

Santa Rosa Junior College

Program Resource Planning Process

College To Career 2015

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, as well as create and implement, 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 deciding on a career path (with the support of staff expertise, career aptitude tests, and curriculum), students completing Career Technical Education courses and learning foundation skills for the workplace, and helping students find and maintain employment in the community. 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 (DOR) designed to provide Career and Technical Education support and training for students with intellectual disabilities. SRJC was one of five community colleges in the state chosen to receive funding to pilot a four year College to Career Program (C2C). After the first cycle of funding expired in June 2015, SRJC secured funding for an additional 3 year cycle through the 2016/17. The four other programs across the state were also granted a new 3 year contract, and the programs are no longer "pilot" programs, but rather regular contract programs through the DOR. In addition, the DOR expanded C2C Program offerings to three additional community colleges in 2015. The decision to expand the C2C Program was largely due to the success of the five original programs.

C2C is designed to serve 60 students per year in a three year cycle, in three cohorts of 20. The program is in its fifth year of operation with three cohorts of students in the academic portion, and individuals from the first 2 cohorts of students either working successfully, or in the job development phase of the program. The first cohort of students completed the program in May 2015, and the second cohort graduated in May 2015. 17 students were accepted and started the program in August 2014, and 23 students were accepted and will start the program in August 2015.

The goal of the program is to provide career exploration opportunities, soft skills curriculum, 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. However, students enrolled in the C2C Program can take CTE courses at any campus or site.

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. During these hours, the C2C Coordinator, Job Developer, and Intake Facilitator are available.

The C2C Vocational Skills Coach is available Monday-Thursday, 9am-2:30pm.

C2C student tutor schedules vary, dependant on student need.

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/soft skills training (though curriculum and within the daily C2C lab milieu), 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 Transition Program (CTP) through the Higher Education Opportunities 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. Recently, C2C added a local small business owner to our Advisory Board to represent the perspective of potential employers in the community. This addition has been essential to our creation and distribution of marketing and informational materials, as well as how we support employers who hire C2C students.

One issue that continues to be an issue for this student population is the Basic Skills offerings. For students who need more basic support than CSKLS312 or CSKLS371, there is not enough structure in the College Skills for students to be successful. CSKLS313, a class most students in this program need to take in order to advance their English reading and writing skills, is a barrier because 7 unit English course is an insurmountable workload for some students. Offering an alternative to this would enable students to take a more balanced schedule each semester.

The C2C Program Coordinator recently met with the Dean III of Career & Technical Education and Economic Development to set the foundation of the creation of a local certificate students enrolled in the C2C Program can earn. The C2C Program is in the process for creating a "Community Need" certificate for students who complete the 11 courses (16units) of C2C curriculum.

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.

With a rising COLA and salary increases for long term employees, the C2C budget has reached its capacity.

2.1b Budget Requests

Rank	Location	SP	M	Amount	Brief Rationale
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2.2a Current Classified Positions

Position	Hr/Wk	Mo/Yr	Job Duties
Vocational Skills Coach	20.00	10.00	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.
Intake Facilitator	16.00	12.00	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 health 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	40.00	12.00	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	40.00	12.00	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 teaches the DRD370 series of 6 courses, 3 courses each semester; advises students in assessing career-related aptitudes, skills, and interests, considering the functional limitations of disabilities; develops behavior intervention plans as needed; creates, implements, and analyzes the assessment of SLOs. The coordinator works closely with college, community partners, Department of Rehabilitation, and North Bay Regional Center staff.

2.2c Current STNC/Student Worker Positions

Position	Hr/Wk	Mo/Yr	Job Duties
Student Vocational Skills Coach (Internship)	17.00	10.00	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	20.00	10.00	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.
iPad Technical Support	2.00	8.00	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 nearly 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.

As C2C enters its fifth year, we have a much better understanding of the needs of our students and the best ways to support them in achieving their goals. The program could benefit from adding an STNC Skills Coach 15 hours per week for 34 weeks (17 weeks each semester) during peak student times: Monday 9am-noon; Tuesday 9am-2pm; and Wednesday 8:30am-3:30pm. We serve approximately 60 students through the six semesters of the program, with one permanent, half-time Vocational Skills Coach (VSC). During the beginning of each semester and at certain peak times of the week, one staff member is not enough support to serve the academic needs, planning/organization, vocational preparation, adaptive living skills support, and campus access support our students need. In addition, the limited program staff helps to plan, prepare, and implement many activities and events throughout the year.

During the fall semester when we welcome the new cohort, students need to find classes and safe places to spend leisure time; get organized; use a planner; learn time management skills; get and use accommodations; communicate accommodations to instructor and ensure they get implemented; attend campus activities; communicate with instructors during office hours or via e-mail; set up and use email, student portal, Evernote, CATE, Moodle; and access resources including Student Health Center, Tutorial Center, SPS, and Assistive Technology. Some students have required limited one-on-one support in the classroom. Many students will need ongoing support in these areas.

As students move through the program, some students need continued coaching with their academic skills beyond what a student tutor can provide. In addition, students need support in developing vocational skills, including: informational interviews; job search strategies; resume, cover letter and application; interviewing skills; professional attire; attending a Career Fair, and follow up etiquette.

In addition to these daily tasks, a VSC provides a tremendous amount of emotional support when students are struggling with school, family, work, and health, social and emotional issues. A few minutes of undivided attention and encouragement can get a student back on track.

Some tasks Sara Foster has been able to take on as a student employee and then STNC over the past few semesters extend beyond the daily tasks of the permanent staff Vocational Skills Coach. These tasks include: assisting students in attending campus activities and practicing interview skills; video editing; clerical assistance; donation solicitation and fundraising; errands on and off campus; assisting C2C instructors in class; preparing for and assisting during Orientation, Family Night, Transition Fair, Information Night, Day Under the Oaks, graduation, and other program events; email and phone outreach and maintaining the student Dress for Success closet.

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, expanded this position to 100% FTE in early 2015 to fulfill the requirements of this grant (obtaining competitive, paid employment in the community).

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 serves as the front desk reception for students from all three programs and is essential to maintaining order and continuity in our shared offices. DSPS ended its WorkAbility III contract with the California Department of Rehabilitation in March, 2015. The Intake Facilitator now serves C2C and the Assistive Technology Center. The breakdown of funding for this position (percentage paid by DSPS and by C2C) is currently under review.

2.2e Classified, STNC, Management Staffing Requests

Rank	Location	SP	M	Current Title	Proposed Title	Type
0000	Santa Rosa	01	02	Intern Vocational Skills Coach	Skills Coach	STNC

2.3a Current Contract Faculty Positions

Position	Description
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2.3b Full-Time and Part-Time Ratios

Discipline	FTEF Reg	% Reg Load	FTEF Adj	% Adj Load	Description
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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 instructional 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	Location	SP	M	Discipline	SLO Assessment Rationale
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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 and Software Requests

Rank	Location	SP	M	Item Description	Qty	Cost Each	Total Cost	Requestor	Room/Space	Contact
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2.4d Non-Instructional Equipment, Software, and Technology Requests

Rank	Location	SP	M	Item Description	Qty	Cost Each	Total Cost	Requestor	Room/Space	Contact
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2.5a Minor Facilities Requests

Rank	Location	SP	M	Time Frame	Building	Room Number	Est. Cost	Description
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. Many walls and ceilings are dirty and stained beyond cleaning. Walls need to be repainted throughout the building. Although the facilities are old and are in need of updating, the space we have seems to serve our student population.

3.1 Develop Financial Resources

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

Three proposals for additional funding through SSSP were submitted in May 2015: Specialized tutoring, Skills Coaching, and academic counseling/orientation.

Each year at Day Under the Oaks, students/program staff host a silent auction of donated items to raise money for the annual program graduation, which is hosted at no cost to the district.

3.2 Serve our Diverse Communities

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.

Program staff meet with students individually and in groups to assess and counsel on career education, career choices, and education paths that fit students' disabilities, interests, abilities, aptitudes, and other considerations.

3.3 Cultivate a Healthy Organization

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. Staff are encouraged to participate in other districtwide initiatives, such as the strategic plan, Student Equity Planning, or Student Success Act implementation.

3.4 Safety and Emergency Preparedness

The C2C Program has purchased a set of rechargeable flashlights that have been incorporated in the C2C offices. The C2C Program manager is up to date on First Aid and CPR certifications. The BSC for the Pioneer Building is Chas Crocker, and the ASC for DRD Special Programs is Stephanie Arciero. Stephanie has been issued a walkie talkie, and trained in procedures for using the device in emergency situations. Stephanie and Chas meet regularly to review building and staff procedures in the case of an emergency. The plan for a building wide staff training for emergency procedures is scheduled for Fall 2015.

Building	BSC Area	ASC Area	Name	Department	Responsible Area	Management Support
# 3 Pioneer	B/3	A/3- 1PM	Stephanie Arciero (ASC) Chas Crocker (BSC)	C2C Program/ATC	Pioneer Hall	Lindsay Eigenauer

All C2C staff are up to date with the injury and illness prevention program policy and procedure trainings and safety trainings provided through EH&S. This includes the BSC and ASC attending CPR and First Aid training, and all regularly scheduled safety trainings.

3.5 Establish a Culture of Sustainability

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 delineated 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 – Updated Spring 2015

Course	SLO #	Participating Faculty	Semester Initiated or to Be Initiated	Semester Completed	Year of (Minimum)
DRD 250.2	1	Catherine Williams	Fall 2013	Fall 2013	2016
	2	Andrea Alexander	Fall 2014	Fall 2014	2017
DRD 314	1	Tara Johnson	Fall 2014	Fall 2014	2016

	2	TBA	Fall 2015		2017
DRD 360.1	1	Ashley Arnold	Fall 2013	Fall 2013	2016
	2	Rianna Vargas	Fall 2015		2019
DRD 360.2	1	Sharien Hinton, Ashley Arnold	Fall 2013	Fall 2013	2016
	2	--	Fall 2014	Not offered fall 14	2017
	3	Rianna Vargas	Fall2015		2018
	4	TBD	Fall2016		2019
DRD 360.3	1	Debbie Ezersky	Fall 2014	Fall 2014	2017
	2	---	Fall 2015	Not offered fall 15	2018
	3	TBD	Fall 2016		2019
DRD 363	1	Elisa Conti	Spring 2010	Fall 2010	2016
	2	Elisa Conti	Spring 2013	Spring 2013	2012
	3	Ashley Arnold, Elisa Conti	Spring 2014	Spring 2014	2014
	4	Ashely Arnold, Debbie Ezersky	Spring 2015		2016
DRD 370.1A	1	Lindsay Eigenauer	Fall 2014	Fall 2014	2016
	2	TBA	Fall 2015		2017
DRD 370.1B	1	Lindsay Eigenauer	Spring 2015		2017
	2	TBA	Spring 2016		2018
DRD 370.2A	1	Lindsay Eigenauer	Fall 2014	Fall 2014	2016
	2	TBA	Fall 2015		2017
DRD 370.2B	1	Lindsay Eigenauer	Spring 2015		2017
	2	TBA	Spring 2016		2018
DRD 370.3A	1	Lindsay Eigenauer	Fall 2014	Fall 2014	2016
	2	TBA	Fall 2015		2017
DRD 370.3B	1	Lindsay Eigenauer	Spring 2015		2017
	2	TBA	Spring 2016		2018
DRD 390.2	1	Tara Johnson	Fall 2013	Fall 2013	2016
	2	Dianne Davis	Fall 2015		2017
DRD 390.3	1	TBA	Spring 2016		2019
	2	Andrea Alexander	Spring 2015		2018
	3	Andrea Alexander	Spring 2014	Spring 2014	2017
DRD 391	1	Laura Aspinall	Fall 2014	Fall 2014	2017
	2	TBA	Fall 2015		2018
	3	TBA	Fall 2016		2019
DRD 705	1	Debbie Ezersky	Fall 2012	Fall 2012	2012
	2	TBA	Fall 2015		2015
	3	TBA	Fall 2017	Fall 2011	2017
DRD 700	1	Lindsay Eigenauer	Spring 2013	Spring 2013	2016
	2	TBA	Fall 2014	Not offered	2017
DRD 761	1	Kimberly Gross	Spring 2014	Spring 2014	2018
	2	TBA	Spring 2016		2020
DRD 784	1	Kimberly Gross	Spring 2013	Spring 2013	2016
	2	Sara Lowe-Bouchard	Spring 2012	Spring 2012	2015
	3	Sara Lowe-Bouchard	Spring 2012	Spring 2012	2015
	1	TBA	Spring 2016		2019

	2	TBA	Spring 2015	Not offered	2020
	3	TBA	Spring 2015	Not offered	2020

4.1b Program Student Learning Outcomes Assessment

For the 2014-15 school year, the C2C Program assessed the SLO "Students will demonstrate the ability to access appropriate Santa Rosa Junior College student support services and classes"

The C2C Program is committed to aligning itself with the District-wide Strategic Plan, implementing many aspects of the Student Success Goal. 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. Students are also asked to access academic support at least once during their first year in the C2C Program. Through an evaluation of records, we assessed whether or not 100% of students accessed academic support through C2C tutorial services, general tutorial services, Assistive Technology services, C2C vocational skills coaching, at least once. Of those students who accessed academic support in their first year, students will attend at least 80% of their appointments with their academic support provider(s). Students in their first year (17 students) were given a short survey to evaluate how they learned about and accessed academic support. 100% of students accessed support, and at least 80% of appointments were attended. Results were reviewed at department meetings.

The main outcome of this assessment is academic support is essential to student retention, success, and completion. We do not have adequate staff hours to deliver the services students need to succeed, and desperately need alternative funding to provide Skills Coaching (we have applied for SSSP funding for this position).

4.1c Student Learning Outcomes Reporting

Type	Name	Student Assessment Implemented	Assessment Results Analyzed	Change Implemented
Service/Program	Access SJRC Student Services	Spring 2015	N/A	N/A
Service/Program	Access Community Services	Fall 2015	N/A	N/A
Service/Program	Employment Needs/Plan	N/A	N/A	N/A
Service/Program	Employment	N/A	N/A	N/A
Service/Program	Self-Awareness Self-Confidence	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 Completed Program	Persistence Rate over six semesters
Spring 2014	17	81%
Spring 2014	20	83%

Below is a breakdown of enrollment information for C2C cohort of students for 2013-14. 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.

2013-2014 Student Service Program Review 2013-2014

Overall Student Population General Data C2C Students

Total Students	52	100.00%	33.10	Total FTES
Enrolled in Credit	51	98.08%	27.52	Credit FTES
Enrolled in Non-Credit	52	100.00%	5.58	Non-Credit FTES

Non-Credit Category		
Elementary and Secondary Basic Skills	38	73.08%
English as a Second Language (ESL)	1	1.92%
Persons with Substantial Disabilities	51	98.08%
English Primary Language		
Yes	44	84.62%
No	8	15.38%

Enrollment Location		
2 Santa Rosa ONLY	38	73.08%
5 Santa Rosa & Petaluma	6	11.54%
6 Santa Rosa & Other	8	15.38%

Petaluma Units Breakdown	4	100.00%
3.0 OR LESS	2	50.00%
3.5 - 6.0	1	25.00%
6.5 - 9.0	1	25.00%

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	Successfully place C2C students into paid employment.	Work with Job Developer to ensure successful 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	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	<p>Job Description: still needs to be updated to include instruction and counseling duties.</p> <p>JOB DESCRIPTION:</p> <p>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.</p> <p>SCOPE:</p> <p>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 implementation of its goals in Sonoma</p>	2014	staff

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;

				<p>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.</p> <p>Experience: Two years successful experience working directly with persons with intellectual disabilities. One year successful experience in career development services. Supervisory experience preferred.</p> <p>SUPERVISION RECEIVED: The Coordinator, College To Career Program, reports to the Director of the Disability Resources Department.</p> <p>SUPERVISION EXERCISED: The Coordinator, College To Career Program, supervises assigned classified staff, STNC's and student employees.</p>			
0000	ALL	01	02	complete graduation ceremony for second C2C completing cohort since program implementation in Fall 2011.	plan and execute ceremony with support of students	May 2015	staff, facilities
0000	Santa Rosa	01	02	Successfully place C2C students into paid employment.	Work with Job Developer to ensure successful placements.	2014	staff
0000	Santa Rosa	00	00	Design and implement C2C orientation including: SRJC orientation, FA overview, DRD overview, DOR overview, placement testing.		May 2015	completed first orientation May 2014, second orientation May 2015.

6.2a Program/Unit Conclusions

Location	Program/Unit Conclusions
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 and second cohorts of C2C (graduating Spring 2014 and 2015) 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

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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 successful placements.	2014	staff
0000	Santa Rosa	00	00	Recruit new cohort of students for program	20 new students will start Fall 2015, with application, orientation, ed planning, and assessment summer 2015	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	<p>Job Description: update to include instruction and counseling duties. JOB DESCRIPTION:</p> <p>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.</p> <p>SCOPE:</p> <p>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</p>	2014	staff

				<p>College To Career Program and the 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.</p> <p>KEY DUTIES AND RESPONSIBILITIES: Examples of key duties are interpreted as being descriptive and not restrictive in nature.</p> <ol style="list-style-type: none"> 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. 		
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				<p>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.</p> <p>Experience: Two years successful experience working directly with persons with intellectual disabilities. One year successful experience in career development services. Supervisory experience preferred.</p> <p>SUPERVISION RECEIVED:</p> <p>The Coordinator, College To Career Program, reports to the Director of the Disability Resources Department.</p> <p>SUPERVISION EXERCISED:</p> <p>The Coordinator, College To Career Program, supervises assigned classified staff, STNC's and student employees.</p>	
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