

Santa Rosa Junior College

Program Resource Planning Process

Foster Parent Training 2014

1.1a Mission

Santa Rosa Junior College

Program Resource Planning Process

- Foster and Kinship Care Education Program (FKCE)
- Youth Empowerment Strategies for Success/Independent Living Skills Program (YESS/ILP)
- Foster Youth Success Program

1.1a Mission

The unified mission of the trinity of Foster and Kinship Programs is to educate, support and connect the various constituents of the fostering community in the health, well-being, education and vitality of the youth in our care.

The mission of the Foster and Kinship Care Education Program is to provide accurate and pertinent on-going training to pre-service and in-service foster and kinship parents in Sonoma County. These trainings include but are not limited to the following content areas: human development, trauma recovery, attachment, loss and grief, the legal system as it relates to juvenile dependency cases, nutrition, medically fragile babies, adolescence and teen needs, homelessness, and educational strategies.

The mission of Youth Empowerment Strategies for Success is to provide relevant education to foster youth who are about to turn eighteen. These topics include financial literacy, writing resumes, applying for job and housing, practices of personal stability, cooking, and how to access resources for teens and young adults in Sonoma County.

The mission of the Foster Youth Success Program is to provide mentoring and support to college-aged foster youth. "Support" is currently defined as peer mentoring, assistance with applying to the college, applications, connecting youth to appropriate programs such as EOPS, Cal-Works, and DRD, assistance with GED prep and planning and channeling youth to academic counselors.

1.1b Mission Alignment

1.1b Mission Alignment

The missions of the Foster & Kinship Care Education (FKCE), the Youth Empowerment Strategies for Success- Independent Living Preparation (YESS-ILP), and the Foster Youth Success Program (FYSP) programs align with the mission and goals of SRJC in the following ways:

FKCE, YESS-ILP and FYSP are focused on increasing academic and self-knowledge, improving academic and life skills, and enhancing the lives of its target populations. They are also focused on refining programs and courses that maintain high academic standards and develop a respect for learning in all of our students.

Diversity is one of the few constants found in the world of foster care. All three programs are inclusive in nature and recognize the existence and importance of respecting the diversity among its participants in: culture, language, ethnicity, religion, sexual orientation, gender identity, learning styles, capabilities, interests and life experiences for the out-of-home placement youth that we serve.

FKCE's pre-service training, PRIDE, formerly called Partnership in Parenting (PIP) class meets state and local educational requirements for foster and adoptive parents for placement and licensing. We are changing the name to PRIDE which is the name of the curriculum and has state recognition. FKCE classes are being enhanced regularly by the teaching team, including new and pertinent videos and information. Since January 2013 classes are being offered in both Spanish and English. In spite of being "Spanish-ready", the local recruiters have not recruited any Spanish speaking foster parents for training since August 2013.

YESS-ILP's courses serve a wide range of students; ninety-five percent are concurrently enrolled high school students. Currently, the classes are being taught in the Call Center with tables that can be moved to support student involvement and a variety of projects and activities. I with approximately forty students in each section. The courses are driven by state-accepted curricula designed to prepare young adults for emancipation and independent living. They are designed to be hands-on in nature with fluidity of movement in the classroom for role playing and projects. An emphasis is placed on accessing SRJC resources for new and continuing students.

We are currently offering Coun 270 to foster youth during ILP Advanced to assist in fully matriculating foster youth prior to their high school graduation, allowing them to access their priority 1 registration during Summer.

Foster Youth Success Program (FYSP) program improves access to SRJC's resources by having an on-going weekly interactive homeroom, dedicated foster-youth-only classes, increasing community collaboration through youth-centered organizations, and an interdepartmental leadership team who meet

three times a year to collaborate on how to best serve this particularly fragile student population. Frequent communication between departments and students is necessary to create the highest likelihood of college success.

1.1c Description

1.1c Description

Every day in Sonoma County, there are approximately five hundred youth seeking placement in out-of-home care. In addition to these five hundred, every year approximately one hundred youth emancipate and go out on their own. One of every two foster youth in this situation, historically, become homeless within six months of doing so. Our community is deeply impacted by homeless youth, with hospitals seeing millions of dollars a year in unpaid visits by homeless visitors. Eighty-three cents of every education dollar in California goes to corrections and seventy-two percent of all California inmates are former foster youth.

For some time, the public had the perception that foster youth are “just” criminals and belong incarcerated. Many of those youth who have since left incarceration have begun to speak out. They tell a sobering story of being unable to launch without support at age eighteen, thus ending up incarcerated and often bewildered. In January 2012, two pieces of legislation were passed that are designed to change the outcomes for foster youth: AB 12, allowing foster youth to stay in extended foster care until age twenty-one if they are in school part-time or working part-time, and AB 194, Priority 1 registration at Junior Colleges, CSUs and UC campuses across the state.

The Foster and Kinship Care Education Program (FKCE) is funded and supervised by the Chancellor's Office for California Community Colleges. The SRJC FKCE program began in 1984 and continues for 2012-13. Its mission is to provide quality education and support opportunities for foster and/or adoptive parents, kinship or non-relative caregivers/guardians. To help caregivers meet the educational, emotional, behavioral and developmental needs of children and youth in out-of-home placements, the SRJC FKCE program provides education and training, from pre-service classes required for licensing that meet state requirements, to in-service leadership and special topic workshops that meet local needs. FKCE partners with many local agencies for support and feedback on program planning. Members from these agencies sit on our advisory board, which meets four times a year.

Youth Empowerment Strategies for Success - Independent Living Preparation (YESS-ILP), is funded and supervised through the Chancellor's Office, California Community Colleges Foundation. It also began in 1984 at SRJC and is housed and managed by the FKCE program staff. YESS-ILP's mission is to provide education and community college access for current and former foster youth. The program provides credited classes, workshops and events for this "at-risk" population to cultivate and encourage leadership and better independent living preparation for these youth, including topics such as Daily Living Skills, Educational Goal-Setting, Financial Literacy, Transitional and Independent Housing Options, and Pre-Employment and Employee skills.

The Foster Youth Success Program (FYSP) is the most high-stakes program we operate because of who we serve. Historically, foster youth who turn eighteen and move into independent living have a fifty percent homelessness rate within six months of turning eighteen. AB 12 now allows foster youth to stay

in extended foster care until age twenty-one if they are in school part-time and if they were in care when they turned 18.

FYSP started in Summer of 2012 as a follow up to the termination of the Community College Pathways program. FYSP's mission is to provide wrap-around services, support and monitoring of former foster youth in college success. For 2013-14, these services include: a cohort of classes for foster youth including Counseling 53 at the college skills level and Coun 270, a summer bridge program, assistance in applying and registering for school, an on-going homeroom, and targeted access to student services.

In October of 2013 we were awarded a Network Grant with Sonoma State University and Solano Community College of a combined \$525,000 for three years to develop transfer pathways from each community college to Sonoma State University. We are currently working collaboratively with each institution to develop campus and network action plans to support one another's work.

The Foster & Kinship Care Education Program (FKCE) at SRJC provides approximately 600 training hours of classes, workshops and conferences in support of foster, foster-adoptive, and kinship and non-relative care providers per year.

Partnership In Parenting (PRIDE) is offered four times/year through SRJC. Partnership in Parenting is offered four times a year at SRJC with the following schedule in both English and Spanish:

- October: two weekends
- February: eight weeknights
- April: two weekends
- June/July: eight weeknights

Passing this class is required of all prospective foster and adoptive parents, and is recommended for Kinship and non-relative care providers. In particular, those who are taking custody of children from out-of-state are especially recommended to take this class, since it provides information about the legal system and regulations.

The classes provide information on the court system and legal options for these families, as well as professional-level information about the specialized care required for parenting traumatized and medically-fragile children, with many community resources available for support.

Each PRIDE class is followed by CPR and First Aid certificated classes in English and Spanish, also required to meet state and local licensing requirements.

In addition to taking PRIDE and getting certified in CPR and First Aid, each licensed foster parent is required to have eight to twelve hours/year of in-service education. The FKCE program supports and helps to provide these training hours through collaborations with local social service agencies who support these families, workshops and conferences scheduled throughout the year.

Youth Empowerment Strategies for Success- Independent Living Preparation (YESS-ILP) offers a series of workshops which include a beginning-level and an advanced class offered each semester, for current and former foster youth, sixteen years and older, who are transitioning from group homes, foster and/or kinship homes to supported and then independent living. Spring 2013 is the last time the classes will be offered on for-credit. Discussions are underway whether to make them into workshops or offer them as non-credit classes. The classes focus on basic living skills, housing options, financial literacy, pre-employment and employee skills, and educational goal-setting and planning. The classes connect

students to college and community resources as they prepare for independence. In collaboration with Sonoma County's Office of Education and V.O.I.C.E.S., with co-located instructors and panelists, YESS-ILP classes provide students information about the range of resources they may access.

The Foster Youth Success Program (FYSP)

FYSP is currently seeking ways to significantly increase the support and supervision available to current and former foster youth who are enrolled at the SRJC. This support includes: weekly homeroom and check-ins, help with acquiring financial aid, college skills-building classes and workshops, access to tutorial services, assistance with preparing for and finding employment, and, when necessary, advice and resources for therapeutic and medical services, all designed to maximize student success.

FYSP has just started developing a student-led mentoring program for current successful SRJC foster youth to assist new students to navigate SRJC in collaboration with academic counseling services.

FYSP programming and wrap-around services are extremely important due to the new decrease in the number of years students are eligible for Pell grants. We are actively seeking ways to collaborate with other programs and departments to ensure student success.

1.1d Hours of Office Operation and Service by Location

1.1d Hours of Office Operation and Service by Location

All program staff and offices are currently on the Santa Rosa campus. The program coordinator will have office hours once or twice a month at the Petaluma campus starting Fall 2014.

The FKCE program operates year-round, as does the FYSP, with some workshops, events and classes provided at night and during weekends.

YESS-ILP operates during the two regular semesters of the SRJC, with some preparation and close-out weeks on either end of that time period, and is closed during the summer.

The FKCE Program Manager is a full-time, exempt, Classified Management position, supporting YESS-ILP, FYSP and FKCE.

YESS-ILP has a Professional Expert (Youth Programs Coordinator), categorically-funded for approximately nineteen hours/wk for nine months, and approximately ten hours/wk for the summer months.

Support staff includes: one part-time AA II, 19 hrs/wk, year-round, expensed to FKCE only; one part-time STNC, expensed to YESS-ILP.

A team of six workshop leaders (with more to be hired as some withdraw from teaching) and contracted foster parents and professionals (an ever-changing roster) teach and assist in PRIDE and YESS-ILP classes and community-based classes, workshops, conferences and activities/events as needed for all three programs.

1.2 Program/Unit Context and Environmental Scan

1.2 Program/Unit Context and Environmental Scan

The FKCE, YESS-ILP and FYSP programs at SRJC have become essential to foster/adoptive and kinship care-giving families and youth in our community who are disproportionately affected by child abuse and other traumas to children, drug- and alcohol addiction, criminal indictments, and mental health impairments. Our program staff interacts with multiple social service agencies and serves as ex-officio members of nonprofit association boards and advisory groups. For example: the Human Services Division of Family, Youth and Children's Services, State Adoptions, V.O.I.C.E.S., Sonoma Kinship Center and Valley of the Moon Children's center, and the Redwood Empire Foster Parents Association.

Having provided FKCE and YESS-ILP services for over 25 years, our staff and team have become woven into the fabric of the foster care/adoptive community, a community that, due to the state's current financial situation, is extremely stressed and depends heavily upon the tax-funded support and educational services provided by the FKCE programs at SRJC. Since the majority of our budget comes from the federal government and private foundations with in-kind support from the SRJC, we are one of the more stable resources available to foster families and at-risk children and youth in Sonoma County. SRJC provides the PIP courses for all county-licensed foster/adoptive parents, and the only ILP courses for Sonoma County. Our FYSP program is one of only fourteen across the state, as of 2011, and the only one in the North Bay.

2.1a Budget Needs

2.1a Budget Needs

The FKCE program budget:

We have had a series of budget cuts that are challenging the viability and sustainability of the program.

The FKCE program allocation comes through the Chancellor's Office, CA Community Colleges, based on a formula that takes into account: a) how many training hours our FKCE program provided in the previous fiscal year, b) how many dollars are available for all FKCE programs, and c) how many dollars the SRJC FKCE program received in the current fiscal year. Some modifications may occur each year, in both directions (cuts or additions) depending upon the availability and use of FKCE funds across the state.

Federal funding provides 75% of the FKCE budget, and the other 25% is subject to CA state budgeting decisions each year.

Special requests are occasionally able to be honored; when all funds were not expended by other program sites (unexpended funds must be returned). More often, budgets for FKCE programs are cut mid-year, as the state budget becomes apparent.

The FKCE program budget took a 5% cut in 2013-14. In order to balance our budget after this loss for a third year, we:

- Increased community sharing of trainings with other organizations
- Moved CPR and First Aid off campus and are requiring foster parents to pay for the classes and books
- Invited health and wellness practitioners to offer free workshops to gain visibility to the community
- Increased our requests for food donations at trainings

The YESS/ILP program budget:

This grant comes from funding managed by the private Foundation for California Community Colleges, which manages the counties' ILP grants as well. VOICES of Sonoma County is managing the county's ILP service program and will be working closely with SRJC to fine-tune future programming.

- YESS-ILP is subject to renewal each year, but the award amount (\$22,500) will not and has not changed over the last several and next few years. However, the number of students attending each course continues to increase, and we expect a higher number than ever to request services in 2012-13. Every year there are approximately four hundred fifty ILP eligible students in Sonoma County. The installation of AB 12 (extended foster care for those youth in college part-time, and AB 194, Pre-priority registration at junior colleges is likely to create an influx of college students over the next several years.
- We received a one-time mental health grant of \$15,000.00 which will be planned and spent by June of 2014 for current and former foster youth navigating entry to college.

The Foster Youth Success Program budget:

2014-14 has been a great year for new funding. We applied for and received the following:

- \$30,000 from a local foundation, the Codding Foundation, to assist in the success of foster youth on the SRJC campus
- \$3,000 from In-N-Out Burger for a summer bridge program
- \$3,000 from the SRJC Foundation for book vouchers for students during the 2014-15 academic year
- \$225,000 from the California College Pathways Network grant through the Stuart and Pottruck foundations.

Our team(s) are busy planning how to spend these monies and are looking at paying for the following:

- one day a week of academic counseling
- book vouchers
- peer mentors
- emergency food and transportation vouchers

2.1b Budget Requests

| Rank | Location | SP | M | Amount | Brief Rationale |
|------|----------|----|----|-------------|--|
| 0001 | ALL | 00 | 00 | \$0.00 | 2.1b Budget Requests Note: FKCE/ILP/CCP are categorically funded programs. However, the support of college aged foster youth on campus is an unfunded program |
| 0002 | ALL | 00 | 00 | \$25,000.00 | This amount is needed to provide trained peer mentoring for foster youth on campus to provide for 20 foster youth |
| 0003 | ALL | 00 | 00 | \$15,000.00 | Per Kris Shear's suggestion, I am asking for Federal Work Study money to be made available for foster youth |

2.2a Current Classified Positions

| Position | Hr/Wk | Mo/Yr | Job Duties |
|----------|-------|-------|--|
| Admin II | 19.00 | 11.00 | Support Foster & Kinship Care Education Program in all general office duties, as well as required state data entry system for tracking all classes, workshops and enrollment management. Monitoring budget expenditures, enhanced and non-enhanced ratios required by Chancellor's Office. Managing payroll, travel, and other forms as needed by Program Manager; Other duties as assigned. |

2.2b Current Management/Confidential Positions

| Position | Hr/Wk | Mo/Yr | Job Duties |
|-----------------|-------|-------|---|
| Program Manager | 40.00 | 12.00 | Design and implement Foster & Kinship Care Education, YESS-ILP and CCP programs in accordance with all funders', state and federal requirements, as well as requirements of SRJC. |

2.2c Current STNC/Student Worker Positions

| Position | Hr/Wk | Mo/Yr | Job Duties |
|---|-------|-------|---|
| STNC Admin 1 | 18.50 | 12.00 | Clerical Assistant for YESS/ILP and FKCE Categorically funded Programs |
| Admin assistant, Network Grant | 20.00 | 12.00 | Clerical Assistant for Foster Youth Success Program |
| STNC Program Coordinator YESS/ILP Program | 20.00 | 12.00 | Coordinates and monitors YESS/ILP campus classes, maintains data required by the YESS/ILP grant, and designs and coordinates community outreach; position reclassified to Adjunct/Coordinator, January, 2011. |
| Student mentor coordinator, Network grant | 19.00 | 12.00 | Provide monitoring and support to former foster youth attending SRJC to support foster student success. Funding comes from local Network grant |
| Cal-works worker | 19.00 | 12.00 | Clerical Assistant for FKCE program |
| STNC Admin 1 | 18.50 | 12.00 | Clerical Assistant for YESS/ILP and FKCE Categorically funded Programs |

2.2d Adequacy and Effectiveness of Staffing

2.2d Adequacy and Effectiveness of Staffing

We have a limited staff for the scope of work and trainings that we produce. In FKCE, the need for foster parent pre-service and in-service training is increasing county-wide, but our funding dropped by 6% in 2011-12, and another 5% 2012-13. An additional 5% is expected again for 2013-14.

Our YESS-ILP program has the most solid staffing of all three programs. This year the classes will likely become workshops and then an evaluation will be done on the effectiveness of our staffing situation. We have one professional expert who is organizing logistics and working with workshop leaders to secure speakers and room requirements, as well as handle registration.

FYSP is not staffed officially and is utilizing students who take Community Involvement education or who are paid through a local foster youth employment grant under the supervision of the FKCE program coordinator. As fundraising begins to develop, a full-time case manager is required to support foster youth on campus.

2.2e Classified, STNC, Management Staffing Requests

| Rank | Location | SP | M | Current Title | Proposed Title | Type |
|------|----------|----|----|---------------|----------------|------------|
| 0000 | ALL | 00 | 00 | | | Classified |

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 |
|------------|-------------|---------------|-------------|---------------|--|
| | 0.0000 | 0.0000 | 0.0000 | 0.0000 | There are no Full Time regular faculty positions in FKCE |

2.3c Faculty Within Retirement Range

NA

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

N/A

2.3e Faculty Staffing Requests

| Rank | Location | SP | M | Discipline | SLO Assessment Rationale |
|------|----------|----|----|------------|--------------------------|
| 0000 | ALL | 00 | 00 | | |

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

2.4

Our printer is having regular printing issues and may need to be replaced with a new model. We are also considering purchasing a scanner to keep up with the newly required documentation required for foster youth to enroll.

2.4c Instructional Equipment and Software Requests

| Rank | Location | SP | M | Item Description | Qty | Cost Each | Total Cost | Requestor | Room/Space | Contact |
|------|----------|----|----|---|-----|-----------|------------|-----------|------------|---------|
| 0001 | ALL | 00 | 00 | 2 video cameras for video taping foster classes | 2 | \$500.00 | \$1,000.00 | | | |
| 0002 | ALL | 00 | 00 | Classroom supplies for YESS/ILP classes | 1 | \$500.00 | \$500.00 | | | |

2.4d Non-Instructional Equipment, Software, and Technology Requests

| Rank | Location | SP | M | Item Description | Qty | Cost Each | Total Cost | Requestor | Room/Space | Contact |
|------|----------|----|---|------------------|-----|-----------|------------|-----------|------------|---------|
|------|----------|----|---|------------------|-----|-----------|------------|-----------|------------|---------|

2.5a Minor Facilities Requests

| Rank | Location | SP | M | Time Frame | Building | Room Number | Est. Cost | Description |
|------|------------|----|----|------------|----------|-------------|-----------|-------------|
| 0001 | Santa Rosa | 00 | 00 | 3+ Yr | | | \$0.00 | |

2.5b Analysis of Existing Facilities

2.5b Analysis of Existing Facilities

We are thrilled to be located in Bertolini Student Services building. We have three small offices that have two to three workers in them most of each day. Even though our main core of employees is small, we have six workshop leaders who come it to work on their curriculum, three grant funded employees, and a handful of volunteers. We are a very busy department!

Our current logistical challenge is in holding meetings with community partners, students, foster parents, and consortium agencies. We are working with EOPS and Scheduling to find rooms for larger meetings. Foster youth are required to meet with their success teams regularly to be able to remain in the AB 12 extended foster care program. These meetings usually include five to eight adults along with the youth. While these meetings are planned, the world of social workers, judges, and foster youth is complicated many of these meetings do not happen on time. Finding a large room with flexibility of scheduling is quite challenging.

Our biggest program challenge is in providing case management to our youth. We have been meeting our youth once a week in the EOPS meeting room and will run our studnet mentoring program from there for 2013-14.

3.1 Develop Financial Resources

3.2 Serve our Diverse Communities

3.2 Faculty and Staff Diversity

The Foster & Kinship Care Education (FKCE), Youth Empowerment Strategies for Success-Independent Living Preparation (YESS-ILP) and Foster Youth Success Program (FYSP) programs are committed to embracing diversity. Our programs provide equal and respectful education, training, advice and support to adult caregivers and youth from all lifestyles, ethnic, linguistic and cultural backgrounds, sexual orientations, gender identifications, socioeconomic classes, housing circumstances, abilities and beliefs.

We continue to offer our pre-service classes and in-service workshops, training groups and conferences, including CPR and First Aid, in Spanish. We use an in-class translator as needed. We have two Spanish-speaking FKCE trainers and at least one translator available for classes, workshops or conferences. Sign language is also offered as needed.

Our office, adjunct, mentor and support staff includes personnel from age eighteen to seniors. The Program Manager is transsexual, the Youth Programs Coordinator is an African-American male; the office support staff are Caucasian females, with differing religious viewpoints. Ninety percent of our staff currently parents bi-racial children.

Our adjunct faculty is predominantly Caucasian but we are actively recruiting Latino and African-American workshop leaders.

The YESS-ILP classes and FYS programs accommodate a widely diverse group in terms of cultural background and educational capabilities. Sign language, individual tutoring and help with reading are offered as needed. One of the instructors and all foster youth mentors in ILP are bilingual, Spanish-English.

3.3 Cultivate a Healthy Organization

3.3 Classified Staff Development

Adjunct and clerical staff for FKCE, YESS-ILP and CCP programs participate in PDA activities as required, are expected to attend classes and conferences, and participate in conference calls, trainings and meetings related to each grant. FKCE staff are also required to attend community Advisory Board meetings, which are held at the SRJC three times a year. The FYSP program also has a Leadership/Advisory Team which meets three times a year, and staff involved with that program attend those meetings as well.

3.4 Safety and Emergency Preparedness

We have not yet participated in the Bertolini Student Services building safety and emergency preparedness training.

3.5 Establish a Culture of Sustainability

Please see Child Dev for this information

4.1a Course Student Learning Outcomes Assessment

4.1a Course Student Learning Outcomes (SLOs)

YESS-ILP requires pre- and post-tests for all classes. These results are evaluated and the analyses are submitted as part of the data entry required for YESS-ILP funding continuation.

There are no other official SLOs planned at this time

Starting in Fall 2014, we will begin to track outcome data for foster youth who participate in the Foster Youth Success Program.

4.1b Program Student Learning Outcomes Assessment

4.1b Program Student Learning Outcomes (SLOs)

Foster and Kinship Care Education SLOs:

- I. Explain the difficulties in adjustment for children in foster care through knowledge of appropriate and inappropriate behaviors within the stages of development.
- II. Explain appropriate methods which children can use to express their anger, sadness, frustration and hurt.
- III. State alternative discipline techniques which demonstrate reasonable expectations related to the child's needs and abilities that do not involve the use of corporal punishment.
- IV. List and employ skills to assist foster children in their relationships with their birth families.
- V. Apply techniques learned to support the child in moving successfully back to their birth families.
- VI. Define and practice student's role as a partner in permanency planning, working effectively with the social service department and the birth family.
- VII. Discuss concepts of concurrent planning for children.
- VIII. Recognize and discuss the need for an accelerated effort in providing services for remediation for younger children and developing independent living skills for older youth.

Independent Living Skills SLOs:

- I. Create a list of vocational goals
- II. Set, plan and practice financial literacy
- III. Visit and participate in community and college resources such as:
 - a. Financial aid
 - b. EOPS
 - c. CalWorks
 - d. Tutorial services
 - e. Placement testing services

- f. Counseling
- g. Health services
- h. Housing information

IV. Students will practice:

- a. Checkbook balancing
- b. Tax preparation and budgeting
- c. Develop job search and interviewing skills

Foster Youth Success Program

I. Develop well-informed students in areas of:

- a. financial aid
- b. campus resources
- c. student skills
- d. mentoring skills

4.1c Student Learning Outcomes Reporting

| Type | Name | Student Assessment Implemented | Assessment Results Analyzed | Change Implemented |
|-----------------|-------------------------------|--------------------------------|-----------------------------|--------------------|
| Course | Chld 711 Partner in Parenting | Fall 2011 | Spring 2012 | N/A |
| Course | Chld 712 | Fall 2010 | Fall 2011 | N/A |
| Course | Chld 713 | Spring 2011 | Fall 2011 | N/A |
| Course | Chld 714 | Fall 2010 | Fall 2011 | N/A |
| Course | Chld 715 | Spring 2011 | Fall 2011 | N/A |
| Service/Program | FKCE Program | N/A | N/A | 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 |
|---------------------------------------|----|----|----|----|----|----|----|----|----|----|----|---|----|----|----|---|
| Chld 711 No longer offered for credit | | | | X | | | X | X | X | X | X | X | X | X | X | X |
| Chld 712 ILP Beg no longer for credit | X | X | | X | X | X | X | X | X | X | X | X | X | X | X | X |
| Chld 713 ILP Ad no longer for credit | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| Chld 714 ILP Beg no longer for credit | X | X | | X | X | X | X | X | X | X | X | X | X | X | X | X |
| Chld 715 ILP adv no longer for credit | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |

4.2b Narrative (Optional)

We are in transition in terms of our SLOs. We are re-purposing the units associated with Partnership In Parenting and ILP classes and will no longer need to use them in the same way required for the district.

The enactment of AB 12 and AB 194 has put added pressure on the successful outcomes for our ILP classes. Much discussion is happening across the state regarding the appropriateness and effectiveness of the curriculum.

FKCE does not fall under a teaching category, as it has no official classes. We have moved our academic units to Counseling and will work with them to develop appropriate SLOs when the classes start in Fall 2013.

All classes we offer are now non-credit. A discussion will need to take place regarding how to report the SLOs and other data connected with our classes.

5.0 Performance Measures

5.0 Performance Measures

We do not have a mechanism in place to measure performance at this time. During the 2013-14 school year we will implement a mentoring program and the first-ever foster youth-only Counseling 355 class. Prior to the start of both programs, methods for data collection will be in place.

5.1 Effective Class Schedule: Course Offerings, Times, Locations, and Delivery Modes (annual)

5.1 Effective Class Schedule: Course Offerings, Times, Locations, and Delivery Modes (annual)

The Foster & Kinship Care Education program's classes are specific for adults seeking to become foster, adoptive or kinship caregivers, and because of this, are offered in the evenings twice a year and on weekends twice a year, to accommodate working families. The trainings will occur four times per year on campus, as a credited class in Summer 2012, and then not-for-credit starting Fall 2012.

The Youth Empowerment Strategies for Success - Independent Living Preparation program provides Sonoma County's only ILP classes. These classes are specific to youth, including high school students, and because of this, are offered in late afternoons, after school, from 4:00 pm to 5:30 PM each Fall and Spring. These are also credited courses, and often assist the youth with acquiring sufficient credits to earn a high school diploma. We hope to offer the ILP class at the Petaluma campus starting Fall 2014.

The Foster Youth Success Program provides an on-going weekly homeroom and resource center. We will be offering a foster youth-only counseling 355 class in Fall 2013 and a Counseling 270 in Spring 2014.

5.2a Enrollment Efficiency

5.2a Enrollment Efficiency

In our first semester of the foster youth-only Counseling 355 class, it is likely we will not have a full class. However, as the word gets out in the community, we hope it will fill and we will eventually have the funding to add more sections.

In general, we meet the requirement of non-credit class attendance and average 40 students per class. Sometimes the foster parent recruiter is not able to recruit that many and the number is closer to 25.

ILP classes are always above 30.

5.2b Average Class Size

PRIDE/ Partnership In Parenting classes average 20-30 students per class.

Independent Living Preparation, Beginning and Advanced, classes average 40 - 50 students per class.

5.3 Instructional Productivity

See Child Development stats.

5.4 Curriculum Currency

5.4 Curriculum Currency (annual)

All curricula are current.

5.5 Successful Program Completion

N/A

5.6 Student Success

N/A

5.7 Student Access

n/a

5.8 Curriculum Offered Within Reasonable Time Frame

N/A

5.9a Curriculum Responsiveness

N/A

5.9b Alignment with High Schools (Tech-Prep ONLY)

N/A

5.10 Alignment with Transfer Institutions (Transfer Majors ONLY)

N/A

5.11a Labor Market Demand (Occupational Programs ONLY)

N/A

5.11b Academic Standards

N/A

6.1 Progress and Accomplishments Since Last Program/Unit Review

| Rank | Location | SP | M | Goal | Objective | Time Frame | Progress to Date |
|------|----------|----|---|------|-----------|------------|------------------|
|------|----------|----|---|------|-----------|------------|------------------|

6.2a Program/Unit Conclusions

| Location | Program/Unit Conclusions |
|----------|---|
| ALL | Our main focus for 2014-15 will be on SRJC former foster youth through the Foster Youth Success program. We are seeking fundraising partnerships and will continue to look for ways to support foster youth on campus. ILP will be offered as a workshop as will PRIDE. ILP will develop slowly into more hands-on activities over the next two years as current legislation is incorporated. |

6.2b PRPP Editor Feedback - Optional

General notes: We have grown a great deal, but at a rather slow pace. The realities of program development have been challenging and we have stayed on a slower pace to be sure we were creating quality resources and realistic systems. We have a viable flow chart and list of resources available to hand out to students and have put in place training for peer mentors. We had to secure funding to be able to hire a qualified academic counselor to assist students effectively.

6.2b Supervising Administrator/Manager Planning Conclusions

FKCE program:

CHLD 311 Partnership In Parenting:

At our Advisory Board meeting, it was agreed that the curriculum used for Partnership in Parenting is a pre-service tool, is sufficient as is, and is really an introduction into becoming a foster parent. As such, we agreed to leave it alone for the most part, and continue to look for ways to make it more accessible to various sub-groups of our community, i.e. Hispanic, LGBT, etc.

Our focus for refinement for FKCE is in the in-service trainings. One of the outcomes of the Advisory Board meeting was creating a definition of a well-trained foster parent, and a physical and emotional toolbox to be developed over time and utilized by all agencies in this area. We agreed to continue this cooperative work together at our summer meeting.

FKCE program's total program hours of classes, training groups and workshops, and conferences for 2013-14 was projected to be 500, with projected number of participants as 1,100. Final numbers are determined after June 30 of each year, when all data have been entered and analyzed. .

CHLD 311 Partnership in Parenting will now be a 711 class offered as non-credit.

FKCE will seek community agencies who offer trainings that are pertinent to foster parent education and partner with them to save money and create higher visibility in the community.

There is a need for the SRJC FKCE program to continue to become the central and unifying agent for foster education in Sonoma County. To assist with this, FKCE hosted a training summit for all agencies in January 2014. It was well-attended and our partnering agencies are eager to partner again next year.

YESS-ILP program:

CHLD 312 thru 315, YESS-ILP Classes for foster youth:

Continue assessment of SLO's and teaching pedagogy to improve quality of credited classes offered; add additional section of 312/313.

We will continue to provide community opportunities for review, assessment, and planning through regular Advisory Board meetings, meetings with social services, the staff of V.O.I.C.E.S., Sonoma County's youth drop-in center, and other community partners, including Exchange Bank, which has, for six years, hosted our foster youth event, "Independent City," each fall.

We will continue to host, with the new grant holder, V.O.I.C.E.S., an ILP Orientation to SRJC, each fall, before classes begin, and co-host with Exchange Bank, our "Independent City" event, held in the fall, at the Exchange Bank conference room. Last year, 143 foster youth attended, and the attendance has continued to grow each year.

CCP program:

The former CCP program was set up as a direct service model which was unsustainable. The data shows that our current most common outcome at SRJC for foster youths, that we are tracking, is to be enrolled for two semesters and earn an "A or B" 40% of the time and an "F" 50% of the time. Our students drop 59% of the classes in which they enroll. These statistics may be influenced by the following:

- 50% homelessness rate among 18-21 year old former foster youth
- Hunger
- Mental health issues
- Fear and overwhelm

It is our goal to create a dynamic, meaningful learning community that is embedded in the heart of SRJC, with easy access to all of the student services departments and their offerings. These include but are not limited to:

- Assistance with financial aid that does not force students into too many units
- Education of students on repercussions of failing classes on financial aid (loss of Pell grant)
- Careful academic guidance and career counseling to assist in planning of classes
- Foster youth support group with emphasis on mental and emotional health
- CCP Ongoing homeroom for academic and personal growth
- Regular access to food on campus
- “Point” people in each department that are up-to-date and well educated on foster youth issues
- A “Managers-as-Mentors” group where SRJC managers mentor one or two foster youth on campus

6.3a Annual Unit Plan

| Rank | Location | SP | M | Goal | Objective | Time Frame | Resources Required |
|------|----------|----|---|------|-----------|------------|--------------------|
|------|----------|----|---|------|-----------|------------|--------------------|