

**Foster Kinship Care
PROGRAM REVIEW/PLANNING AND EVALUATION PROCESS
QUESTIONNAIRE FOR NON-INSTRUCTIONAL PROGRAMS**

INSTRUCTIONS:

Complete all sections as instructed. Click the shaded sections to type your answer. When completed, please save your file and e-mail as an attachment to tanya_hanton@westvalley.edu.

A. INTRODUCTORY QUESTIONS:

1. Program Name: Foster and Kinship Care Education Program
2. Person(s) completing the questionnaire: Donna Erickson
3. Date of completion: November 2, 2007
4. What are the primary purposes of the program? Check all that apply.

- WVC Degrees and Certificates
- Transfer Courses
- WVC General Education
- Lifelong Learning/Life Enrichment
- Occupational / Vocational Courses
- Student Support Services
- Academic Support Services
- Administrative Functions

5. In one paragraph, how does the program further the College's mission and goals? (only new information need be added)

The Foster and Kinship Care Education Program gives exposure to West Valley College by providing the needed and necessary training for families to care for neglected and abused children in the community. It enhances the direct on-campus curriculum and classes by offering the community a program within the community and in language specific delivery.

6. In one paragraph, what significant events have affected or impacted the program since the last program review?

The implementation of SB 500 which was passed into law last year but not yet implemented. The West Valley College Foster and Kinship Care Education Program was instrumental in preparing the curriculum and delivery of training for this newly passed bill. It will be presented in January of 2008.

B. DATA ELEMENT ANALYSIS SECTION (ANALYSIS AND RESPONSE)

1. In analyzing any available program data concerning student use of services:

- a) What significant trends are revealed in the data?
- b) What conclusions do you draw from this analysis that could form the basis for an action, objective or request for resources?

Not applicable.

2. In analyzing any available program data concerning student demographics (e.g. gender, age, ethnicity):

- a) What significant trends are revealed in the data?
- b) What factors might contribute to any program differences compared to college-wide data? See attachment for college-wide statistics.
- c) What conclusions do you draw from this analysis that could form the basis for an action, objective or request for resources?

Not applicable.

3. In analyzing any available program data concerning program "satisfaction" (e.g. extent of services available, timeliness of appointments, effectiveness of service, follow-up opportunities, referral process to other services, contribution to personal or academic development):

- a) What significant trends are revealed in the data?
- b) What conclusions do you draw from this analysis that could form the basis for an action, objective or request for resources?

Not applicable.

4. In analyzing available program data concerning success measures (e.g. transfer rates or AA degrees, retention rates for students, course completion, and/or contribution to student learning):

- a) What significant trends are revealed in the data?
- b) What factors might contribute to any significant differences from the College averages? See attachment.

Not applicable.

5. Are there any data or factors (e.g. integration of technology; college, district, or state expectation or mandates) concerning staffing in the program, that suggest a need for increasing or decreasing program staff (e.g. permanent and associate FTE, permanent and hourly classified staffing or administrative staffing)?

As the Foster and Kinship Care Education Program steadily grows, it may become necessary to have additional permanent staffing to assist with the planning, organizational and logistical training needs.

C. STUDENT LEARNING OUTCOMES (ANALYSIS AND RESPONSE)

1. Considering any program level Student Learning Outcomes that have been developed:
 - a) What relevant findings have been derived through the SLO assessment process?
 - b) What changes have been implemented, or are planned, based on the findings since the last program review?
 - c) What conclusions do you draw from this analysis that could form the basis for an action, objective or request for resources?

NOTE: Please contact LeAnn McGinley (741-2402), Assessment Coordinator, with any questions concerning SLOs.

Not applicable to the FKCE program.

D. EXTERNAL INFLUENCES SECTION (ANALYSIS AND RESPONSE)

1. If applicable, considering the effect of external influences on the program's purposes and goals:
 - a) How do accreditation requirements, government regulations, advisory boards, labor market demand, transfer institution articulations or other external factors affect the program?
 - b) How might these influences form the basis for an action, objective, or request for resources?

The Foster and Kinship Care Education Program has an Advisory Committee which meets three times a year to provide input, observation and evaluation of the overall program for both West Valley College and Evergreen Valley College.

E. STUDENT FACTORS SECTION (ANALYSIS AND RESPONSE)

1. What program changes or initiatives has the program implemented since the last program review to meet the needs of its student population?

The FKCE program has offered 3 add-on classes as needed throughout the year for pre-licensure. Further, classes can be made available in needed languages per the needs of the community participants. Locations have been changed to meet the community needs as several of the Family Resource Centers have closed over the past year, and relocation of trainings have been necessary.

F. SUMMARY AND CONCLUSIONS SECTION:

1. General conclusions and summary statement.

The foster and Kinship Care Education Program is unique and offers a stand-alone type of training as required by the County of Santa Clara and the State of California for licensure as a Foster Home. It provides additional trainings and training hours to meet the County's required 21 hours per year/per license holder.

2. Program Strengths:

Programs are offered in demographically outlined areas, North County (three locations), South County (one location). Programs are offered in English, Spanish, Vietnamese and Tagalog, as needed. Programs have been added throughout the year as requested by the Department of Social Services, Department of Family and Children Services. Programs are reviewed throughout the year by the PRIDE Coordinator's Committee and redesigned as needed to better meet the needs of the participants.

3. Program Challenges:

Maintaining the required number of hours within the State and Federal outlined budget structure for draw down/matched funds.

G. ACTIONS AND OBJECTIVES SECTION

Based on the foregoing analyses and findings in Sections A. through F., what are the program's intended actions or objectives for the next three years?

1. Continue to offer programs for both pre-licensure (27-hour model) and post-licensure (at least 100 hours per year).
2. Continue to offer trainings in English, Spanish, Vietnamese and Tagalog.
3. Collaborate with the Department of Social Services, Foster and Adoptive Parent Resource Center, Foster and Adoptive Parent Association of Santa Clara County, Board of Supervisors, and California Community College Chancellor's Office regarding trainings, classes and required data.
4. Provide updated materials for existing programs and follow with research and design of newly requested trainings.
5. Offer Training of Trainers each year to strengthen the instructional staff and assist with delivery of curriculum.

Timelines

Over the next three years, what are the program's timelines (in terms of predicted initiation and completion dates) for the stated actions or objectives?

Each of the five actions/objectives will be reviewed yearly and reported directly to the chancellor's Office in Sacramento. Based on a yearly evaluation, the program hours should increase at least 5-7% annually, with continued funding increases to meet this percentage.

Which of these actions or objectives would be initiated and completed within the coming year, given adequate resources?

All of the five objectives will be completed within the coming year, including the implementation of SB 500 in January of 2008.

H. RESOURCE REQUESTS 2006-2007

1. Please indicate if any of the resource requests identified in the previous program review were funded through one or more of the various WVMCCD resource allocation processes that were available in 06 – 07 (e.g. FTE allocation, classified staff, one time funding, budget augmentation, facilities, Land Corporation):

Please complete the following table (leave blank if the answer is not applicable):

	FUNDED by WVMCCD?
Full-time faculty FTE:	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Partially
Associate faculty FTE:	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Partially

Classified Staff FTE:	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Partially
Classified Hourly (in dollars):	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Partially
Administrative Staff FTE:	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Partially
Facilities (brief narrative description):	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Partially
Equipment (brief narrative description with estimated total cost):	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Partially
Supplies (brief narrative description with estimated total cost):	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Partially
Staff Development (brief narrative description):	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Partially
Other (please specify):	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Partially

2. What have you been able to accomplish as a result of the resource obtained?
(e.g. improved retention success and persistence, improved equity, new SLOs, higher enrollment, new online or satellite campus classes....)

NOTE: The Program Review Committee realizes that in some cases, accomplishments and changes resulting from resource acquisition are too recent to be measurable. The current Program Review process is only one year old. Future reviews of funding requests will focus on accomplishments and change occurring over a two-year period.

I. RESOURCE REQUESTS 2007-2008

Please complete the following table (leave blank if the answer is zero or none):

Full-time faculty FTE

Associate faculty FTE

Classified Staff FTE:

Classified Hourly (in dollars):

Administrative Staff FTE:

Facilities (brief narrative description):

Equipment (brief narrative description with estimated total cost):

Supplies (brief narrative description with estimated total cost):

Staff Development (brief narrative description):

Other: *Click once here and type your response*

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