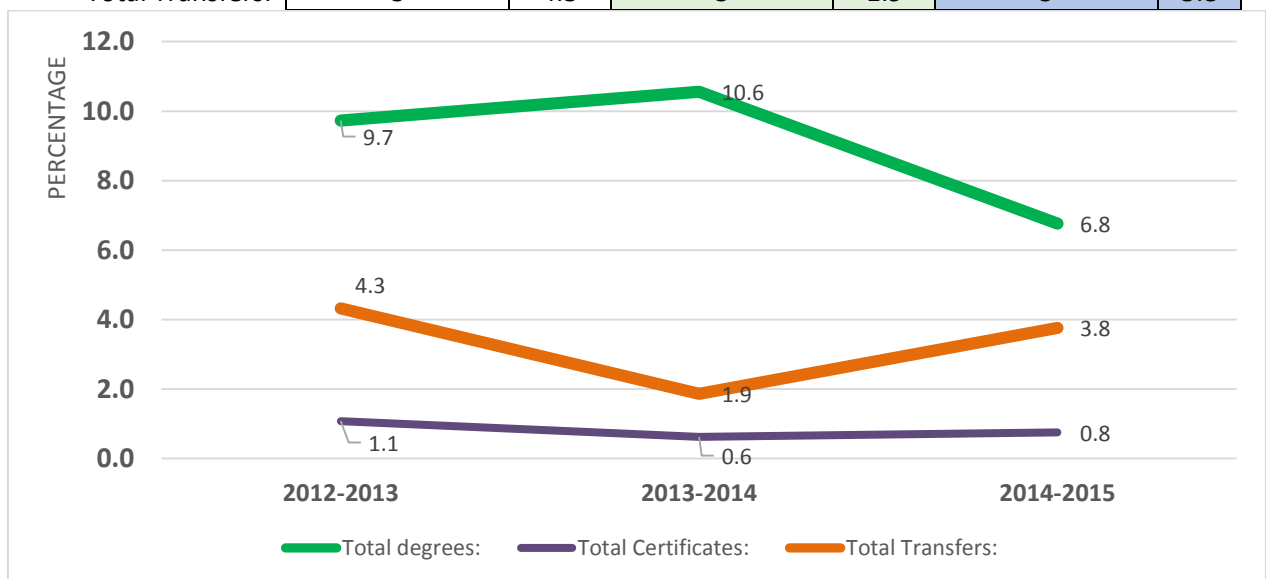
Leadership is important and by identifying students who are leaders, we increase their expansion and ability to rise up. As stated above, we had a CalWORKs student mentor in our office for several years. During her last year in college, she ran and was elected ASG President. That same person is now in our office helping other CalWORKs recipients with all kinds of CalWORKs issues. Below is the raw data on our CalWORKs Student Mentors:

- 6 Student Mentors since 2009.
- 4 out of 6 were in campus leadership positions: on ASG or Student Club President.
- 5 out of 6 obtained their degree or certificate.
- 4 out of 6 transferred or are transferring to a 4 year university.
- 5 out of 6 won scholarships from EVC or another private organization.

The CalWORKs Program also defines effectiveness by our transfer and graduation rates. Due the County of Santa Clara's policy of not allowing transfer to 4 year universities during the period of 2013-14, our transfer rates dropped for our CalWORKs students. The transfer rates grew 1.9% (from 1.9% to 3.8%). This change reflects the recent change in CalWORKs program policies: the students can continue their education in a 4 year schools as soon as they are ready to transfer from a 2 year college (60 transferable units necessary, but not a degree completion). Our graduation rates have decreased 3.7% (from 11.2 % to %7.5 – see the table) during the reporting period, which is something that the program needs to address to ensure that our students are graduating and receiving the assistance they need along the way to be successful in that goal.

Graduation Rates, counted in Spring Semester

	2012-2013		2013-2014		2014-2015	
	Count		Count		Count	
Total students served:	185	%	161	%	133	%
Total graduated:	20	10.8	18	11.2	10	7.5
Total degrees:	18	9.7	17	10.6	9	6.8
Total Certificates:	2	1.1	1	0.6	1	0.8
Total Transfers:	8	4.3	3	1.9	5	3.8



4. Where would you like your program to be three years from now?

Our program would like to increase our CalWORKs student numbers with the County of Santa Clara. An unfortunate side effect from the Federal TANF (Temporary Aid for Needy Families) reauthorization was that States (and therefore each County) has to meet a Federal Work Participation Rate. While the intention was to get people off cash aid and working, the reality has been that counties who do not

meet this federal mandate will be financially punished for not meeting the expected Work Participation Rate (WPR), which is 50%. That means that 50% of the people on cash aid from any given county are supposed to be working and getting off cash aid. Predictably, adult education and colleges were squeezed out as the counties are trying to meet their WPR to ensure their funding stream from TANF. Even more disheartening is that instead of people having the opportunity to get an education to advance themselves and their families, they are instead most often kept in low wage jobs, having to work 2-3 jobs just to pay bills. The cycle of poverty remains unbroken and many people are stuck in a low socio-economic status with little way out.

Different Counties have implemented the WPR mandates in differing ways. The County of Santa Clara went ahead and implemented an aggressive WPR campaign to achieve the WPR rate of nearly 80%. This has had a direct linear impact on all colleges (and adult eds) within the county of Santa Clara and their ability to receive CalWORKs participants from the County. After some time of the County being a “work first” model the County of Santa Clara through various pressure points, including that of the CalWORKs Statewide Association and various Anti-Poverty organizations, have exerted pressure on Santa Clara County to revise its policy on just placing cash aid participants into low wage jobs to get their WPR higher.

Therefore, the County of Santa Clara is starting to reach out to its college partners to increase educational visibility by featuring the colleges in its orientation through a video and through other promotional materials, including posters on the doors of the CalWORKs Eligibility and Intake Buildings. Through this increased collaboration, the colleges, which of course includes Evergreen, will see additional CalWORKs participants being referred to our college programs for services. I would expect to see a more robust program with additional students and increased numbers of CalWORKs on campus.

To increase both our graduation and transfer rates as CalWORKs moves forward is important. While our transfer rates have already increased, we need to work on graduation rates to ensure that students are reaching their goal and if they falter that we are providing every available resource for them to succeed.

As our Student Parents Club also increases in presence on campus, I would like to increase both parents visibility on campus as well as highlight the services that our CalWORKs Program can provide. While we had some great events this past year as the first year the Student Club was developed, I would like to increase our events and further expand the Club to meet the needs of students who are parents.

PART A: Overview of Program

1. Please state at least three recent accomplishments for your program which show how it contributes to the College's success.

Strategic Initiative: Community Engagement

The CalWORKs Program provides services to the both the EVC and larger community by continuing to support and host the Second Harvest Food Bank on our campus. Every Friday we have on our campus around 85 EVC students and community members picking up much needed healthy groceries for their family. Each family receives over 100lbs of groceries to assist their family with food and food costs for the month. This is a program that CalWORKs has hosted for the campus and community for over 10 years. This speaks directly to the Community Engagement that the district fosters.

Strategic Initiative: Community Engagement and Student-Centered

The CalWORKs Program works directly with students, linking them to the larger community. The CalWORKs Program knows that often students do not end up being successful in college because life happens. Issues with housing, relationships, childcare, food, mental health, or other important life circumstances arise and sometimes students cannot get the support they need to resolve those issues and have to drop out of college. That is why the CalWORKs Director developed the CalWORKs Community Engagement Specialist Position that directly triages student issues with community resources. This was a new position that was created expressly to link students to the necessary community and County resources that can best support their success. To that end, our program has developed relationships and increased our knowledge and understanding of what is available to our students to assist with their success. While the details of our many partnerships are outlined in C5, we strive to proactively meet with our students to understand what their issues are to assist them in providing resources from which they can directly benefit. This addresses Student-Centered successes.

Strategic Initiative: Student Centered

Through our tutoring services, we offer CalWORKs students the ability to be tutored within our program by another CalWORKs student who understands them on a different level than a tutor who is housed outside of our program. As evidence by our SLOs, CalWORKs tutoring does have a direct impact on our students' success. We know that they get better grades after having spent time with our CalWORKs Tutor. While tutoring may be the focus, we also know that students will begin to feel linked in with other students by accessing services at the college. We also encourage our tutors to talk to students if there are any life issues so that we can assist them within the office on connecting them to necessary services.

2. State the goals and focus of this department/program and explain how the program contributes to the mission, strategic initiatives, comprehensive academic offerings, and priorities of the College and District.

The goal of CalWORKs is to provide our students with the support and guidance they need to obtain their educational goal. The County dictates that each student has an educational goal that they work towards in order to continue to participate in the CalWORKs Program. We focus on ensuring that students maintain a 2.0 GPA, follow their educational plan, and maintain their required participation to receive their cash aid. To work towards this goal, we carefully monitor the classes they take, what

classes they add or drop, and have Progress Reports to follow up on academic issues. When grades come out, we submit those to our County, which actually has more stringent regulations on grades than does our college. Therefore, we are working with each student to try to promote their success through: counseling meeting with our Counselor, follow up on grades, follow up on Progress Report, and ensuring monthly participation that must be completed on our campus. This assists the district with the Student Success Initiative as we are already working on many of the key points that will be affecting colleges across the state.

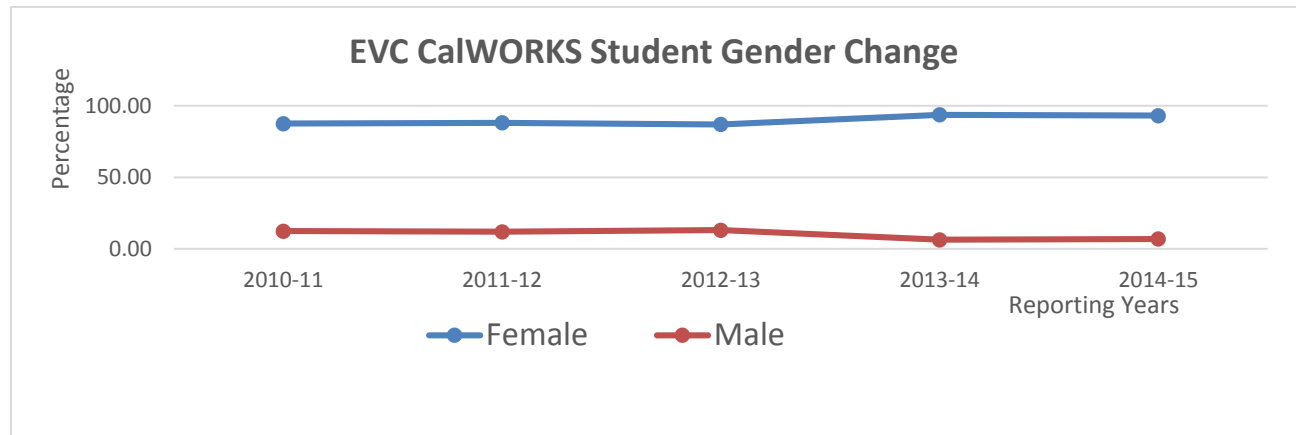
3. (data) Identify current student demographics. If there are recent changes in student Demographics, explain how the program is addressing these changes.

EVC CalWORKs Program student enrollment numbers changed drastically over last few years, however; **student demographics stayed close to the major program trends**. To illustrate this situation we would like to examine program data reported to the California Chancellor's Office from 2010-11 to 2014-15. (Please notice that data: numbers and graphs for years 2013-14 and 2014-15 provided in "bold"). Our program personnel is well aware of the program demographic changes and addresses them accordingly.

GENDER

Total students:	332		227		185		161		133	
	EVC CalWORKs 2010-11		EVC CalWORKs 2011-12		EVC CalWORKs 2012-13		EVC CalWORKs 2013-14		EVC CalWORKs 2014-15	
	Count	%	Count	%	Count	%	Count	%	Count	%
Female	291	87.65	200	88.11	161	87.03	151	93.8	124	93.2
Male	41	12.35	27	11.89	24	12.97	10	6.2	9	6.8
Unknown	0	0.00	0	0.00	0	0.00	0	0.0	0	0.0

Conclusion: There was no significant change in the EVC CalWORKs Student Gender over reporting period: years 2013-14 and 2014 -15. However; over the years, the percentage of the female students is growing and the male students is falling.

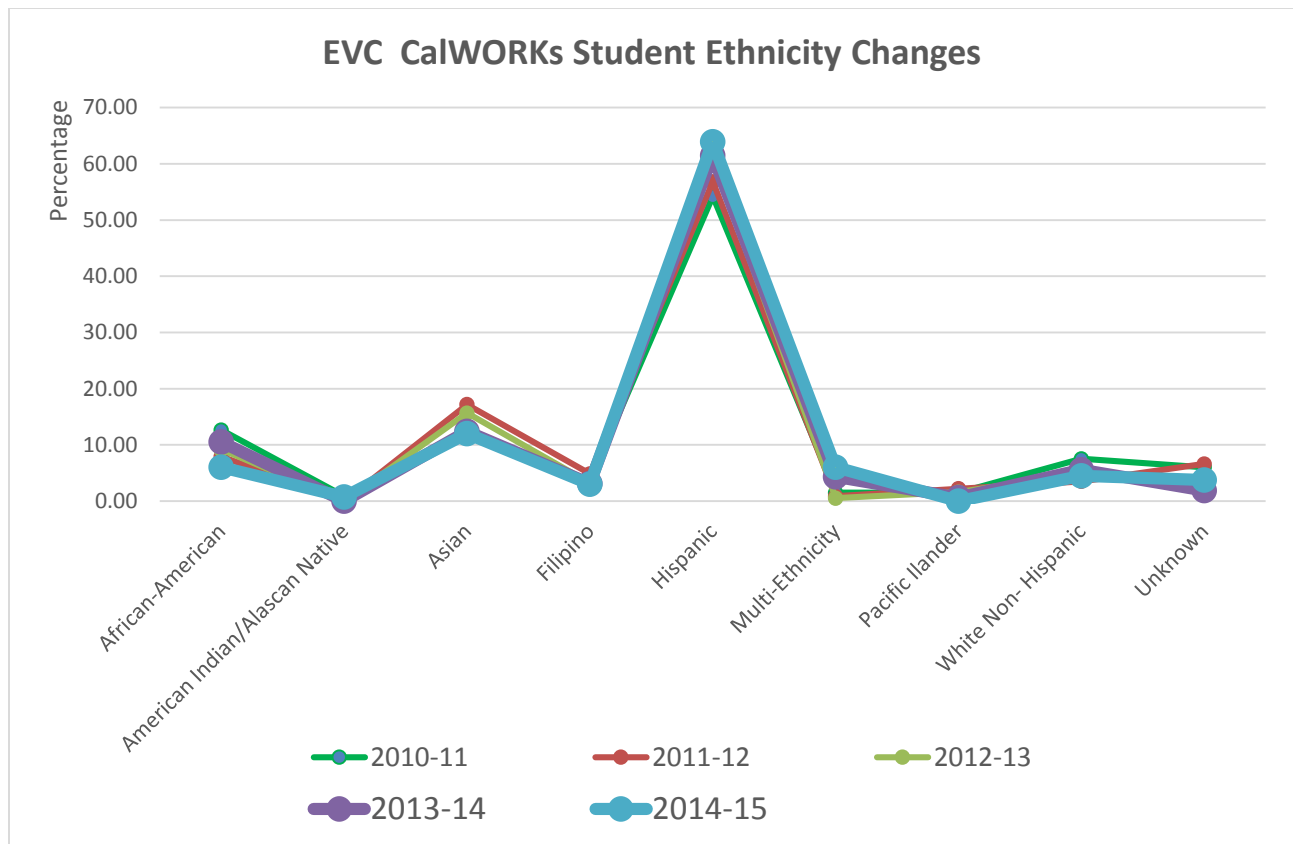


Ethnicity

	EVC CalWORKs 2010-11			EVC CalWORKs 2011-12			EVC CalWORKs 2012-13			EVC CalWORKs 2013-14			EVC CalWORKs 2014-15	
	<i>Count</i>	<i>%</i>		<i>Count</i>	<i>%</i>		<i>Count</i>	<i>%</i>		<i>Count</i>	<i>%</i>		<i>Count</i>	<i>%</i>
African-American	42	12.65		18	7.93		17	9.19		17	10.6		8	6.0
Indian/Alaskan Native	3	0.90		-			-			0	0		1	0.8
Asian	40	12.05		39	17.18		29	15.68		20	12.4		16	12.0
Filipino	12	3.61		11	4.85		6	3.24		5	3.1		4	3.0
Hispanic	180	54.22		129	56.83		113	61.08		99	61.5		85	63.9
Multi-Ethnicity	5	1.51		2	0.88		1	0.54		7	4.3		8	6.0
Pacific Islander	5	1.51		5	2.20		3	1.62		1	0.6		0	0.0
White Non-Hispanic	25	7.53		8	3.52		9	4.86		9	5.6		6	4.5
Unknown	20	6.02		15	6.61		7	3.78		3	1.9		5	3.8

Conclusion: There were minor changes in the EVC CalWORKs Student ethnicity within reporting period (years 2013-14 and 2014-15).

- African-American student population went DOWN from 10.6% to 6.0% (4.6%). Over the years this student population is going DOWN on average 1.5-2%.
- Hispanic student population went UP from 61.5% to 63.9%. Over the years this population is going UP about 2% per year.
- Student population identifying themselves with Multi-Ethnic origin grew UP slightly from 4.3% to 6%. In general, this population is growing UP about one percent.



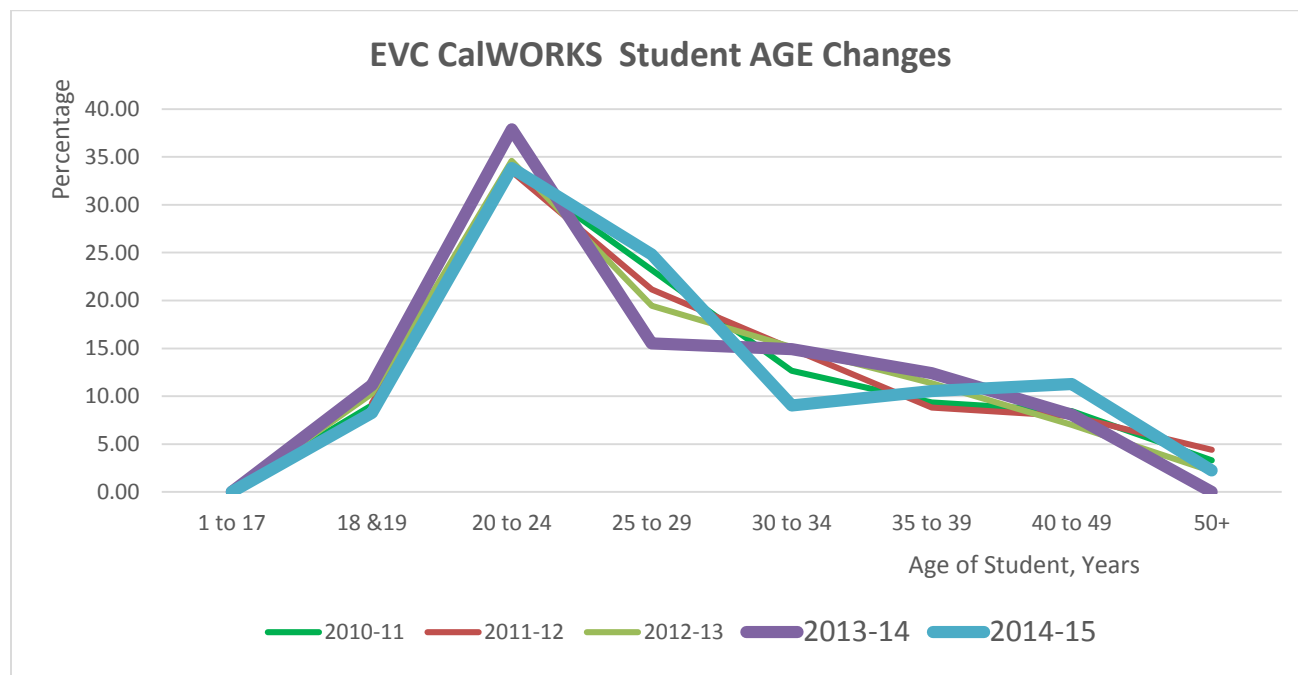
Age

	EVC CalWORKs 2010-11			EVC CalWORKs 2011-12			EVC CalWORKs 2012-13			EVC CalWORKs 2013-14			EVC CalWORKs 2014-15	
	Count	%		Count	%		Count	%		Count	%		Count	%
1 to 17*	1	0.30						0.00		0	0.0		0	0.0
18 & 19	30	9.04		21	9.25		19	10.27		18	11.2		11	8.3
20 to 24	112	33.73		76	33.48		64	34.59		61	37.9		45	33.8
25 to 29	77	23.19		48	21.15		36	19.46		25	15.5		33	24.8
30 to 34	42	12.65		34	14.98		28	15.14		24	14.9		12	9.0
35 to 39	31	9.34		20	8.81		21	11.35		20	12.4		14	10.5
40 to 49	28	8.43		18	7.93		13	7.03		13	8.1		15	11.3
50+	11	3.31		10	4.41		4	2.16		0	0.0		3	2.3

Conclusion: there were some changes in age population of EVC CalWORKs students

1. *Because of the program changes we don't serve students younger than 18 years old anymore
2. The most significant change within reporting period is the student population age 25 to 29 years old grew UP from 15.5% to 24.8% (9.3%)
3. Student population age 30 to 34 years old went DOWN from 14.9% to 9% (5.9%)

4. Older student population, age 40 to 49, went UP from 8.1% to 11.3% (3.2%) For the student of this age it's the highest percentage in years.
5. The Students 50+ population grew from 0% to 2.3%.



4. (data) Identify enrollment patterns of the department/program in the last 6 years and provide an analysis of any notable trends or patterns.

As evidence below and as referenced in Summary (4) the Work Participation Rates (WPR) has had a very direct impact on all the colleges in Santa Clara County to maintain the numbers that we had in previous years. One fact, as was detailed previously, is the County of Santa Clara and their concentration on WPR as being one of the only measures of their success. Meanwhile the County forced cash aid participants to remain as the “working poor” due to the fact that they receive little or no educational options. The trend County-wide has been a sharp decrease in CalWORKs numbers across our County. So much so that Anti-poverty advocates have gotten into the conversation with Santa Clara County to try to raise awareness about different educational options. The increased pressure has shown some relenting from our County, as now colleges are able to have a video in the Intake Orientation and also have posters about college education on Eligibility and Intake Doors.

Similarly, other colleges have also seen a decrease due to Santa Clara County policies, for instance DeAnza College, according to Chancellor’s Office data decreased their numbers from 272 as a high in 2010-11 to 131 in 2014-15, a decrease of 52%. EVC has seen a decrease of 60% in its numbers from the all-time high in 2010.

		Annual 2008-2009	Annual 2009- 2010	Annual 2010-2011	Annual 2011-2012	Annual 2012- 2013	Annual 2013-2014	Annual 2014-2015
		Student Count	Student Count	Student Count	Student Count	Student Count	Student Count	Student Count
Evergreen Valley Total		247	312	332	227	185	161	133
	County-Referral Program Participant	80	97	109	64	45	29	19
	Exempt Program Participant				1	3	5	6
	Post-Employment Program Participant				3	2		5
	Self-Initiated Program Participant	167	215	223	159	135	127	103

However, while the actual student numbers have gone down, the student need has not. Due to the economic situation in Santa Clara County, the challenges for people on cash aid who are in low socio-economic status have only increased. That means that the needs of our students are many and our ability to triage their needs increased dramatically. So much so that the CalWORKs Program hired a full time classified Community Engagement Specialist to handle the needs of our students to ensure they stay in school. The role of the Community Engagement Specialist is to link students both internally at the college and externally in the community to organizations who can offer assistance within the County.

5. (data) Identify department/program productivity (WSCH/FTEF).

n/a

6. (data) Identify student success rate and patterns within the department/program paying particular attention to our college's target groups.

CalWORKs is the County funded program designed for the low income clients with children/dependents under 18 years old. Each client gets financial support for a limited amount of time (it had changed from 60 months to 48) while participating in the County approved activity such as a job search, part time employment, medical services, vocational training, job skills development, etc. The Evergreen Valley College is the County's community partner that provides the vocational training. EVC CalWORKs program is the part of CalWORKs Employment Services. We are working under the supervision and in close contact with the CalWORKs Employment Services employees who are also our student's caseworkers.

The success, graduation and rate of transfer of students in our program depend heavily on few CalWORKs program specifications such as:

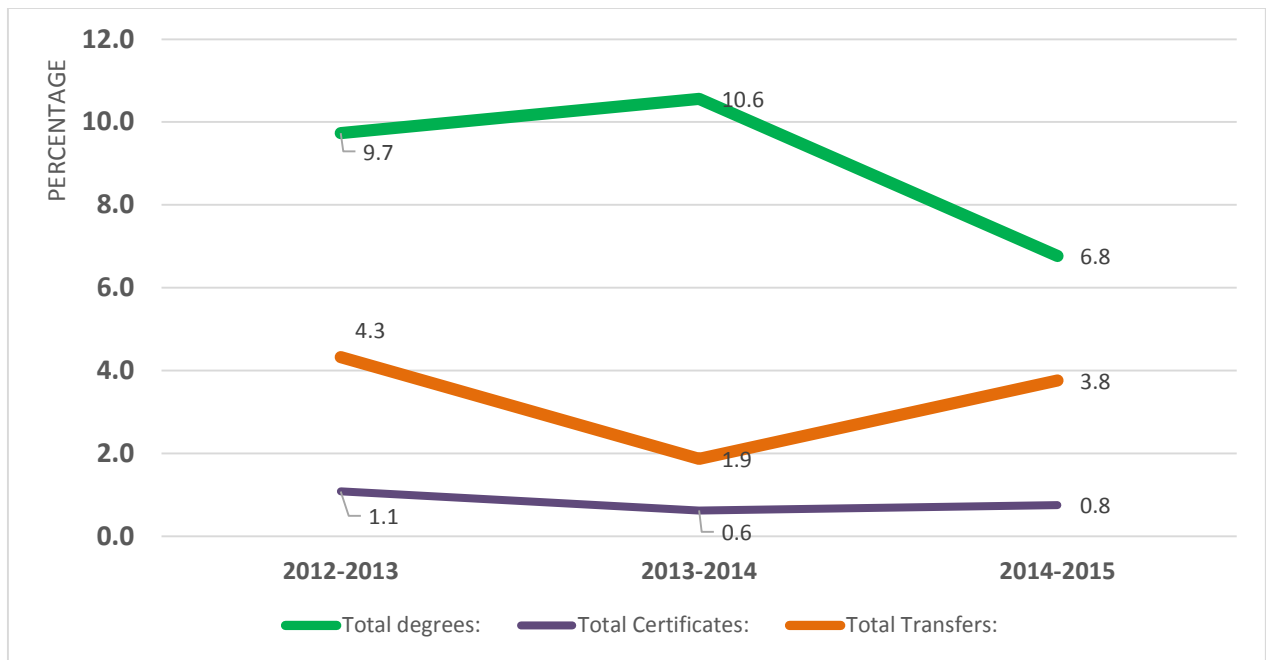
1. Eligibility for CalWORKs program: if ineligible (determined by income, age of dependents, time left on benefits, paperwork timely submission, compliance with other county regulations, etc.) a student's enrollment for EVC CalWORKs Program must to be terminated at any time.
2. Hourly requirement: each student signs a contract (WTW2 form) with the County and has to participate in vocational training and sometimes part-time employment (each student's situation is different). The failure to comply with the WTW2 regulations usually results program termination.
3. Each student has to keep passing all classes with "Pass" or a letter grade and GPA 2.0 and above. After the end each semester we submit an End of Term Report to the County. Depending on the each student caseworker and circumstances, unsuccessful students could be pulled out of the Vocational Training at EVC or allowed to continue for one more semester.
4. EVC CalWORKs students are highly motivated to succeed: to graduate, find an employment and support their family. However; their first priority is employment, the education comes the second. Because, with all support from various resources such as a school and community services very often they cannot afford going to school without the County assistance.

EVC CalWORKs graduation rates decreased to **3.7%** (from 11.2 % to 7.5 – see the table) during the reporting period. However; the transfer rates grew **1.9%** (from 1.9% to 3.8%). This change reflects the recent change in CalWORKs Santa Clara County program policies: the students can continue their education in a 4 year schools as soon as they are ready to transfer from a 2 year college (60 transferable units necessary, but not a degree completion). Previously, the County only supported their clients (who are also EVC CalWORKs students) until they complete only one certificate or degree of their choice. After graduation, CalWORKs students must start looking for job in order to continue to get support from the County.

Also, because the pull of data for the reporting period is getting smaller, it's very difficult to identify the true correlations and tendencies.

Graduation Rates, counted in Spring of the latter year

	2012-2013		2013-2014		2014-2015	
	Count		Count		Count	
Total students served:	185	%	161	%	133	%
Total graduated:	20	10.8	18	11.2	10	7.5
Total degrees:	18	9.7	17	10.6	9	6.8
Total Certificates:	2	1.1	1	0.6	1	0.8
Total Transfers:	8	4.3	3	1.9	5	3.8



7. If the program utilizes advisory boards and/or professional organizations, describe their roles.

We do not have an EVC CalWORKs Advisory Board; however we regularly attend the Santa Clara County Advisory Board once monthly with all County of Santa Clara CalWORKs providers and organizations. Also once monthly Santa Clara County has a College Consortium Meeting where all the Directors from the community colleges in Santa Clara County meet with County staff to work on processes and procedures for County CalWORKs students.

PART B: Management Information Systems (MIS)

1. Indicate the MIS data you are mandated to collect and how often it's reported.

We are mandated to collect data through our datatel system for the Chancellor's Office. The data we are mandated to collect is the following:

- Eligibility Status
- Case Management Services
- Other Service Referrals
- Other Support Services
- On Campus Childcare
- Off Campus Childcare
- Dependents Receiving Childcare
- Dependent Children
- Family Status
- Employment Assistance
- CalWORKs Work Positions
- Start/End Date

- Position Title
- Employment Status
- Work Placement
- TOPS Code
- Average Hours per Week
- Highest Wage

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

MIS from our internal database, so we have to make sure that the information we pull from our own database is complete. The Director now enters in all the data herself. We have to get the information to enter into state each year. Our yearly allocation is based on the numbers of students served the previous year in the MIS system. Our data is entered into the system for each semester: Summer, Fall and Spring. Winter is included with Spring.

3. Is the data accurate and does it match the numbers in your internal database? 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 and correct the problem.

	2013-2014	2014-2015
Self-Initiated Program Participants	127	103
County Referred Program Participant	29	19
Exempted Program Participants	5	6
Post-Employment Program Participants	0	5

Our CalWORKs program tracking system is synchronized with the MIS reporting requirements. However; each semester our staff is routinely serving up to 10-15 students more than we can report to the state. The reason is the nature of the county referral process. We receive the student's referrals throughout the whole semester, however; the confirmation of eligibility for CalWORKs services could be delayed or cancelled anytime, before or after all paperwork, orientation, educational plan, and class enrollment are completed. In that case, the student is taking classes, but we cannot report him/her as a Program Participant and have to withhold the CalWORKs funded services. EVC CalWORKs program doesn't send away such students, we try to assist them as much as we can. The State is aware of the issue with the numbers that colleges report and that sometimes not all the students served can be captured in the MIS report; however the State has not been able (or is unwilling) to change the way in which they count CalWORKs participants.

PART C: Demographics

Access

1. Provide the following demographic data: ethnicity, age and gender.

The following gender, ethnicity, and age are of the students enrolled in EVC CalWORKs Program who received state and county funded services. Source of information is the California Community Colleges Chancellor's Office MIS Data Mart and EVC CalWORKs tracking system.

	2013-2014			2014-2015		
	EVC CalWORKS		EVC	EVC CalWORKS		EVC
Gender:	Count	%	%	Count	%	%
Female	151	93.8	53.3	124	93.2	53.2
Male	10	6.2	46.3	9	6.8	46.4
Unknown	0	0.0	0.4	0	0.0	0.4

	2013-2014			2014-2015		
	EVC CalWORKS		EVC	EVC CalWORKS		EVC
Ethnicity:	Count	%	%	Count	%	%
African-American	17	10.6	3.4	8	6.0	3.0
American Indian/Alaskan Native	0	0.0	0.5	1	0.8	0.5
Asian	20	12.4	32.6	16	12.0	32.6
Filipino	5	3.1	6.8	4	3.0	6.9
Hispanic	99	61.5	37.6	85	63.9	38.6
Multi-Ethnicity	7	4.3	2.2	8	6.0	2.6
Pacific Islander	1	0.6	0.5	0	0.0	0.5
White Non- Hispanic	9	5.6	8.5	6	4.5	8.4
Unknown	3	1.9	7.9	5	3.8	7.0

	2013-2014			2014-2015		
	EVC CalWORKS		EVC	EVC CalWORKS		EVC
Age:	Count	%	%	Count	%	%
1 to 17	0	0.0	0.0	0	0.0	0.0
18 &19	18	11.2	27.3	11	8.3	28.2
20 to 24	61	37.9	36.2	45	33.8	36.0
25 to 29	25	15.5	13.1	33	24.8	12.9
30 to 34	24	14.9	7.0	12	9.0	6.9
35 to 39	20	12.4	4.2	14	10.5	4.5
40 to 49	13	8.1	6.2	15	11.3	5.9
50+	0	0.0	5.9	3	2.3	5.6

2. Does the program's population reflect the college demographic data?

Not really. It more consistent to the demographic population of Santa Clara Social Services which refer their clients to our program.

The main discrepancies are:

- Gender: Majority of EVC CalWORKS participants are women (93%). The EVC data is 53%.
- Ethnicity: Most of our students are Hispanic 62% (EVC data is 38%). We have more African-American students (8% on average) than EVC (3%). We have smaller percentage of Asian, Filipino and White-Non-Hispanic students than EVC in general.
- Age: EVC CalWORKS program enrolls only about 10% of students who are 19 and younger years old (on average EVC reports 27.5% students of this age). However; the percentage is steadily exceeding

the school numbers for students 25 and older. After age of 30 the percentage of our students almost doubles the EVC reported numbers.

All discrepancies reflect the CalWORKs program eligibility requirements: the program was designed to assist low income single parents and families of children under 17. The main purpose of the CalWORKs services is to support a participant while he/she completes a college degree to become an employable member of society who can support himself and his/her family.

3. Describe any areas of concern with access.

In general, the CalWORKs population has more barriers that can prevent them from being successful. They are parents, which means that they have childcare issues, children's health issues, custody issues, and a host of other issues that can make attending class and being a successful student challenging. Often our students are single head of household and are responsible for the child/ren and all the home issues that come up. Many of students do not have transportation, or at least reliable transportation and that can have negative consequences on their ability to participate. We see that some students do not have good family or relative support, and they are really alone in managing the stresses of child/ren and home life. With the limited amount that students receive from monthly cash aid, it is very difficult to find a reasonable room for rent that is also a safe place for children. For parents who have more than one child, the apartment rates can really go up astronomically to being pretty much unaffordable. That's why it is so important for many of our students to have family assistance. For those who do have family assistance, some who rely on their families would prefer not to. Unfortunately, some have to rely on them due to the cost of living here in Silicon Valley. There are students who are stuck in poor living situations because it is what they can afford. Being poor affects access to college. We all know that poverty is hard, and can be consuming. Since all of our students are financial poor, we know that they have hurdles in front of them that many in our general student population do not.

All of the above issues affect students' access to college and their ability to complete their classes and educational goal.

4. Describe any plan for improving access.

One of the way in which the CalWORKs Director is working on improving access with the hiring of the Community Engagement Specialist. She specifically works on updating students with specific developments in community resources that will assist them with triaging issues and staying in college. The community resources have to be continually researched and updated to ensure that the services we are referring them to are still valid and accepting applications. The role of the Community Engagement Specialist is to know the resources available and to make referrals. When the resources are not known, it is her job to find out who or what type of organization can best help the student. We want our students to be connected to all that the community has to offer.

5. What programs and services do you feel specifically contribute to student access?

The County has specific Housing Programs, such as Abode and the Family Stabilization Program and other short term programs. When students are homeless we refer them to homeless shelters such as InnVision and United Way. We are also linked with childcare depending on the different stage needed and type of service needed for the student. For example, we refer students to 4Cs, Choices for Children,

Paceapp Program, and CalWORKs County subsidized childcare. We also refer them to low income preschools such as HeadStart. We also refer children with special needs to organizations such as Parents Helping Parents. The Bill Wilson Center is for teens who are experiencing homelessness or other issues. Catholic Charities, Gardner, Asian American Recovery Center for mental health services such as personal and family counseling and therapy. We also refer to In Home Supportive Services for disability and elder care. Bay Area Legal Aid for those who need assistance with custody battles or other legal issues. For domestic violence we work with Next Door Solutions which has housing, therapy, shelters, legal assistance, and an intensive program to assist individuals and families. JumpStart for those students who need assistance with buying vehicles and repairs. Outreach for clients who need rides to specific services, appointments, jobs, or sometimes school. Self Help Center in the Family Court to resolve family custody issues and Family Konnections for supervised visitations. For families who want their children to go to camps we work with various camp organizations and the local government such as YMCA, San Jose Recreation, CityTeam. The Public Library for literacy assistance, tutoring, ESL, and summer reading programs for kids. We also have hosted Second Harvest on our campus for over 10 years, this is a monthly food distribution to families with children who are low income. We serve both students and the community. For PG&E we refer to LiHeat, for cell phones the County has a free wired program. The Salvation Army, Goodwill, and Sacred Heart all assist with First and last months rental deposit. For clothing we refer students to Career Closet for professional wear. For Tatattoo Removal we refer to CleanSlate, a County tattoo removal program. Job Corps for is for students under 25 years old, YearUp for students who want to work in technology and have internships with high technology companies. For free tax assistance and preparation, United Way has representatives all over the South Bay to assist low income people file taxes. We refer students to job fairs at the County for the CalWORKs clients. We also have a laptop loan program where we loan laptops and tablets to students to increase their access to technology. We also give gas vouchers to students to help with their transportation costs. We also have book vouchers for Safety Net families (for former CalWORKs clients, who may have used up their CalWORKs time allotment but have not finished college). We also offer backpacks, school supplies, and USBs to assist with costs related to college classes that the County does not cover.

These are the agencies that we refer students to on a regular basis; however if a student comes in and we do not know which program or organization would be able to assist, we work with the student to triage their situation and find an organization that will be responsive to their needs. We follow up with our students to ensure they do have access to what services they need to help them be successful.

Success

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

The enrollment of students in EVC CalWORKs Program as the program retention and degree completion depends on the student's eligibility for CalWORKs benefits. Benefits are limited in time (up to 24 months or 48 for a part-time students). In majority of cases, we don't keep the students until they are ready to graduate. When a student stops to qualify for CalWORKs benefits, we cannot claim him/her as EVC CalWORKs Program participant, however; most of our students still qualify for Financial Aid, EOP&S, and CARE and continue working on their studies while assisted by those programs.

We are diligent with monitoring and evaluating program students' performance. Per CalWORKs program contract we report students' school enrollment monthly (The Indicator Report), within 30 days of the end of each semester (The End of Term Report). We evaluate student academic progress by distributing a

Program Report Form by the middle of each semester. Also, the county workers have the liberty to disenroll any CalWORKs participants if his/her GPA falls below 2.0.

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

Because of the CalWORKs program limitations, we don't keep most of our students as long as they are ready to graduate. We encourage them to apply for all programs and student services they are eligible for (Financial Aid, EOP&S, CARE). We try to find a Work Study paid employment, to encourage them to stay in school. After CalWORKS benefits expire, some students have to choose a full-time employment in order to be able to support themselves and their kids – that is when taking classes become almost impossible.

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

Financial Aid, EOP& S, CARE Programs are all indispensable to low income students. More recently the Equity Plus Program (formerly TRIO) assists those students who are likely first generation and who often don't meet the criteria for other specialized programs.

PART D: Compliance

Student Eligibility

1. Describe the factors your program uses to determine that student's eligibility and how these factors are communicated in your program information/handouts.

Clients must be enrolled in CalWORKs to be served by our program. We verify this by checking on the CalWIN system for their status, time on aid, and their eligibility. We also receive the Email Referral form from the County worker notifying us of the client's intention to come to EVC. We also examine their Referral Form from the worker to ensure that the student is approved for services. We work closely with the County worker to ensure that we obtain the most recent information on each client. We work to obtain a copy of the TANF WTW2 agreement to ensure that the client is fulfilling their work requirements.

2. Describe the process used to monitor continued program eligibility

Please see above. We check every semester in CalWIN to ensure that students are eligible for CalWORKs services.

3. If applicable, describe the process for assisting students in completing their Student Educational Plan (SEP) and making necessary revisions.

All students enrolled in the CalWORKs Program must have a current educational plan. To make revisions on the educational plan can be as simple as meeting with our Counselor. However, there are also many other instances where the Counselor, in consultation with the County, will need to examine how the student is meeting their educational goals, what grades they are receiving, and work with the County to revise the educational path or the end goal. These conversations always occur with student involvement. The student still has to sign on the bottom of the ed plan, signifying their agreement.

PART E: Program Requirements

1. Indicate if the program is required to have a full-time director and meet specific qualifications?

No, that is not part of program requirements.

2. Is the program mandated to have an advisory committee? Identify the membership/composition, list the frequency of the meetings and provide a copy of the last meeting's minutes.

No, that is not part of program requirements.

3. What type of documentation is the program required to maintain?

The CalWORKs Program requires a lot of documentation that we must have on file for state and County audits. EVC receives an Email Referral Form from the CalWORKs Worker stating that the student is eligible for services. We also verify in CalWIN. When the student makes contact with EVC, we refer them to take the assessment tests at the college so we know what courses to place them into. The Program or Staff Assistant then arranges a meeting with the student and the Educational Counselor. Before the first meeting, usually in our waiting room, students fill out paperwork including our Intake Form, Consent to Release Information Form, Student Agreement Form, and our EVC Grievance Policy Form. At the first meeting with the Counselor, the student and Counselor talk about educational goals, courses, and any blocks that may inhibit their success. Referrals based on the conversation with the student to various programs on or off campus. At the outcome of this meeting the student should have a clear idea of which courses to take for their declared major or certificate, how to register for classes, and which other programs may be applicable to them.

After the student has met with the Counselor, the student also meets with student mentors to have an orientation to better understand the services and requirements of the CalWORKs Program. At this meeting the student mentor explains the sign in and out policy, required forms for attendance, the Work/Study Program, and how CalWORKs can assist students with books, childcare, and transportation. We also discuss our computer lab for CalWORKs students, our mentor program for new students, laptop loan program, iPod loans, and expectations of our students. We also talk about other campus programs such as: DSP, EOP&S/CARE, Financial Aid, FasTrak (4 year transfer program), and other student life programs on campus.

Students must complete all required paperwork for the County before they are officially enrolled in our EVC CalWORKs Program. Once the student has completed the educational plan, TBA (32/35 Hour Form), and has enrolled in courses, the County considers the student an EVC CalWORKs student. We fax these three documents to the worker directly to confirm every student's successful enrollment into the college.

Case Management

At EVC, we maintain comprehensive folders on each student who wants to enroll and who is enrolled in our program. Each file contains a verification of the student's eligibility from the CalWIN WTW2 screen for that semester, an Email Referral Form, an intake sheet, a signed agreement of the students' responsibilities in our program, an educational plan, 32/35-hour plan, WTW2 form, course schedule for each semester, case management notes, academic progress reports, Participation Alert Form, and book vouchers. We work with the county to ensure students' enrollment and coordinate through the CalWIN system to verify who is enrolled and eligible. We also call workers to iron out issues and questions and use the CalWIN system (and WTW2 screen) to send email messages regarding student issues back and forth to ensure eligible student status. Additionally, an early alert system is set in place, we send out Academic Progress Reports within the first six weeks of the semester, if students are having trouble they are required to meet with the CalWORKs Counselor, the Counselor will set up support services, i.e. tutoring, outside referrals and/or reevaluate course enrollment and make modifications to the students' educational/employment plan.

Each month our Program Assistant checks on our datatel system to verify that students' 20/30/35 hour form and Attendance form matches the classes that students are enrolled in. In this manner, we can target students for early intervention who may have dropped courses or who are not meeting the requirements.

Throughout the term we check on two things: 1.) Their participation in classes by checking on our internal datatel system and compare with the class schedule and sign in and out sheets. 2.) We have students turn in Academic Process Reports. Any student who does not turn in a Progress Report receives a notice to turn it in. Any student who still does not turn one in, we fax their worker a Participation Alert Form indicating that we haven't received word on their progress. We let the worker know that we haven't received an academic progress update. Additionally, we communicate with the worker at the end of term about grades and potential grade issues.

The forms we keep in the file are the following:

- Participation Alert Form – Progress Report
- Emails to workers and to us informing us of status changes
- Hourly Participation Form
- Monthly Attendance Forms
- Grades at the end of the semester
- Academic Probation

The sections of our Files are as following:

Section One

Keys to Success packet, if applicable (learning disability packet)

Student Intake form

Consent for release

WIN/program student agreement

Grievance policy sheet

CalWORKs Student Data Management Form

Childcare information form

Section Two

Class/work form (TBA-hour sheet)

Client information to county

Copy of county attendance forms

CalWIN verification of participation

Section Three

Student schedules

Grades

Progress reports

Section Four

Educational Plans

Placement test

Educational backup

Section Five

Book vouchers

Reimbursement form

WTW₂

Section Six

Counselor comment sheets (counseling information)

Certified letters & correspondence

Additionally, we track all students to ensure compliance. That means we examine their grades, progress, work or volunteer requirements, and make a 32/35 hour form that reflects their WTW2 obligations. We will continue to provide all services in accordance with regulations. We have excellent communication with our County SSA, and can get resolution to any outstanding issues in good time. The CalWIN system, as well as electronic educational plans and forms, will make communication between our college and the county even better.

PART F: Program Services

1. Describe program services. Indicate those services you are mandated to provide?

We are mandated to provide:

- Counseling
- Case Management
- Books
- Childcare
- Liaison services with the County of Santa Clara
- Classes, workshops, packets, iPods between breaks at school to keep up participation
- Job development, assistance, and placement for students into Work/Study positions.
- Required forms: WTW2, Ed Plan Form, TBA Form, Work/Volunteer Hours Form, Ancillary Cost Form, Book Voucher Form, Attendance Form
- State Program Plan, State Proposed Budget, Final State Expenditure Report, Program Actuals.
- Report: End of Term Report, Indicator Report, Grades Report, Matrix
- Student follow up and assistance
- Monitoring of Hours
- File Maintenance for audits
- CalWIN computer system compliance
- Datatel entry of all students for Chancellor's Office
- Monthly Billing to County

The EVC CalWORKs Department does provide job development and placement services. For any EVC CalWORKs students who are officially enrolled in an approved training program and above a 2.0 GPA, we will have work opportunities available to those students who are interested. Work experience opportunities will begin to be identified by reviewing all student employment plans and designing a tailored welfare to work plan. We work with all non-SIP students to ensure that their 12 month work clock is explained. Additionally, we offer non-SIP students job opportunities to ensure our county's compliance with work regulations. We also work with SIP students to identify work experience opportunities. The Director will work with each student who is required to work to understand their previous experience, barriers to employment, educational level, interview preparation, resume revision and writing, and job coaching. The Director will also work with on campus constituencies to place students into hourly wage jobs that are excellent starting points for those students who need a bit more assistance with job experience. We also place students into off campus jobs, where the student gains experience that can be applied directly to their area of interest and future certificate or degree program.

Students have an initial interview with the Director where they are asked about their educational goals and previous work experience. They discuss what opportunities would be best for them to transition into the career field they are working toward. Resume and interviewing skills are also reviewed and developed. The Director works with students to develop a good comprehensive resume and practice interview skills. In addition, interview workshops and resume critique drop-in appointments are offered to CalWORKs students. Students are screened carefully for each employment opportunity to ensure there is a match between what the employer is seeking and what the student has to offer. The student is contacted when there is a potential job and an interview is set up. Once the student is hired, the employer and student are contacted to process the paperwork. The student is also contacted periodically to ensure that their employment is going well.

We are tracking all of our non-SIP students to serve them first with appropriate work study placements out in the community and on campus. Literature explaining the program is given out to these potential off campus employers. On the employer side, we are contacting employers, describing the benefits hiring of the CalWORKs students, discussing the work/study wage matching, developing contracts, and calling to ensure employer satisfaction, and providing follow up on our services. Students who are already employed with off campus employers are willing to work through the Work Study Grant and also provide possible opportunities for other students. The Director follows up with these employers on their employment needs and explains how the work study program can benefit their business. We have developed a marketing piece to send and give out to all employers that contains information on the benefits of hiring CalWORKs students through this program.

Moving forward with the new regulations after January 1, 2013, we will continue to identify work placements for those students who want to retain time on clock. We will work to ensure that those students who want to blend their work and study time will have the opportunity to do so to save their 24 months of full time college. We will be working closely with the County of Santa Clara to ensure that our students who wish to save time on their 24 month clock will have a work placement to assist them.

2. If the program does not offer all mandated services, which ones are not offered and why?

We offer all mandated services.

3. If counseling is a mandated service, how are the required counseling contacts documented?

We track all counseling through SARS.

PART G: Student Learning Outcomes

1. What are the SLOs for the program?

2013-14 Student Learning Outcomes



Evergreen Valley College

Student Services SLO and Assessment Matrix



Program/Service: CalWORKs

	Core Activity or Service	Target Population	Student Learning Outcomes Acquired from core activity	Assessment Tool Pre/post test or survey; focus groups; student transfer rates...	Evaluation Timeline	Assessment Results Summarize collected data including how data were collected and number of students.	Analysis/Action Plan and Timeline What changes will be made to program, service or SLO and when?
Add Remove	1 Individual orientation with all CalWORKs clients	All new CalWORKs students	To be proficient in identifying and using helpful community programs such as: mental health, domestic violence, transportation, and other County related programs. SLO corresponds to ILO: Information Competency	Pre and post test as measured at point of entry and after 6 months	Fall 2014	The sample size for pre-test was 26 students. The post-test was also 26 students. Students answer questions on their familiarity with County related programs and services. A general increase in the knowledge of community related programs and resources to assist CalWORKs students. See attached sheet for more detailed information on percentage increases.	We will work to specifically address targeted resource areas where students do not have information. We will do that by addressing students at our large orientation to give them additional resource information, at individual orientations, and in our interactions with students. See further analysis attached. In Spring 2013, during orientation and interactions with students resources were provided. Future: Continue to provide information on community and educational resources, including tutoring. This Program SLO will continue on next year's cycle.
Add Remove	2 Packets completed during Winter Intersession	Current CalWORKs students	Students will be able to write an effective cover letter and resume, and implement steps involved in job search process. SLO corresponds to ILO: Personal Development	Completion of resume, example cover letter, and thank you note	Winter intersession 2012 Spring 2013	We asked students who were not working, volunteering, or taking winter intersession classes to complete a work packet. The work packet contained information on how to write a resume, cover letter, and thank you note.	In Spring 2013, 90% of our students who were assigned to complete the employability project completed cover letter, resumes, and thank you letters. Future: We will have a workshop for students to develop their employability skills. This next year we will focus primarily on interview skills, with writing a resume as a secondary goal. This workshop will occur in the spring. This program SLO will continue on next year's cycle.

2014-15 Student Learning Outcomes



Evergreen Valley College

Student Services SLO and Assessment Matrix



Program/Service: Calworks/WIn Program

	Core Activity or Service	Target Population	Student Learning Outcomes Acquired from core activity	Assessment Tool Pre/post test or survey; focus groups; student transfer rates...	Evaluation Timeline	Assessment Results Summarize collected data including how data were collected and number of students.	Analysis/Action Plan and Timeline What changes will be made to program, service or SLO and when?
Add Remove	1 Tutoring	Every student/ Students who need and/or seek tutoring	Students will recognize the benefits of coming and receiving tutoring assistance from CalWORKs student-led tutors	Number of students and hours students spent with tutor	Fall to Spring	As of Fall 2014, we had 11 students who used tutoring for a total of 220 hours during the Fall semester. For Spring 2015 we had 11 students and 154 hours of tutoring.	50% of general CalWORKs students who took Math 111 passed, when tutored, 83% of CalWORKs students passed. CalWORKs will continue to have embedded tutors in our program to assist students with being successful in their classes.
Add Remove	2 Spring Break Packets	Current CalWORKs students who need an activity	Students will establish a LinkedIn profile, with professional experience and link to at least 10 other professionals.	Print out of LinkedIn profile	Spring break 2015	We had 23 students complete the LinkedIn profile and learn about how LinkedIn can help them. They completed the packet of information and their profile.	Students who participated gained insight into a powerful tool to get their resume to employers. We may have additional presenters to talk about how to use LinkedIn in more depth.
Add Remove	3 Summer workshops	Summer students	Students will be able to better value, manage and care for themselves and children.	End of workshop questionnaire	Summer 2014	15 students completed a 4 day summer workshop on self care and advocacy. Program participants filled out end of workshop evaluation questionnaire. 92% of students said that the workshop helped them to better manage their emotional and personal time. 87% said the workshop was directly applicable to their lives.	We will consider having the program presenter again, as she was very helpful in supporting and explaining to students how they could manage demands in their lives and on their time.

* Modified from Bakersfield College; Approved by SLO Sub-committee 3/9/12

Revised 9-17-15

2. List or describe all assessment mechanisms you are using to evaluate course and/or program student learning outcomes. Please provide a link to all the course and/or program SLO assessment matrices.

For 2013-14, our SLOs included utilizing pre and post data for student orientation to CalWORKs and their familiarity with resources available to them. At the time, this data showed that our CalWORKs specific orientation was very helpful to students and their understanding of what kinds of organizations and programs were out there to assist them. With the hire of two new individuals and the position hire of the Community Engagement Specialist, we did not do the CalWORKs orientation in the same way currently. However, we noticed anecdotally that while some of students who previously showed an increase of knowledge, our new students who were not receiving the same orientation were not getting the same results. Therefore, we will be adding that to our 2015-16 SLOs. Please see below for the specific results from 2014-15.

We gave the same survey for both pre- and 6 months post, as detailed below:

CalWORKs Community Services – Where to Find the Resources You Need

If I am having issues with my landlord and need legal assistance I know who to call.

YES NO _____

If I choose, I know how to get gang tattoos removed.

YES NO _____

I have signed up for Santa Clara County's Housing list.

YES NO _____

I know where to go if I need to access low rent apartments

YES NO _____

If I am in a domestic violence situation I know who to call for long term care and assistance.

YES NO _____

If I need mental health services, either one time or long term counseling, I will call:

YES NO _____

If I am having problems with my car, I know which program will help me:

Revised 9-17-15

YES NO _____

If I need a ride, I would call which organization?

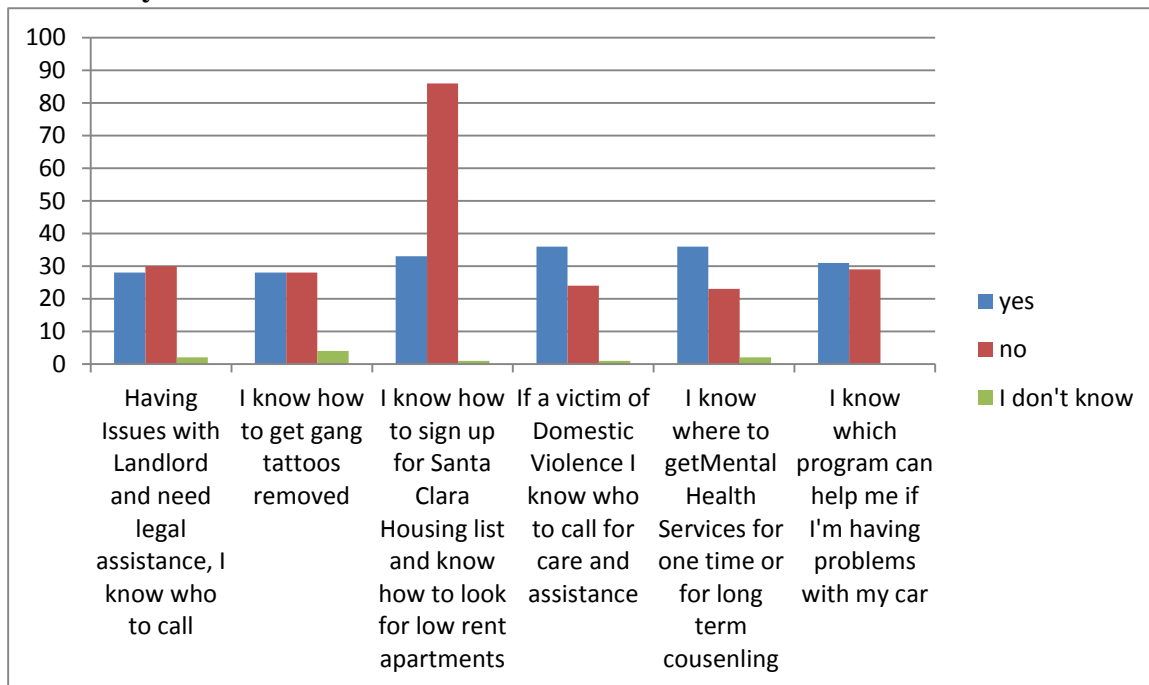
If I need emergency food, I would go where?

If I need monthly food for my family I would sign up with which organization?

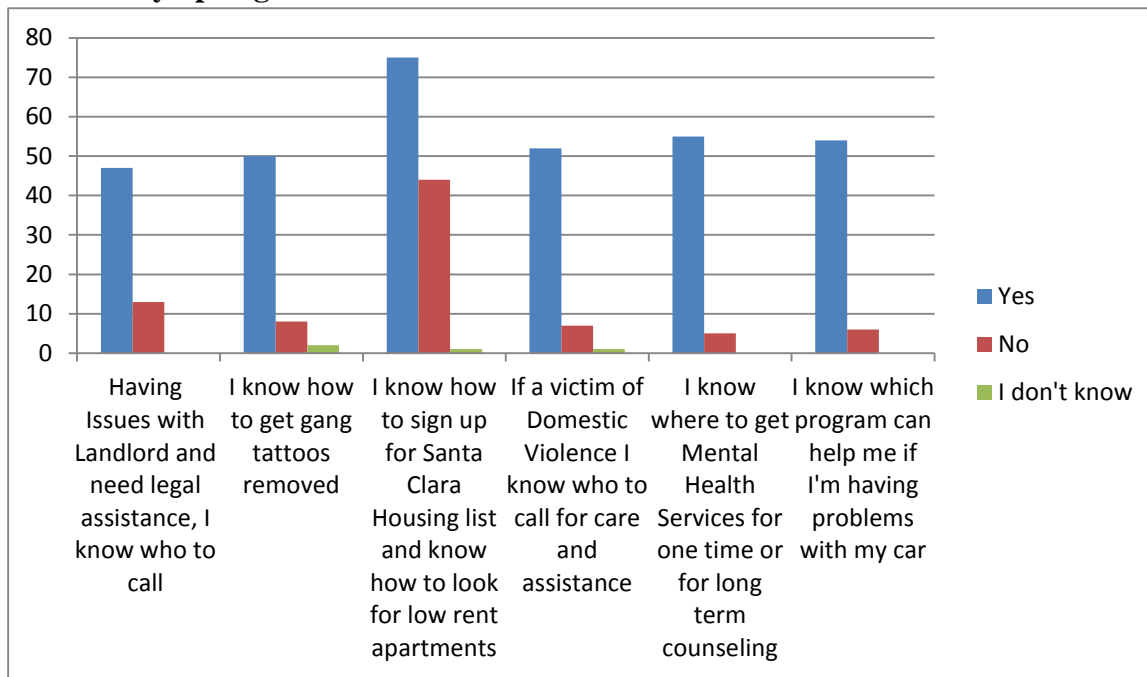
Below is the results of the 60 surveys collected, analyzing both pre and post survey data and the knowledge that was retained.

WIN/CalWORK's SLO Pre and Post Survey

Pre-Survey Fall 2013 Semester:



Post-Survey Spring 2014 Semester:



*Survey is based on 60 students

The above data collected shows that student after receiving their CalWORKs orientation on specific services geared towards them showed a marked increase in how to access services and that they were available to them. It also shows that after 6 months the students retained the knowledge quite well and were able to still remember which organizations could assist them.

For 2014-15, please see below for our Tutoring comparison of tutored vs. non-tutored students and our analysis of the results.

Our Tutoring services for Math-111 included 12 total CalWORKs students who took the class. Six of the students were tutored by our Tutor, 5 out of 6 passed the course, 1 dropped the course. That can be compared to 1 out of 6 people who were not tutored passed, 3 did not pass the course and 2 dropped. The other classes have a small amount of data so it is harder to draw concrete comparisons, but the data on Math-111 is compelling and certainly highlights the usefulness of tutoring for our students.

% of students passed the class in Fall 13	44.4	28.6	50.0	50.0	100.0	100.0	50.0	0.0	90.9	0.0	100.0
	MATH 310	MATH 311	MATH 111	MATH 13	MATH 21	MATH 22	MATH 25	MATH 61	MATH 63	MATH 72	MAT H 79
Total took the class	9	7	12	8	1	1	2	1	11	1	1
Passed the class	4	2	6	4	1	1	1	-	10	-	1
Didn't pass	2	4	3	1	-	-	1	-	-	-	-
Dropped from classes/program	3	1	3	3	-	-	-	1	1	1	-
Tutored by TUTOR1	-	-	6	2	-	1	-	-	1	-	-

*FALL 13 Grades
Active CalWORKS Students*

	MATH 310	MATH 311	MATH 111	MATH 13	MATH 21	MATH 22	MATH 25	MATH 61	MATH 63	MATH 72	MAT H 79	
Student1						A						
Student2	NP											
Student3								W	A			
Student4									B			
Student5			CR									
Student6									C			
Student7	W											dropped all classes
Student8		NP										
Student9			CR									
Student10				B								
Student11				W								dropped from the program
Student12			NP									dropped from the program
Student13									B			
Student14		NP										
Student15			P									
Student16	W											dropped all classes
Student17			W									
Student18			NP									
Student19									A			
Student20	W											dropped all classes
Student21		W										
Student22	P											
Student23	NP											dropped all classes
Student24											C	
Student25	P											
Student26		NP										dropped from program
Student27				C								
Student28									D			
Student29					A							
Student30				A								

Student31				B									
Student32									W				dropped from program dropped all classes
Student33				W									
Student34	P												
Student35									C				
Student36			W										
Student37										FW			
Student38		P											
Student39			NP										
Student40		NP											
Student41			P										
Student42			W										dropped from classes
Student43				F									
Student44							F						haven't finished the class
Student45			P										
Student46									B				
Student47							A						
Student48		P											
Student49	P												
Student50			P										
Student51				W									
Student52									A				
Student53									B				
	9	7	12	8	1	1	2	1	11	1	1		

For our LinkedIn profile all students who participated in the learning experience had to understand both how LinkedIn could benefit them, that was through the packet and information CalWORKs gave our students. The profile creation that the students had to turn in let us know that they successfully created a profile and were signed in and able to use the basic features of LinkedIn.

We also had had a 4 day workshop on Personal Growth and Emotional Health since we were getting many of our students who were experiencing life issues. Due to the demands on our students, many student also expressed how they did not have time for good self-care so we had a workshop that acknowledged challenges and helped them think about how to navigate some of their issues, including emotional health. Based on the workshop responses, I think the workshop was very helpful for those who attended and responses on the survey indicate that the workshop was a success.

4. Since your last program review, summarize SLO assessment results at the course and program level (if applicable).

Our main focus has been on student academic progress through tutoring. For the last several years we have focused on having CalWORKs Tutors available for CalWORKs students. While I would like to see an increased usage of tutoring, the program participants who do take advantage of tutoring have shown improvements over those who do not. I plan to show the differences in GPA to the students in our next

orientation. So that they can see they course GPAs for themselves and I hope I can get more students to fully understand the benefits of spending time with a tutor.

We have also focused our attention on developing leadership skills for our students. As written earlier, our students who have become part of our CalWORKs Student Mentor Program have done some pretty amazing things. We have had a total of 6 student mentors: one transferred to UC Santa Cruz, another to San Jose State, another is going into Nursing, another is working within the CalWORKs Program and is also planning to transfer, one did not obtain his degree, and one passed away. These individuals were committed to assisting their fellow students and through the process became campus leaders, as 4 out of 6 were part of Associated Student Government or started a Club – the Student Parents Club.

We also have focused on getting students emotionally healthy so that they can better handle the life issues that come up for them. Having workshops and positive presenters is a big part of our program, especially during times when our students have to be engaged in an activity. I want to make the most of their time and make the experience as good as it can be. We have had multiple workshops – emotional health, stress, job health, and reading and writing exercises on mental health from the book “You Can Heal Your Life” by Louise Hay. I believe in looking at the whole person, and that means that the whole person needs should be addressed. We try to do that as much as possible in our program. Students respond to the workshops and exercises and in general I think find them beneficial. It is hard for our cash aid students, that since they do not have breaks like other students, they are constantly either at school or working without rest. That in and of itself is very hard for our students, so during the times that they have to be engaged in an activity, I want to assist them often with reflective thinking that I think, based on the survey results will be useful in their lives and for making positive strides forward.

5. What plans for improvement have been implemented to your courses or program as a result of SLO assessment?

We had evaluated students on their knowledge pre and post orientation of the community based CalWORKs services available to them in previous years. We will be including that in this year’s SLOs as internally the hand-off between staff conducting the intake of students has not been as seamless as I would like. Before, because one staff person was doing all of the intakes the process was a bit easier. Now we are looking into which students have had their CalWORKs specific orientation and noticing some gaps in service. Therefore, if we have an assessment of all new students’ understanding of the community services (pre and post), we can ensure that we are both serving them and also providing them with very useful information on linking them to community services. That also keeps us up-to-date on what services students need and addressing their needs proactively instead of reactively.

Additionally the program will be more proactively recruiting students for the tutoring services. As our data demonstrates, CalWORKs students greatly benefit from having an in-house CalWORKs Tutor, so we need to put tutoring on all students TBA (their timesheet submitted to the County) so that we are

including tutoring as part of their hours per week as submitted to the County of Santa Clara. This is how students receive their childcare and cash aid.

We will continue to provide workshops that inspire students to be their best selves. Many students barely have time to think about themselves because they are so busy with student and family life. I'd like to take the time that they have to be in an approved County activity and make it as useful and nurturing as possible. I will work with our staff to provide workshops that focus on developing the whole person and (hopefully) inspiring them to reach a little bit further towards their life goals.

6. As a result of SLO assessment data, will you be requesting additional resources for your program or courses (i.e. additional faculty, equipment request, program personnel...)?

Not at this time.

PART H: Funding Expenditures & Accountability

1. How do you ensure that categorical funds are only used for allowable and mandated costs?

We have multiple controls that ensure CalWORKs categorical dollars are used only for CalWORKs expenses. The first is strict adherence to the CalWORKs Handbook from the state. We have multiple audits that happen throughout the year. In spring or early summer we have a yearly County audit that analyzes every expense billed to the County and our monthly billings. We have never had a finding from our auditor. The state also comes yearly to audit our expenses, we have not had a finding from the state either.

Internally at the college we have multiple controls as well, as all purchases expenditures must be signed off on by the VP of Student Affairs. Expenditures must be approved by our Business Services Office.

The Director also communicates with our State Chancellors Office to ensure that all expenditures are allowable and approved within the guidelines. The same is true for the County of Santa Clara.

2. Is the College mandated to provide a match/ maintenance of effort? How is this met? Explain any outcomes, should the College not meet match/maintenance of effort obligation.

State CalWORKs does require a match from the college; however, that match can take multiple forms. The County funds provide a match for the state, as do financial aid dollars that our students receive. Any backfill from the District also provides a match.

3. Describe the process for developing and obtaining local, state or federal Budget and Expenditures approval (include timelines).

The process for expenditure approvals depends on which entity. For the County of Santa Clara, they request signature from the VP of Student Affairs for Annual Contracts – such as our Santa Clara County CalWORKs Excess/GAIN Contract. For our County Work Study (EC) Contract they also require the VP of Student Affairs signature.

For Santa Clara County we have monthly billing for both EC and Excess/GAIN contracts. For the monthly billing I sign on behalf of the program each month when we bill the County.

For State CalWORKs and Federal TANF money, the process and timelines are dependent upon when the report is due. That State CalWORKs requires multiple signatures for the Budget Projection and for the Final Expenditures. The signatures required are: Director of CalWORKs, VP of Student Affairs, Business Office at EVC, District CalWORKs Budget Officer, District CalWORKs, and Chancellor. Then it is submitted to the State Chancellors Office for their review.

4. Indicate the process for completing the program's fiscal reports and relationship to the district's year end program accounting (include timelines).

The process is that our Director, with our Program Specialist, regularly is examining the budget to ensure that we are on target and on budget for our expenditures. For many years CalWORKs had its own Accountant due to the fact that our program has multiple grants, sources, funding guidelines: monthly billing for two different County contracts, monthly billing for employers who have students work study working off campus to collect revenue, Financial Aid Work Study reconciliation and matching, Work Study Hours and tracking of budget related to all work study students for two different funders. The County also requires multiple reports and reconciliations based on the contract. Therefore, the program is complicated in terms of budgeting and year end accounting. At this point, it seems that that we have improved relations to the District Fiscal Services and that has greatly helped my end of year process.

However, our Program Specialist has taken on much of the Accounting work that used to be completed by our Business Services Office or our CalWORKs Accountant. For the first time this semester I received projections of my budget, and also was offered assistance with budgets. For years now, EVC has been talking about getting a Categorical Accountant and I strongly feel that this is very necessary. The programs themselves have taken on a large portion of the accounting and budgeting, and each program has a person that handles the nuts and bolts of the accounting. I strongly suggest having a Categorical Accountant who is familiar with grants, cycles, and expenditures and who has an Accounting background.

5. Did reports get submitted on time? If not, explain rationale for late submissions and the process for requesting an extension.

While we had our Accountant, we never were late for any County or State Reports. Right after our Program Accountant left we experienced 2 years of very challenging times with the Business Services Office as they were not used to assisting us process all of the above reporting requirements. This made State Final Expenditure Reports late for 2 years as I was going back and forth between the District and our Business Services Office, often as an intermediary. Many programs, including CalWORKs, were caught in the battle between the District Office and our Business Services. At this time I believe the Business Services processes have improved and that the relationship between Business Services and the District Fiscal has significantly improved – that has benefitted our program.

PART I: Technology

1. Describe efforts made to automate and/or introduce technology (i.e. convert hardcopy documents to electronic versions).

Over last 3 years, few technological changes have occurred in our program: a). after the EVC website renovation, we have created and continue to maintain the EVC CalWORKs webpage that includes the program description, graduation pictures, list of services provided, the electronic county forms that students can access and print anytime, and community and county resources; b). we have received 10 notepads that students can rent during the school semester; c). we have purchased 15 laptops for students to loan for up to whole semester; c). we continue to participate in ongoing updates and training on the county web based database CalWIN in order to provide more services for our students; d). in order to minimize paper and a copy machine ink usage our staff e-mails electronic documents to students and county workers directly.

2. Explain how the new technology helped to improve program efficiency and effectiveness.

The EVC CalWORKs program webpage is very informative and convenient educational tool to have. It allows students to access the county forms and community resources without stepping into our office at exact time when they need it if they have the internet access from their computer, notepad or phone. Notepads and laptops allow students to access e-books, prepare homework, and access the online class materials. The improved access to CalWIN (County web based database) allows us to speed up the communication process between the students' caseworkers, students and our staff when we are working on verifying student's eligibility or mitigating ongoing issues. The electronic documents distribution to students and county staff works great, especially when our students have the access to their e-mail in their phones.

3. Describe future plans to implement new technologies in an effort to eliminate manual processes. Identify projected needs and timelines.

We will keep updating the EVC CalWORKs webpage as more useful county and community resources will be available. We will post more forms that students required to complete. The EVC CalWORKs program applications might be posted online as well, however; this process usually pertains a lot of additional information and personal explanations. It could be really challenging for some students with learning disabilities. We will create Facebook page for EVC CalWORKs and link it to the EVC CalWORKs webpage.

PART J: Planning Agenda

1. Identify any plans you may have to modify, automate and/or create additional services within your program. Please link these to the college mission, strategic initiatives, or SLO assessment results.

We do have an additional service where we Tutor and Mentor students. The Tutor provides much needed scholastic assistance to CalWORKs clients and often we find that a bond develops where the tutored student is more linked into services and our office. The Mentor Program was created to connect CalWORKs students with other CalWORKs students to share experiences navigating a variety of resources in school and in the community. Due to the amount of paperwork and procedures that we have in our office to follow TANF, State, and County requirements, students can feel overwhelmed with how and what paperwork to fill out and return to the County. Our Mentors take them by the hand so to speak, and lead them through the complicated process and give students a sense that it is possible for them to go to

school and be successful. As mentioned earlier, these Mentors have been instrumental to connecting students to our program and provide a strong culture of leadership within our program.

We also want to create a strong link with students who might have learning disabilities and work closely with DSP to ensure that they are getting the accommodations they need to be successful in their classes. Certainly moving forward, the DSP having LD testing will greatly assist with us referring students to the DSP. Also the DSP can refer students to specialists who can help identify physical or emotional issues that can be addressed.

In terms of the creation of services, we will keep updating the program webpage on the EVC website. Additionally we have Equity Funds to create CalWORKs brochures and distribute them to potential students.

2. Indicate if you are receiving or planning to request funds beyond the state or federal categorical allocation.

Our program works closely with the County of Santa Clara. Anytime there are new funding opportunities we apply for funding. For example, in fiscal year 2015-16 we applied and received County of Santa Clara Work Study Funds to employ students both on campus and offsite. We respond to the County's needs and to their funding opportunities. This is linked to the college's retention strategy as students will stay in college if they have additional earned income. This is especially true since they have to pay for themselves and their dependents. The student's decision to stay in school depends and is in direct relationship to the type of access to services and their ability to utilize the services we provide. Next year we will be receiving more money through our contract with the County of Santa Clara to provide Work Study opportunities for our students.

Currently we have Equity money to assist former CalWORKs students who may still be in school but have timed out (or have extinguished their time on CalWORKs cash aid). This assists them with much needed supplies and books to cover their expenses.

3. Identify and discuss any need for additional personnel, facilities, equipment and equipment maintenance needs. Estimate the annual budget impact for any future needs.

Personnel

The CalWORKs Program has two immediate needs for personnel. The first need is, as referenced above, is a **Categorical Accountant** serving all categorical programs. This position has been on the backburner for years, but is desperately needed by our categorical staff, and most certainly CalWORKs. As stated above, each program now has to have a staff person who is not formally educated in accounting or possessing an accounting degree, processing much of the expenditures. Also as referenced above, for many years CalWORKs had its own Accountant due to the fact that our program has multiple grants, sources, audits, funding guidelines: monthly billing for two different County contracts with completely different back up paperwork and County paperwork to be completed and submitted, working internally with payroll for student payroll and staff payroll, monthly billing for employers who have students work study working off campus to collect revenue, Financial Aid Work Study reconciliation and matching, Work Study Hours and tracking of budget related to all work study students for two different funders. The County also requires additional multiple reports and reconciliations based on our contract. The State

Chancellors Office, like other categorical programs, requires reports and Final Expenditures that are detailed. Because our program has multiple funding sources and multiple contracts, different expenditure guidelines, and different reporting requirements, it is not a job that should be performed by a Program Specialist. This job should be completed by an Accountant who specializes in categorical funding and who hopefully has some background working with the County of Santa Clara as the County is very specific and very detailed in its reporting requirements.

The CalWORKs Program Specialist who has taken on this accounting role, while competent, is not a trained Accountant, nor should be having to process the kind of accounting nor the level that she is. In my conversations with her, she estimates that nearly 50% of her job is accounting related. That is a potential union issue and not the function for which she has been hired. The Program Specialist was hired to serve students. I strongly advocate for hiring a competent Categorical Accountant serving all categoricals so that the Program Specialist can provide necessary paperwork for processing for the trained Accountant but is not doing all of the work related to intensive reporting requirements CalWORKs has.

The budget impact for the Categorical Accountant would be around \$110,000 including salary and benefits.

Additionally, our program needs a **CalWORKs Program Specialist**. In the coming year the Program Specialist referenced above will be transitioning her split CalWORKs/International position to the International Program. We also expect our funding to decrease from the state as throughout our County the number of CalWORKs participants has slightly decreased due to two factors: the high cost of living in Santa Clara County and the fact that our County is a work first (not education first) County. While the number has slightly decreased the need and the workload has not. The CalWORKs Program Specialist will process much of the County paperwork and has to respond to 60 different CalWORKs County workers and different County mandated student requirements, depending on each student's particular situation. The County of Santa Clara also has specific detailed requirements that determine if the student receives cash aid that month, this position has the primary responsibility of working with the students to ensure compliance and support for the students and for the County of Santa Clara. While I will have the funds for 50% of the position, I will need an additional 50% funded to cover a full time position directly serving students and interfacing with the County.

The Program Specialist (range 89-c, estimated) would be \$59,068 + benefits.

Equipment

In terms of Equipment, our office printer/scanner/fax goes down at least one time per month with an average repair wait of around 5-7 business days. This is not acceptable. We need a new all in one office scanner/printer/fax that consistently works.

4. Please complete the Information Table below:

Program Budget & Projected Expenditures		
	2013-2014	2014-2015
Number of Students Served	161	133
Changes in number of students served (185 students reported in 2012-2013)	-13%	-28%
Your Program's Current Budget (from Fund 10)	NA	NA
Current External Funding (from Fund 17)	\$288,784	\$274,345
Future Needs: Personnel (Estimated Additional Cost)	Annual cost* Shared Categorical Accountant - \$110,000 (salary and benefits) Program Specialist (range 89) - \$45,000 (\$90,000) (50% we can fund through our program dollars, and we need an additional 50% to assist with funding the position)	
Future Needs: Facilities (Estimated Additional Cost)	Total cost over useful life of facilities*	
Future Needs: Equipment, Supplies, and Maintenance (Estimated Additional Cost)	Total cost* New Printer/Scanner/Fax Office Machine (\$2,500)	

