Program: CalWORKs
Division: Student Services
Date: 10/21/2020
Writer(s): Amanda Ingold
SLO/SAO Point-Person: Amanda Ingold

Audience: Deans, Vice Presidents of Student Services and Academic Services, All Planning and Allocation Committees. This document will be available to the public.

Uses: This Program Review will be used to inform the campus and community about your program. It will also be used in the processes of creating Division Summaries, determining College Planning Priorities and allocating resources. A final use is to document fulfillment of accreditation requirements.

Please note: Program Review is NOT in itself a vehicle for making requests. All requests should be made through appropriate processes (e.g. Instructional Equipment Request Process) or directed to your dean or supervisor.

Time Frame: This Program Review should reflect on program status during the 2020-21 academic year. It should describe plans starting now and continuing through 2021-22.

Sections: This Program Review has been shortened due to the COVID-19 pandemic. The Program Review Committee understands that you are completing this program review in a time of stress and disruption and that this may affect many of your responses. Sections and questions are marked with the name of the committee or office that will use the information.

- The first section focuses on general program reflection and planning.
- The second section has specific questions to be filled out by all programs this year.
- The third section is a review of curriculum, to be filled out only by programs with curriculum.

Topics: The Program Review Glossary defines key terms. Writers should review this glossary before writing: https://bit.ly/2LqPxOW

For Help: Contact Nadiyah Taylor: ntaylor@laspositascollege.edu.

A list of contacts for help with specific sections is provided on the Program Review website under the "tools for writers" tab. [https://bit.ly/3fY7Ead]

Instructions:
1) Please respond to each question as completely as possible.
2) If the requested information does not apply to your program, write "Not Applicable."
3) Optional: Communicate with your dean about completing this document.
4) Send an electronic copy of this form to Nadiyah Taylor and your dean by Monday, November 2.

Links:
Program Review Home Page: laspositascollege.edu/instructionalprogramreview
Fall 2019 Program Reviews: laspositascollege.edu/programreview/pr2019.php
Frequently Asked Questions: laspositascollege.edu/instructionalprogramreview/programreviewfaqs.php

No Significant Changes Option

☐

Contact person: _____

By marking an X in the box above, the writers of this Program Review indicate that there have been no significant changes to their program or their program's needs in the past year. In this case, programs may opt not to complete Program Review Section One: Program Snapshot. **Programs must still complete all other sections (as applicable).**

Please note: Choosing this option means that your program's information may not be included in the yearly Division Summary.

The No Significant Changes Option may only be used for two years in a row; after two years, programs must complete a full Program Review including the Program Snapshot. Our program's most recent Program Snapshot was submitted in the following semester: Fall 20_____.

A. Accomplishments: What plans were achieved during AY19-20? You may describe achievements that were or were not planned in earlier Program Review. Your response may include actions regarding COVID-19. Please highlight any positive impacts to students.

The CalWORKs program was able to convert our student resource guide to an accessible online version for the campus to easily access and utilize. The student resource guide is comprehensive and divided into various categories: campus resources, community resources, Veterans, Foster Youth, etc. with the most recent COVID-19 resources section addition to support students who face barriers to success. The housing resource guide was also integrated into the online student resource guide so students, faculty and staff can access a variety of resources for students who identify as housing insecure.

Last year's program review discussed future development of a basic needs website and/or center. After assessing current workload of the CalWORKs program in addition to maintaining being the primary point of contact for foster and homeless youth services, a basic needs website/center is not feasible. The online student resource guide fulfills a portion of this goal in that it supplies the college campus and its students with a single access point to resources, which align with a model of a basic needs website.

Although there are challenges to student headcount predicated by external barriers, we have been successful in continuing to outreach and develop partnerships with county and community organizations who directly serve our CalWORKs student population.

We received a donation from the Lam foundation to support students facing food insecurity. In collaboration with the office of the Vice President of Student Services and the LPC Foundation

office, we were able to provide funds for 25 students to purchase food items and thus alleviate some of the barriers those students with food insecurity experience.

The CalWORKs Program, in collaboration with the Admissions & Records and Financial Aid offices, was able to create a process and easy to complete form for unaccompanied homeless youth to receive homeless determinations and receive the associated financial aid and priority registration benefits for this student population.

We were able to dedicate a large portion of our allocation to continue supporting students in the CalWORKs work-study program, which adds several benefits to overall program/participant success. It meets the federal work rate (WPR) mandated by the state (associated barriers are also highlighted in the "Challenges" section). It is considered "exempt" income and so provides supplemental funds to CalWORKs families. It also provides the flexibility needed for CalWORKs students to balance family, school, and work.

The more intrusive approach to CalWORKs student support has continued to reflect positive results. CalWORKs participants, based on Canvas data collected, continue to have high levels of participation in program activities and timely submission of county required reporting. Participation rates are average about 70% overall each term and on average 16 student or program initiated contacts per student, per term; some students up to 40 contacts per term, depending on the level of need Program requirements and events are created as assignments in Canvas and from there we are able to not only extract data to assess areas for improvement, but also provide an early view on students with lower levels of participation and reach out to these students more. Most of our CalWORKs participants continue to maintain good standing and are making progress towards achieving their academic goals.

Mark an X before each area that is addressed in your response.			Definitions of terms: https://bit.ly/2LqPxOW		
X	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software	X	LPC Planning Priorities	X	Services to Students
	Course Offerings	X	Financial/Budgetary	X	LPC Collaborations	X	SLO/SAO Process
	Curriculum Committee Items		Human Resources		Pedagogy	X	Student Equity
X	External Factors	X	Learning Support	X	Professional Development	X	Technology Use

B. Challenges, Obstacles and Needs: Describe any significant challenges, obstacles or needs for your program. Your response may include issues regarding COVID-19. Please highlight any negative impacts for students.

The most significant challenge the CalWORKs program has continued to face is the direct impact of the CalWORKs Federal Participation Mandate. This mandate, also known as the work participation rate, requires 50% of all CalWORKs single heads-of-household and 90% of all two-parent households to work or participate in a "work activity". This mandate is reflected in counties' work-related activities, which takes precedence over pursuing education. The program purpose is to promote self-sufficiency for CalWORKs families with work being placed first, which includes work in minimum wage jobs unrelated to degree aspirations or attainment. In the "California Department of Social Services: CalWORKs Annual Summary" it states, "The federal government can assess penalties on the state for not achieving work participation rates. In California, counties that do not achieve the federal participation rates will share in any such fiscal penalties…". While most of these penalties have been remediated, they have not been fully absolved and counties continue to emphasize work over education.

In addition to these challenges, barriers faced with the high cost of living and disparate program funding models, the LPC CalWORKs program is directly impacted in the number of program participants who end up relocating to areas where housing/education is more affordable. The financial and supportive ancillary services provided by the counties we serve continues to keep our CalWORKs families on the threshold of living in deep poverty.

These challenges have compounded the impact to our program each year with a decline in unduplicated student headcount which then has a direct impact on the allocation our program receives.

A portion of our allocation is dedicated to work-study and LPC CalWORKs prioritizes this aspect of the program to support our students. This prioritization also provides our students with an opportunity to meet the federal work requirement while also creating employment conducive to their educational goals. Unfortunately, as our allocation goes down, so does our opportunity to provide work-study opportunities.

Another responsibility of the CalWORKs Coordinator is to fulfill the liaison role for both foster youth and homeless youth. CalWORKs families, foster youth, and homeless youth are populations which constitute a high level of need that must be addressed, but this has a significant impact on the CalWORKs Program staff to provide the level of supportive services necessary for effective barrier removal, case management, and closing the gap on academic disparities. There is no funding or program designated to serve foster and/or homeless youth and there are additional eligibility requirements that create barriers to registration and financial aid.

COVID-19 has greatly impacted all CalWORKs, homeless and foster youth students. Many did not immediately have access to technology required to complete classes online and many still do not have internet service that supports online learning (low connectivity, low speed that prevents ability to utilize Zoom).

The inability for college campuses to develop flexible ways of providing work-study, especially for CalWORKs students who primarily would have to work remotely due to children being home, is inequitable. It specifically compromises academic success for low-income and disproportionately impacted student populations, to which all my students belong. Work is a county requirement for CalWORKs students who are more than halfway through their CalWORKs time-limit and campus closure impacted CalWORKs students previously working on campus. Campus closures also prevent most of our CalWORKs students from meeting their welfare-to-work hourly requirements (hourly requirements include study time on campus and work-study).

CalWORKs county offices are unable to serve the influx of requests. CalWORKs participants are unable to reach county offices for extended periods of time, it is nearly impossible to renew benefits, obtain child-care, and/or continue to rely on receipt of their monthly cash-aid. There have been state-wide efforts among community college CalWORKs programs to alleviate the extensive barriers for CalWORKs participants during the pandemic, but very little progress has been made. This will also play a role in the CalWORKs student headcount for the upcoming academic year.

Mark an X before each area that is addressed in your response.				Definitions of terms: https://bit.ly/2LqPxOW			
X	Community Partnerships/Outreach	X	Facilities, Supplies and Equipment, Software		LPC Planning Priorities	X	Services to Students
	Course Offerings	X	Financial/Budgetary		LPC Collaborations		SLO/SAO Process

	Curriculum Committee Items	X	Human Resources		Pedagogy	X	Student Equity
X	External Factors	X	Learning Support		Professional Development		Technology Use

C. IR Data Review: Describe any significant trends in your program's data from the office of Institutional Research and Planning. (Note: Not all Programs have IR data available; if your program does not have a data packet or dashboard data, you may note that in the response box.) You may also discuss any other data generated for your program by the Office of Institutional Research and Planning.

IR Data packets are available here: https://bit.ly/2IYaFu7

Course Success Rates Dashboard can be found at the bottom of this page: https://bit.ly/2Y9vGpl

For assistance with this question, contact the Director of Institutional Research and Planning. **[https://bit.ly/3fY7Ead]**

LPC Data Packet
Although we had a lower student headcount for the 2019-2020 Academic year, the number of enrollments was near the previous year and there was a slight increase in overall student success rates with a substantial decrease in withdrawals for online or distance education courses. CalWORKs students lag behind the general student population in college readiness, with significant gaps in completion of college-level English (30% completion compared to 61%) and Math (35% completion compared to 61%)

Chancellor's Office
The CalWORKs program disproportionately represent students of color (Average approx. 40%-50% of African American and LatinX students) which reflects the overall impact of external and inequitable barriers faced by students of color who are at a disadvantage when they enter the college campus.

Canvas Data Extraction
The CalWORKs program has a canvas course for our students and we have been tracking participation for the past two years. Early intervention and follow up have resulted in higher rates of participation in program activities as well as higher completion of county required documentation (approx. 10% increase in participation/assignment completion).

Mark an X before each area that is addressed in your response.				Definitions of terms: https://bit.ly/2LqPxOW			
	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software	X	LPC Planning Priorities	X	Services to Students
	Course Offerings		Financial/Budgetary	X	LPC Collaborations		SLO/SAO Process
	Curriculum Committee Items		Human Resources		Pedagogy	X	Student Equity
X	External Factors	X	Learning Support		Professional Development	X	Technology Use

D. Short Term Planning: What are your most important plans, either new or continuing, for next year? Describe plans starting now and continuing through AY 21-22. (Optional: You may also describe long-term plans if desired.)

Due to COVID-19 school closures, our most important plan is to continue to regularly contact our CalWORKs students to determine barriers and advocate for solutions.
Review/revise practices to ensure program participation and look at how to increase overall program headcount.

Refine our processes for foster youth and homeless youth to provide what is most effective and supportive, within our capacity, to serve these student populations.

We have developed a Canvas course for foster youth and homeless youth and will test these courses during the 2020-2021 academic year to determine if this is a useful strategy to engage these students.

Foster Youth landing page on LPC website

Continued inquiry into development of CalWORKs program database

Mark an X before each area that is addressed in your response.				Definitions of terms: https://bit.ly/2LqPxOW		
X	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software	X	LPC Planning Priorities	X	Services to Students
	Course Offerings		Financial/Budgetary	X	LPC Collaborations	X	SLO/SAO Process
	Curriculum Committee Items		Human Resources		Pedagogy	X	Student Equity
X	External Factors	X	Learning Support	X	Professional Development	X	Technology Use

Section Two: Institutional Planning Topics (Required for All Programs)

A. Equity [Student Equity and Achievement Committee]: Please describe any recent actions your program has taken to increase equity and/or any challenges your program faces in promoting equity and equity-based decision-making? Areas to consider include students impacted by race/ethnicity, gender, sexuality, age, or disability status, as well as students who are disproportionately impacted due to the shift to remote instruction.

For assistance with this question, contact the Director of Student Equity and Achievement. **[https://bit.ly/3fY7Ead]**

CalWORKs, Homeless, and Foster Youth student populations are disproportionately composed of students discussed in the equity initiatives. Homeless and foster youth are one of the mandated student populations within the equity planning requirements and our CalWORKs program primarily serves students of color who are impacted by racial barriers on college campuses. We continue to advocate for our student populations in various ways. We attempt to build a structure of support and care emphasizing students' abilities and removal of deficit language or labeling. For example, we believe it is important to respect the anonymity of foster youth who are stigmatized by society. One implementation was using the name label "Guardian Scholar" rather than "foster youth" within our office space so their status is protected. We have also created alerts in SARS so when a foster youth logs in, our program staff are alerted of their status and can refer appropriately if needed. We have also emphasized that not all foster youth want to be known in this manner and so the SARS alert merely provides faculty/staff with an intentional approach and overall sensitivity to the foster youth experience during appointments.

We created a similar alert in SARS for homeless students or those at risk – "Housing Scholar". This does not provide the same level of anonymity as "Guardian Scholar" so our protocol to refer is just informing the CalWORKs Coordinator, serving as the homeless liaison, to check in with this student privately rather than utilize "Housing Scholar" openly in a public space.

We show care for our students by being direct in asking what housing opportunities students are looking to attain without the use of deficit language/posturing - e.g. asking why they are homeless, little eye contact, skirting around the issue, crossed arms, etc.

Many CalWORKs students may fall into foster/homeless youth categories or both as well as experiencing added barriers of previous incarceration or contact with the criminal justice system, etc.

Additional program efforts in alignment with the Las Positas College Student Equity Plan and activities targeting DI students:
a) Outreach: meet with *potentially* eligible students which differs in comparison to other CalWORKs program who meet with *currently* eligible CalWORKs participants.
b) Work with policy advocates and collaborate with Admissions and Financial Aid to remove various barriers homeless/foster youth face during enrollment and FAFSA completion.
c) Research-based effective practices implementation - program staff training to provide support for the completion of the FAFSA for homeless and foster youth. Assist CalWORKs, homeless, and foster youth with completion of three matriculation components.
d) Encourage use of Tutorial Center, advertise and partner with Tutorial Center to provide support to students
e) Continue to participate in professional development opportunities, collaborate with community organizations serving these students, and have partnered with county departments of education to be culturally responsive in our student approach.
f) Encourage students to utilize DegreeWorks, used exclusively within our program since 2018, prior to full campus implementation.
g) Collaboration with Financial Aid, Tutorial Center, Admissions, and Student Life. Identified single points of contact in Financial Aid/Admissions for targeted support of homeless/foster youth.
h) Continuous research/professional development to learn, promote and engage in equitable support and relationships with students. Researched culturally relevant practices and pedagogies, critical race theory, school to prison pipeline, education policy, trauma-informed practices, etc.
i) Development and implementation of single website which compiles all campus and community-based resources for students that is online accessible.
j) Partnerships with Alameda County Office of Education, Pleasanton Unified and Livermore Unified homeless/foster youth supportive staff to create pipeline to our campus.
k) Foster Youth inreach and outreach and research on conceptualizing foster youth programs in higher education.
l) Encourage student engagement through creation of learning "hubs" within Canvas cohorts specific to CalWORKs, Homeless, and Foster Youth.

> m) **Participation in The Market food distribution and partner with CalFresh for better understanding of CalFresh benefits and eligibility requirements.**
> n) **Developed content for foster youth website and plan to complete webpage (in process)**
> o) **Developed partnership with EOPS/CARE to prioritize homeless/foster youth – intrusive counseling, priority to participate in EOPS, etc.**

B.

SLOs/SAOs [SLO Committee]:

You should complete ONE of the following three sections. Please choose the option that is most appropriate for your program:

B1: Instructional Programs with PSLOs
B2: Instructional Programs without PSLOs or with Special Circumstances
B3: Non-Instructional Programs

Skip to the section you chose. If you are not sure which option to pick, contact the SLO Committee Chair or Program Review Committee Chair for assistance.

B1: Instructional Programs with PSLOs

In this year's Program Review, and in support of Accreditation, we would like a snap-shot on how your program plans to collect, discuss and report assessment findings to develop best practices for teaching and student learning ("closing the loop").

As a program, please select one PSLO for a degree or certificate to focus on. This PSLO should reflect one area of your program that you would like to investigate in depth. For example, your selection may focus on an area to improve student success, to update pedagogy, equity issues, or to examine a new degree/certificate, etc.

In this section, describe your plan for assessment data to be collected, analyzed and discussed, and reported out in next year's Program Review. Your plan should identify the CSLOs that feed into your selected PSLO so that a complete data set is collected. You may choose to do this over one or two semesters. In next year's Program Review, you will be asked to summarize your SLO assessments, analysis of those findings, and proposed changes that may be implemented to improve teaching and student learning.

For assistance with these questions, contact the SLO Committee Chair. **[https://bit.ly/3fY7Ead]**

> **B1a**. **In the space below, insert the complete wording of the PSLO and potential reason(s) for selecting it for analysis.**

B1b. In the table below, list the CSLOs that feed up to the identified PSLO and check the semester or semester(s) that the CSLO will be assessed and data entered into eLumen.
(If this different than the submitted SLO template plan, please update and resubmit the template plan. Send the updated template to mwiest@laspositascollege.edu and ahight@laspositascollege.edu)

Complete Name of CSLO	Fall 2020	Spring 2021	Summer 2021

B1c. When will analysis and discussion of the assessment data be completed (during next year's Program Review is an option)? The reporting out of the "closing the loop" analysis will be part of next year's Program Review.

B2: Instructional Programs without PSLOs or with Special Circumstances

If your department does not have PSLOs, you may choose one CSLO to focus on. This option may also be used if there is a strong departmental rationale for focusing on a single CSLO.

As a department, please select a course to focus on. The selected course and one of its CSLOs should reflect an area that you would like to investigate in depth. For example, your selection may focus on a course to improve student success, to update pedagogy, to analyze equity issues, etc.

For assistance with these questions, contact the SLO Committee Chair. **[https://bit.ly/3fY7Ead]**

B2a. In the space below, describe the rationale (such as this is not a degree-granting program, we focus mainly on non-degree courses, etc.)

B2b. In the space below, insert the complete wording of the CSLO and reason(s) for selecting it for analysis.

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B2c. In the table below, list the CSLO and check the semester or semester(s) that the CSLO will be assessed and data entered into eLumen.

(If this is different than the submitted SLO template plan, please update and resubmit the template plan. Send the updated template to mwiest@laspositascollege.edu and ahight@laspositascollege.edu)

Complete Name of CSLO	Fall 2020	Spring 2021	Summer 2021

B2d. When will analysis and discussion of the assessment data be completed?   (During next year's Program Review is an option.) The reporting out of the "closing the loop" analysis will be part of next year's Program Review.

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In this year's Program Review, and in support of Accreditation, we would like a snap-shot of how your student service area plans to collect, discuss, and report assessment findings to develop best practices for teaching and student learning ("closing the loop").

Please select one SAO to focus on. This SAO should reflect an area of your program that you would like to investigate in depth. For example, your selection may focus on an area to improve student success, increase best practices, to address equity issues, or to examine a new service/program, etc. The intent is for this section to be useful for reflection to develop best practices for serving students.

For assistance with these questions, contact the SLO Committee Chair. **[https://bit.ly/3fY7Ead]**

B3a. In the space below, insert the complete wording of the SAO and potential reason(s) for selecting it for analysis.

Through interaction with the CalWORKs Program, students will be able to clarify their educational and career goals.

CalWORKs students have various external factors that contribute to their academic success. Student engagement is important for our student population to remain successful and stay on their pathway. Developing methods to increase engagement that

is conducive to the specific needs of CalWORKs students will increase opportunities for success and attempt to alleviate some of the external barriers impacting their educational and career goals. This SAO will allow the CalWORKs program to assess the various methods used to engage these students and determine what is most effective to clarify their educational and career goals. Clarity is also dependent on understanding what is necessary to effectively achieve these goals. This includes things such as meeting county requirements, inquiry and utilization of campus and community supportive programs, and continuous review of their educational and career pathway.

B3b.

When and how will this SAO be assessed and data entered into eLumen? (If this different than the submitted template plan, please update and resubmit the template plan. Send the updated template to mwiest@laspositascollege.edu and ahight@laspositascollege.edu)

2020-2021 Academic Year - monitor and track program participation and engagement in educational planning. Rating scale on percentage of program activity participation, timely completion of associated program requirements, and development of student education plan.

B3c. When will analysis of the assessment data will be completed (during next year's Program Review is an option)? The reporting out of the "closing the loop" analysis will be part of next year's Program Review.

During next year's program review.

The following questions ask you to review your program's curriculum. To see the last outline revision date and revision due date:

> **1. Log in to CurricUNET**
> **2. Select "Course Outline Report" under "Reports/Interfaces"**
> **3. Select the report as an Excel file or as HTML**

A. Title V Updates [Curriculum Committee]: Are any of your courses requiring an update to stay within the 5 year cycle? List courses needing updates below. Reminder: updates to course title or units, and course deactivations, will require updating any program they are associated with. List programs requiring updating in question (B).

B. Degree/Certificate Updates [Curriculum Committee]: Are there any programs requiring modification? List needed changes below.

C. DE Courses/Degrees/Certificates [Distance Education Committee]: Detail your department's plans, if any, for adding DE courses, degrees, and/or certificates. For new DE degrees and/or certificates (those offered completely online), please include a brief rationale as to why the degree/certificate will be offered online.