Santa Rosa Junior College
Program Resource Planning Process

College To Career 2014

1.1a Mission

The mission of the C2C Program is to create and promote Career and Technical Education opportunities that lead to gainful employment for students with intellectual disabilities and/or autism in postsecondary education.

1.1b Mission Alignment

The College to Career Program (C2C) aligns with the College's Mission by focusing on all aspects of learning. Creativity, aesthetic, emotional and social development are supported through the requirement to participate in campus and community activities; intellectual through the involvement in academic courses; and emotional through the participation in the DRD370 series of Student Life courses which support the whole learner. The C2C Program focuses on preparing students for the workforce through taking Career Techical Education courses and foundation skills. The program promotes lifelong learning by discussing options for students to continue attending SRJC after graduation from the program.

1.1c Description

The College to Career Program is a Cooperative Contract Program with the California Department of Rehabilitation designed to provide Career and Technical Education support and training for students with intellectual disabilities. SRJC is one of five colleges in the state chosen to receive funding to pilot a four year College to Career Program (C2C). The first cycle of funding expires in June 2014, and funding has been secured for an additional 3 year cycle through the 2016/17 school year.

C2C is designed to serve 60 students per year in a three year cycle, in three cohorts of 20. The program is in its third year of operation with three cohorts of students. The first cohort of students will complete the program in May 2014. Applications for the fourth cohort to begin in Fall 2014 will be accepted starting in March 2014. It is anticipated that 20-24 students will be accepted for this cohort.

The goal of the program is to provide Career and Technical Education and work experience culminating in paid, competitive employment at the end of the program.

The College to Career Program will only be offered on the Santa Rosa campus at this time.

1.1d Hours of Office Operation and Service by Location

The hours of operation for the C2C Program are 8am-5pm, Monday through Thursday and 8am-12pm on Friday.

1.2 Program/Unit Context and Environmental Scan

The C2C Program provides an extremely high level of service to each participating student with a very limited staff. Students receive academic advising, curriculum and courses, social training, disability accommodations, support in communicating with instructors, direct support in the classroom, tutoring, support with planning and organization, job development services, career exploration services, and on the job support.

In November 2013 the C2C Program was approved as a Comprehensive Transiton Program (CTP) through the Higher Education Opportunies Act (HEOA), allowing students without high school diplomas to receive federal financial aid.

Continual changes in Career Technical Education demands and certificates, as well as economic and employment trends, affect advising by C2C staff and career paths chosen by C2C students. Employer education regarding employment of individuals with disabilities is a continuing charge of the C2C Program. The shift in the workforce to focus heavily on soft skills as well as hard skills has impacted the development of unique curriculum to guide students to succeed in the workplace.

2.1a Budget Needs

The College to Career Program (C2C) operates under a $250,000 all inclusive budget annually. This budget is funded through the California Department of Rehabilitation (CA DOR). This budget includes 15% going directly to the college General Fund for Indirect Funds (building operation and maintenance, utilities, etc.). The program would benefit from an increase in funding to increase our staffing to provide more one-on-one support to students. However, the CA DOR does not anticipate expanding funding to current C2C Programs. In fact, the CA DOR has discussed asking for a college match in either funding or hours beginning in the next funding cycle, FY 2017-18 through 2019-20.

DSPS received restoration funding of $1.3 million for the 14-15 school year, allowing DSPS to increase the C2C Job Developer position from 50% to 100% starting early 2015.

2.1b Budget Requests

Rank	RS	ACTV	Object	Location	SP	M	Amount	Brief Rationale

2.2a Current Classifed Positions

Position	Hr/Wk	Mo/Yr	Job Duties
Vocational Skills Coach	20	10	Under direction, develop and provide instructional and/or on the job assistance to students with intellectual disabilities participating in the College To Career (C2C) Program, in Career and Technical Education courses, and work experience; individualize study and work place strategies to address

Position	Hr/Wk	Mo/Yr	Job Duties
			cognitive, motivational, and adaptive socialization functional limitations; adapt instructional methodologies to assist students in obtaining job skills; monitor students' progress; and perform related work as required.
Intake Facilitator	16	12	Under general supervision, facilitates the eligibility intake process for students with disabilities. Interacts, and assists students with psychiatric disorders, auto-immune diseases, developmental, physical, and sensory disabilities, and learning disabilities to determine how their particular condition(s) may meet eligibility for disability support services. Requests, analyzes and evaluates medical reports and disability verifications from heath care professionals and other educational institutions; issues Access Permits; maintains highly confidential medical and educational records in compliance with FERPA and all other applicable regulations; and performs related work as required. SCOPE:
Job Developer	40	12	Under direction, develop, coordinate and implement activities to support job placement and continued employment for students with disabilities participating in the College to Career Program with the California Department of Rehabilitation.

2.2b Current Management/Confidential Positions

Position	Hr/Wk	Mo/Yr	Job Duties
Program Coordinator	40	12	Under direction, administers the College To Career (C2C) Program for Santa Rosa Junior College, including the program design, implementation and oversight of the Program. The coordinator serves as the principal management responsibility for developing program and services for students in the College to Career Program. The coordinator provides leadership, coordination, direction, and vision for the implementation of the College to Career Program at SRJC. The coordinator works closely with college, Department of Rehabilitation, and North Bay Regional Center staff. The College To Career Program is a Cooperative Contract Program with the California Department of Rehabilitation designed to provide educational and vocational support and training for students with intellectual disabilities.

2.2c Current STNC/Student Worker Positions

Position	Hr/Wk	Mo/Yr	Job Duties
Job Developer	24	12	Under direction, develop, coordinate and implement activities to support job placement and continued employment for students with disabilities participating in the College to Career Program with the California Department of Rehabilitation. (through June 2014).
Student Vocational Skills Coach (Internship)	17	5	Under direction, develop and provide instructional and/or on the job assistance to students with intellectual disabilities participating in the College To Career (C2C) Program, in Career and Technical Education courses, and work experience; individualize study and work place strategies to address cognitive, motivational, and adaptive socialization functional limitations; adapt instructional methodologies

			to assist students in obtaining job skills; monitor students' progress; and perform related work as required.
Student Employee Student Tutor	12	10	Under direction of the C2C Program Coordinator, assists students with classwork, homework, projects, planning, organization, essay outlines and editing, accessing online classwork, comprehension of materials and assignments, and other general tutoring. Currently 2 students in this position.
Vocational Skills Coach	20	12	Under direction, develop and provide instructional and/or on the job assistance to students with intellectual disabilities participating in the College To Career (C2C) Program, in Career and Technical Education courses, and work experience; individualize study and work place strategies to address cognitive, motivational, and adaptive socialization functional limitations; adapt instructional methodologies to assist students in obtaining job skills; monitor students' progress; and perform related work as required. This temporary STNC position is through June 2014.
iPad Technical Support	2	10	Under direction of the C2C Program Coordinator, maintains function, updates, and general coordination of C2C class set of iPads and keyboards.

2.2d Adequacy and Effectiveness of Staffing

Currently, the staffing within the C2C Program is fairly adequate. The Program could benefit from another Vocational Skills Coach (VSC) to increase availability of one-on-one support for students. The C2C Program serves a population that highly benefits from rigorous academic and general life scheduling, scaffolding, and support, making the VSC position essential to the success of the program and students.

This year, the C2C Program hired a 50% FTE Job Developer to assist students in attaining and maintaining permanent, integrated employment in the community. This position is essential to fulfilling the requirements of our grant, placing 20 students annually into successful employment and closing their cases with the Department of Rehabilitation. The Program, in collaboration with DSPS, will expand this position to 100% FTE in early 2015 (recruitment starts in late 2014) in order to fill the requirements of the grant.

When the 62.5% Administrative Assistant I position was vacated on June 5, 2013, the C2C Program collaborated with the DRD Assistive Technology Center and the DRD WorkAbility III Program to create a 100% FTE Intake Facilitator Position to serve all three programs (40% C2C). The person in this position will serve as the front desk reception for students from all three programs and is essential to maintaining order and continuity in our shared offices.

2.2e Classified, STNC, Management Staffing Requests

Rank	RS	ACTV	Location	SP	M	Current Title	Proposed Title	Hrly	Type	Salary Increase	Benefits Increase	Total Increase

2.3a Current Contract Faculty Positions

Position	Description

2.3b Full-Time and Part-Time Ratios

Discipline	FTEF Reg	% Reg Load	FTEF Adj	% Adj Load	Description

2.3c Faculty Within Retirement Range

2.3d Analysis of Faculty Staffing Needs and Rationale to Support Requests

Currently, the C2C Program works with DSPS to support C2C instuctional needs. DSPS funds instruction for the C2C Program through in-load and overload faculty assignments.

In addition, some C2C instruction is paid for through the C2C grant.

2.3e Faculty Staffing Requests

Rank	RS	ACTV	Location	SP	M	Discipline	SLO Assessment Rationale

2.4b Rational for Instructional and Non-Instructional Equipment, Technology, and Software

The College to Career Program is not currently requesting any non-instructional equipment, technology, and/or software from the district.

2.4c Instructional Equipment Requests

Rank	RS	ACTV	Location	SP	M	Item Description	Qty	Cost Each	Total Cost	Requestor	Room/Space	Contact

2.4d Non-Instructional Equipment and Technology Requests

Rank	RS	ACTV	Location	SP	M	Item Description	Qty	Cost Each	Total Cost	Requestor	Room/Space	Contact

2.4e Safety, Utility, and ADA Impacts

There are no current concerns for the C2C Program regarding safety, utility, and/or ADA impacts. The ramp outside Pioneer Hall was recently retrofitted to enable better access for wheelchair users. The walkways, desks, hallways, and student workstations are all physically accessible to students with physical disabilties and wheelchair users.

2.5a Minor Facilities Requests

Rank	RS	ACTV	Location	SP	M	Time Frame	Building	Room Number	Est. Cost	Description
0000	83	0000	Santa Rosa	04	00	Urgent	Pioneer Hall	restrooms	$3,000.00	Both staff bathrooms in the Pioneer building lack hot water in the sinks. Request hot water be provided to sinks for hand-washing purposes.

2.5b Analysis of Existing Facilities

The Pioneer building is the oldest building on campus. There is no security system in place for the building, which houses many thousands of dollars worth of technology and equipment. The bathrooms lack hot water in the sinks. The staff kitchen is very small for the number of employees (5 feet of counter space along a hallway, a mini-fridge, and a microwave serving 15 employees). There are no student bathrooms in the building. When it rains, several spots in the ceiling leak and the toilets often overflow due to root obstruction of the pipes. There is no conference area for staff meetings or large student meetings. Although the facilities are old and are in need of updating, the space we have seems to serve our student population.

3.1 Diversify Funding - Grants/Contracts

The current funding (Grant Contract with the California Department of Rehabilitation) does not provide any funding for transportation for students. Many students in our program do not drive, so their transportation options are limited. Since it is the mission of our program to find competitive, integrated employment for our students, it would be helpful to be able to provide some transportation for students to and from job site visits, interviews, site tours, and job shadowing opportunities.

The C2C Program has one Vocational Skills Coach, which is pivotal to the success of students in our program. We would like to pursue outside funding to expand the support we can provide students on campus and in the classroom.

The C2C Program collaborates with the Department of Rehabilitation to provide job coaching on an as-needed basis for permanent jobs obtained by students enrolled in the C2C Program. C2C collaborates with the North Bay Regional Center to provide job coaching on an as-needed basis for work experience/temporary jobs obtained by students enrolled in the C2C Program.

The C2C Program is collaborating with DSPS to fund a 100% Job Developer position to assist students in finding temporary and permanent employment, and in developing relationships with business owners in the community. The position is being expanded from a 50% Job Developer position to a 100% Job Developer position with the restoration of DSPS funding by the state. The position is 50% grant funded by C2C and 50% categorically funded by DSPS. The position is in recruitment in late 2014, and the full time position should be filled by early 2015. The expansion of this position allows for a greater number of students to use job development resources.

NAME	SOURCE	LEAD	TARGET POP	AMOUNT	MATCH?	RENEW?	CYCLE?	DATE FUNDED	PARTNERS CA
College to Career Program	California Department of Rehabilitation	Lindsay Eigenauer	Students with Intellectual Disabilities and/or Autism	$250,000 per year	none	Renewed once, in second cycle, eligible for renewal in July 2017	3 years	May 2011	Department of Rehabilitation, North Bay Regional Center, Becoming Independent

The vision for the College to Career Program for the next three years is focused on implementation of the Student Success Act and fulfilling the requirements of the Department of

Rehabilitation contract. Participation on key task forces and committees to ensure the needs of students with disabilities and Career Technical Education-related educational goals is critical.

Sustainability academic support and Career Techical Educaiton curriculum that will support students in successfully attaining and maintaining employment is critical. The program is commited to utilizing technology, strategy based instruction and best practices in employment to achieve these goals. The implementation of the DRD370 6-part instruction series to support students enrolled in the C2C Program begins Fall 2014 and will be essential to student success both academically and vocationally.

The department is actively engaged in the program SLO process and will continue to develop meaningful assessments leading to implementation of changes to our service delivery with particular focus on access, retention, and sucess for students with disabilities. During the 12-13 and 13-14 academic years, the DRD SLO focused on the experience of one cohort of 20 students enrolled in the C2C Program to evaluate the effectiveness of services.

The C2C Program is committed to aligning itself with the District-wide Strategic Plan, implementing many aspects of the Student Success Goal. Aspects of our program include mandatory participation in campus and community based events (supporting retention and student engagement). The C2C Program incorporates the use of iPads and apps, as well as LiveScribe Pens, Dragon Naturally Speaking, Read and Write Gold, and other current technlogies into the curriculum to support delivering services effectively through a variety of modalities and technologies. Students entering the C2C Program all complete a 3-year academic plan with a counselor and periodically check in with a counselor regarding the plan to ensure progress toward completion of educational plans and goals.

The C2C Program aligns itself with the Foster Learning and Academic Excellence Goal through encouraging students to use resources such as office hours, accommodations, tutoring, and computer labs on campus to maximize their experiences in the learning environment. Instruction within the program constantly strives to improve the experience of the learner, continually incorporating Universal Design for Learning Best Practices into the classroom and curriculum.

3.2 Cultural Competency

All recent recruitments for classified positions have included a stated preferred skill of Spanish/English bilingual, bi-cultural ability. Advertising for positions are listed in Latino publications. Application screening includes a separate rating for adequacy of the diversity statement and a statement regarding experience working with individuals with disabilities to prioritize candidates with demonstrated sensitivity to the diverse community we serve.

Selected materials have been published in Spanish as part of the Department's community outreach efforts.

3.3 Professional Development

It has been the focus of the institution over the past two years to offer Professional Development Day activities to classified staff and for the workshops offered as part of these days to reflect the professional learning needs classified staff as well as faculty. Regular in-service training in disability specific topics are provided for department staff.   Staff are supported with release time to attend

District sponsored staff development trainings and activities on a regular basis. Staff are encouraged to participate in these activities on a regular basis. Staff are granted release time to enroll in and complete courses through SRJC related to their job descriptions.

3.4 Safety and Emergency Preparedness

The C2C Program has purchased a set of rechargable flashlights that have been incorporated in the C2C offices. The C2C Program manager is up to date on First Aid and CPR certifications. Although the manager of Environmental Health and Safety on campus has been contacted, a BSC and ASC have not been identified for the Pioneer Building to date.

Building	BSC Area	ASC Area	Name	Department	Responsible Area	Management Support
Pioneer				C2C Program/ATC/WAIII		Lindsay Eigenauer, Kimberly Gross

3.5 Sustainable Practices

The C2C Program has reduced its paper copy production and to the greatest extent possible at this time, has converted to electronic records. The Chancellor's Office still requires a paper student file with specific documents with ink signatures.

The C2C Program uses iPads and web-based cloud applications to share documents with students for instruction. Students may submit assignments electronically.

Students within the program are encouraged to use a planner to keep track of appointments and assignments. Many students have switched to effectively using electronic planners on their mobile devices, reducing the need for paper planners.

Economically, the C2C Program continues to secure the possibility of future funding through the fulfillment of Department of Rehabilitation contract goals: providing delinated services effectively and obtaining integrated, competitive employment for students within the community.

4.1a Course Student Learning Outcomes Assessment

4.1a. DRD Course Student Learning Outcomes

The Disability Resources Department participates in a regular cycle of assessment of its course offerings. All courses in the Disability Resources Department have student learning outcomes listed on the Course Outline of Record. Faculty have collaborated to create a regular cycle of assessment of these student learning outcomes, reflected in the grid below.

All DRD course assessment results, including methods, analysis and changes have been posted on SharePoint. Additionally, DRD faculty have shared their reflections on their student learning assessments at department meetings.

Department 6-Year Cycle SLO Assessment Plan (Courses offered to C2C students)– Updated Spring 2014

Course	SLO #	Participating Faculty	Semester Initiated or to Be Initiated	Semester Completed	Year of Next Assessment (Minimum every 6 years)
DRD 363	1	Elisa Conti	Spring 2010	Fall 2010	2016
	2	Elisa Conti	Spring 2013	Spring 2013	2012
	3	TBA	Spring 2014		2014
	4	TBA	Spring 2016		2016
DRD 390.1	1	Laura Aspinall	Fall 2013		2013
	2	Laura Aspinall	Fall 2012	Fall 2012	2014
	3	Laura Aspinall	Fall 2011	Fall 2011	2015
DRD 390.2	1	Tara Johnson	Fall 2013	Fall 2013	2016
	2	Tara Johnson	Fall 2015		2017
DRD 390.3	1	TBA	Fall 2014		
DRD 390.3	2	TBA	Fall 2015		
	3	TBA	Fall 2016		
APE 101	1	TBA	Spring 2013	Spring 2013	2013
	2	TBA	Spring 2014		2014
	3	TBA	Spring 2015		2015
DRD 700	1	Lindsay Eigenauer	Spring 2013	Spring 2013	2016
	2	TBA	Fall 2014		2014
DRD 761	1	TBA	Fall 2013	Not offered	2013
	2	TBA	Fall 2015		2015

4.1b Program Student Learning Outcomes Assessment

For the 2012-13 and 2013-14 school years, the C2C Program assessed the DRD SLO "Students will develop self-awareness and project self-confidence." All students who were in their first year of the C2C program during the 12/13 school year were invited to participate in the assessment. In November, 2012 the students were asked to complete a paper and pencil self-report measure of self-concept, The Self-Perception Profile for College Students, which was normed and validated on college students by Jennifer Neemann and Susan Harter in 1986. The instrument measures twelve domains: Scholastic Competence, Intellectual Ability, Creativity, Job Competence, Athletic Competence, Physical Appearance, Peer Acceptance, Close Friendship, Relationship with Parents, Morality, Sense of Humor, and Global Self-Worth.

One year later, in the Fall semester of 2013, the students, now in their second year, were administered the Self-Perception Profile as a post-test.

The criteria for success was that 80% of the students would have an increase in their Global Self-Worth score.

The criteria for the SLO was not met: 59% of cohort had increase in Global Self-Worth scale, compared to 80% criteria.

The cohort demonstrated increases in most of the subscales (except Romantic Relationships (decrease) and Close-friendships (no change).

During department discussions of the assessment project, we identified the following possible explanations for the findings:
1. Limitations of the measure:
a. Language was confusing for students
b. Tool was lengthy to complete

2. Developmental Process: Students in C2C are in the middle of a change process:
a. Are some students evaluating themselves, what they like about themselves and what they want to change?
b. Are they comparing themselves to other college students?
c. Are they adopting an accurate self-evaluation given certain limitations?

The C2C program is currently conducting a follow-up qualitative focus group to address some of the questions raised by this assessment.

a. 1:1 administration is preferred to support open disclosure
b. Focus group should be representative of people whose self-worth increased and those who decreased; ideally, 10-12 people will participate.
c. Questions should be administered by someone they know and trust in order to help them stay "intact" after appointment is over: suggestion that either Lindsay, Laura, and/or Mary ask questions
d. Questions should be simple and brief and should assess Global Self-Worth
e. Questions should ask the student to self-report (we discussed the idea of having them speak more globally about C2C students, but decided their ability to accurately perceive others may be inconsistent).
Script for focus group:
Remember when we did those in-class assessments? We are asking some follow-up questions. Your answers will be kept confidential. This will help us learn how C2C impacts students as they grow and change.

1. Do you like the kind of person you are? [yes/no]
a.   Why/How so?
b.   How has college impacted how you like yourself?
c.   How has C2C impacted how you like yourself?

2. Do you wish you could be different? [yes/no]
a.   Why/How so?
b.   How has college made it so you wished you were different?
c.   How has C2C impacted wishing you could be different?

4.1c Student Learning Outcomes Reporting

Type	Name	SLO Identified	SLOs on Web	Assessment Methodology Identified	Student Assessment Implemented	Assessment Results Analyzed	Change Implemented
Service/Program	Access SJRC Student Services	N/A	N/A	N/A	Fall 2014	N/A	N/A
Service/Program	Access Community Services	N/A	N/A	N/A	Fall 2015	N/A	N/A
Service/Program	Employment Needs/Plan	N/A	N/A	N/A	N/A	N/A	N/A
Service/Program	Employment	N/A	N/A	N/A	N/A	N/A	N/A
Service/Program	Self-Awareness Self-Confidence	N/A	N/A	N/A	Fall 2013	Fall 2014	N/A

4.2a Key Courses or Services that address Institutional Outcomes

Course/Service	1a	1b	1c	2a	2b	2c	2d	3a	3b	4a	4b	5	6a	6b	6c	7
Access Community Resources					X	X	X			X	X					X
Access SRJC Student Services			X				X	X	X	X	X			X		X
Employment		X	X	X	X			X	X		X	X				X
Employment Needs/Plan	X	X	X				X	X	X				X			X
Self-Awareness/Self-Confidence				X		X										

4.2b Narrative (Optional)

5.0 Performance Measures

Analysis of the data below confirm that students enrolled in the C2C Program continue to persist at a significantly higher rate than the overall SRJC student population.

Term	Students Enrolled	Persistence Rate from previous semester
Fall 2013	60	
Spring 2014	56	93.33%

Below is a breakdown of enrollment information for C2C cohort of students for 2012-13. All C2C students enrolled in a combination of credit and non-credit courses. Rates of English as the Primary Language, Gender, and Ethnicity enrollments for C2C students mirror that of the district population. The persistence rate from fall to spring is much higher among C2C students than the district population. C2C students successfully complete degree applicable courses at a significantly higher rate than the district.

2012-13 PRPP Data

	C2C total	C2C %		District Total	District %
Total Students Enroll.	42	Dist.		37,431	100.00%
Enrolled in Credit	42	100%		32,359	86.45%
Enrolled in Non-Credit	42	100%		13,425	35.87%
Total FTES	29.57			18,760.51	100%
Credit FTES	22.29			16,208.92	
NC FTES	7.28			2,551.59	
Non-Credit Category					
Elementary and Secondary Basic Skills	23	54.76%		8,879	23.72%
Persons with Substantial Disabilities	42	100%		1,443	3.86%
Eng. Primary Lang.					

Yes	33	79.57%	29,896	79.87%
No	9	21.43%	7,535	20.13%

Enrollment Location				
2 Santa Rosa ONLY	33	78.57%	19,645	52.48%
5 Santa Rosa & Petaluma	4	9.52%	4,657	12.44%
6 Santa Rosa & Other	5	11.90%	1,747	4.67%

Petaluma Breakdown			**8,735**	**100.00%**
	5	100%		
3.0 OR LESS	4	80%	2,814	32.22%
3.5 - 6.0	1	20%	2,032	23.26%

Access

Gender	C2C total	C2C %	District total	Dist. %
Male	18	42.86%	16,747	44.74%
Female	23	54.76%	19,866	53.07%
Unknown	1	2.38%	818	2.19%

Age Group				
< 20	5	11.90%	7,911	21.13%
20-24	27	64.29%	11,368	30.37%
25-29	8	19.05%	5,298	14.15%
30-34	2	4.76%	3,243	8.66%

Ethnicity				
White	21	50%	19,757	52.78%
Black	1	2.38%	906	2.42%
Hispanic	14	33.33%	11,033	29.48%
Multi-Ethnicity	1	2.38%	1,417	3.79%
Unknown	5	11.90%	2,164	5.78%

Disability				
Primary Disability	42	100%	2,062	5.51%
Secondary Disability	42	100%	884	2.36%
Dept of Rehabilitation	42	100%	75	0.20%

Financial Aid				

Not Received		13	30.95%	24,137	64.48%
Received		29	69.05%	13,294	35.52%
	BOG Waiver	29	69.05%	13,072	34.92%
	PELL Grant	7	16.67%	4,774	12.75%

Progress

Persistence				
Enrolled in Fall	42	100%	26,441	70.64%
Persisted to Spring	41	97.62%	18,300	69.21%
Did not Persist	1	2.38%	8,141	30.79%

Course Completion

Degree Applicable				
Attempted	*117*	*27.73%*	*128,756*	*78.45%*
Failed	16	13.68%	33,687	26.16%
Successful	101	86.32%	95,069	73.84%

ESL				
Attempted	*3*	*0.71%*	*1,813*	*1.10%*
Failed	2	66.67%	384	21.18%
Successful	1	33.33%	1,429	78.82%

English				
Attempted	*17*	*4.03%*	*1,705*	*1.04%*
Failed	5	29.41%	595	34.90%
Successful	12	70.59%	1,110	65.10%

Math				
Attempted	*15*	*3.55%*	*2,211*	*1.35%*
Failed	10	66.67%	730	33.02%
Successful	5	33.33%	1,481	66.98%

Academic Success				
Degrees	0	0%	1,531	4.09%
Certificates	1	2.38%	572	1.53%

Workforse Development					
Clearly Occupational (SAM = C)	*Attempted*	*31*	*7.35%*	*30,696*	*18.70%*
	Failed	6	19.35%	6,725	21.91%
	Successful	25	80.65%	23,971	78.09%
Possibly Occupational (SAM = D)	*Attempted*	*25*	*5.92%*	*9,552*	*5.82%*
	Failed	5	20.00%	2,811	29.43%
	Successful	20	80.00%	6,741	70.57%

6.1 Progress and Accomplishments Since Last Program/Unit Review

Rank	Location	SP	M	Goal	Objective	Time Frame	Progress to Date
0000	Santa Rosa	01	02	Provide Career, technical training and career development services for students with intellectual disabilities	submit grant renewal application for College to Career Program	20-13-14	completed
0000	ALL	06	02	fill staff vacancies	Rewrite positions for C2C Intake Facilitator and Job Developer and hire personnel to fill both positions.	2013-14	Job Developer began work 3/31/14. Hiring for Intake Facilitator in progress.
0000	ALL	02	01	Complete and implement 6-semester sequential instructional series of student support courses to support student success both academically and vocationally.	Begin implementing coures in Fall 2014.	13-14	Courses have been approved through the Curriculum Review Committee at SRJC and are awaiting approval through the chancellor's office.

6.2a Program/Unit Conclusions

Location	Focus Areas & Questions
Santa Rosa	Data shows through through participation in the C2C Program, students persist at higher rates than the general SRJC population and attain jobs at the end of the program. Over 50% of students enrolled in the first cohort of C2C (graduating Spring 2014) have attained permanent, competitive, integrated employment in the community.
Santa Rosa	Based on feedback from students, three year academic plans are now being developed during the first semester of student enrollment in the C2C Program.
Santa Rosa	Students will meet with Job Developer earlier in their enrollment in C2C to begin looking for employment.
Santa Rosa	When interviewing new students for C2C, Work Experience will be more heavily emphasized. Work Experience has proven to be a predictor of success in the C2C Program.

6.2b PRPP Editor Feedback - Optional

6.3a Annual Unit Plan

Rank	Location	SP	M	Goal	Objective	Time Frame	Resources Required
0000	Santa Rosa	01	02	Successfully place C2C students into paid employment.	Work with Job Developer to ensure sucessful placements.	2014	staff
0000	Santa Rosa	00	00	Recruit new cohort of students for program	20 new students will start Fall 2014, with application, orientation, ed planning, and assessment summer 2014	2014	staff
0000	ALL	01	02	complete graduation ceremony for first C2C completing cohort since program implementation in Fall 2011.	plan and execute ceremony with support of students	May 2014	staff, facilities
0000	Santa Rosa	06	06	Review of Program Coordinator description including title, content, and range. Retitle to "Program Director", regrade to step 11 or 11.5	Job Description: JOB DESCRIPTION: Under direction, administers the College To Career (C2C) Program for Santa Rosa Junior College, including the program design, implementation and oversight of the Program. The coordinator serves as the principal management responsibility for developing program and services for students in the College to Career Program. The coordinator provides leadership, coordination, direction, and vision for the implementation of the College to Career Program at SRJC. The coordinator works closely with college, Department of Rehabilitation, and North Bay Regional Center staff. The College To Career Program is a Cooperative Contract Program with the California Department of Rehabilitation designed to provide educational and vocational support and training for students with intellectual disabilities. SCOPE: The Coordinator, College To Career Program, performs all assigned duties and has direct responsibility for the day-to-day management and operational activities of the College To Career Program, including program budget development and monitoring, outreach and recruitment efforts, leadership and promotion of the program, and selection and supervision of classified staff and student employees. The Coordinator is responsible for the overall coordination/supervision of the College To Career Program and the	2014	staff

				implementation of its goals in Sonoma County as defined by the contract between the Sonoma County Junior College District and the State of California Department of Rehabilitation. This involves providing an educational and vocational program for students with intellectual disabilities who are consumers of the Department of Rehabilitation and are eligible for North Bay Regional Center services. The Coordinator will work closely with the Program staff and the staff of the Disability Resources Department in coordinating the program and services with targeted vocational programs and other departments of Santa Rosa Junior College with which the program interfaces. KEY DUTIES AND RESPONSIBILITIES: Examples of key duties are interpreted as being descriptive and not restrictive in nature. 1. Develops and submits contract proposals, progress reports, contracts, and program success measures to the California Department of Rehabilitation for the C2C Program. 2. Develops and maintains methods of fiscal control over the program, including monitoring the budget, reviewing and approving all Personnel Actions Forms, purchase orders, honorariums, payroll timesheets, reimbursements, etc. 3. Ensures that required program data is properly maintained and reported. 4. Coordinates and schedules classes and workshops for students with intellectual disabilities participating in the C2C Program. 5. Publicizes the C2C Program to Sonoma County high school special education programs and other county programs providing education and services to transition age youth with intellectual disabilities, including development and distribution of brochures, flyers, announcements and other materials. 6. Assesses student vocational interests, disability limitations, and educational aptitude to advise students on career planning.		

					KEY DUTIES AND RESPONSIBILITIES - Continued		
					7. Plans marketing and outreach services to promote internship and employment opportunities both on campus and in the community for students with intellectual disabilities participating in the C2C program.		
					8. Serves as an advocate and liaison for students in the C2C Program with the business community to facilitate college to career success.		
					9. Gathers, analyzes and maintains data and statistical information to evaluate effectiveness of services and to identify goals to meet student and program needs.		
					10. Maintains currency with and interprets relevant laws, regulations, policies, procedures, and pending legislation; responds rapidly to changes to maintain compliance, accountability and reporting requirements.		
					11. Maintains complex daily operations of multiple College to Career Program service areas including academic counseling, advising, recruitment and outreach services, workshops, and community college and community relationships.		
					12. Manages and maintains College to Career student enrollments in compliance with funding partner requirements.		
					13. Coordinates the hiring, orientation, supervision, training and evaluation of staff.		
					14. Provides leadership in developing and implementing a flexible program model that responds to the needs of College to Career students for achievement of college academic and career goals.		
					15. Responsible for problem solving and crisis intervention; addresses and resolves conflict, handles student complaints.		
					KEY DUTIES AND RESPONSIBILITIES - Continued		
					16. Participates in regional meetings, conferences, and trainings required by the contract and appropriate to the Program and		

maintains current knowledge in the field of intellectual disability education.

17.   Provides leadership to the C2C Advisory Committee and solicits appropriate input.

18.   Supervises the work of Program staff.

19.   Other duties as assigned by the Director, Disability Resources and/or the Dean, Counseling and Support Services.

KNOWLEDGE OF:

1.   Effective coordination and communication principles in order to maximize effectiveness of resources, and to minimize duplication of effort within the College/District.

2.   Current theory, practice, and legislation regarding persons with intellectual disabilities.

3.   County and State agencies providing services to persons with intellectual disabilities.

4.   Research methods to support program development, evidence-based practice, and the designing of outreach presentations.

5.   Complex word processing, spreadsheets, budgeting, graphics software programs.

ABILITY TO:

1.   Work effectively with individuals with intellectual disabilities.

2.   Create, plan, implement, and evaluate multiple projects on an ongoing basis necessary to meet program and outreach objectives.

3.   Establish and maintain professional and collaborative working relationships with members of a diverse community, including employers, students, parents, high school and community college faculty, staff and administrators, and state and local government agencies.

4.   Teach classes or offer workshops for students with intellectual disabilities.

					5. Supervise classified staff. 6. Demonstrate sensitivity to, and respect for, a diverse population. 7. Manage and direct a complex program. 8. Make independent decisions. 9. Organize and prioritize program needs. 10. Solve complex problems. 11. Communicate effectively both verbally and in writing. 12. Demonstrate strong fiscal management skills. 13. Assure compliance with all applicable laws, regulations, District policy and contract requirements pertaining to the area of responsibility. QUALIFICATIONS: Candidates/incumbents must meet the minimum qualifications as detailed below, or file for equivalency. Equivalency decisions are made on the basis of a combination of education and experience that would likely provide the required knowledge and abilities. If requesting consideration on the basis of equivalency, an Equivalency Application is required at the time of interest in a position (equivalency decisions are made by Human Resources, in coordination with the department where the vacancy exists, if needed.) Education: Must meet minimum qualifications for noncredit instruction in DSPS The minimum qualifications for service as a faculty member to provide noncredit specialized instruction for students with disabilities shall be any one of the following: QUALIFICATIONS - Continued A bachelor's degree with any of the following majors: education of students with specific or multiple disabilities; special education; psychology; physical education with an emphasis in adaptive physical education; communicative disorders; rehabilitation;		

					computer-based education; other computer-related majors which include course work on adapted or assistive computer technology for students with disabilities; other majors related to providing specialized instruction or services to persons with disabilities. OR An associate degree with one of the majors specified above; and four years of experience providing specialized instruction or services to persons in the disability category or categories being served. Master's degree in Special Education preferred. Experience: Two years successful experience working directly with persons with intellectual disabilities. One year successful experience in career development services. Supervisory experience preferred. SUPERVISION RECEIVED: The Coordinator, College To Career Program, reports to the Director of the Disability Resources Department. SUPERVISION EXERCISED: The Coordinator, College To Career Program, supervises assigned classified staff, STNC's and student employees.		