

Santa Rosa Junior College

Program Resource Planning Process

Foster Parent Training 2015

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/Bear Cub Scholars

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, in the form of our Bear Cub Scholars program, which includes 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. It also provides weekly peer mentoring to a cohort of 25 students and various school related resources. **This year we had 515 unduplicated foster youth apply to the college. This program is currently supported by a temporary grant and for the 2015-16 year, \$20,000 Student Equity money.**

1.1b Mission Alignment

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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

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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 and is funded currently by a temporary grant and \$20,000 of student equity money.

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. We currently are completing year one of a three-year grant from the Stuart and Pottruck Foundations, through the California College Pathways Network to create a peer mentoring program and hopefully imbed services for foster youth at SRJC.

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

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All program staff and offices are currently on the Santa Rosa campus. Due to a lack of funding for staff and operations, office hours are limited. This presents a challenge for consistent student accessibility.

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. Two 20 hour per week STNC Peer mentors, expensed to the network grant, one 15 hour per week STNC outreach person, also expensed to the Network grant.

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

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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.

Since January 2012, there has been an explosion of legislation with AB 12, Extended Foster Care, AB 194 Priority Enrollment, SB 1023 The Expansion of EOPS to cover foster youth, Student Equity listing foster youth as a mandated sub group, Only Student Equity comes with funding and we are currently set at \$20,000. **To put this in perspective, EOPS has an approximate budget of \$626,000 for 400 students. There are currently 550 foster youth on campus with a \$20,000 budget.**

2.1a Budget Needs

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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 the 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 the budget, the following actions were implemented:

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

Foster Youth Success Program:

It is estimated that there are 551 unduplicated foster youth on campus. A new data system will be launch to ensure that SRJC meets the requirements of monitoring students through CalPASS. This number grows exponentially each year. It is clear that the program must also grow to fully fulfil its obligations to students that depend on its services, and also meet the requirements of the new legislation for Student Equity and Student Success (SSSP).

The YESS/ILP program budget:

This grant comes from funding managed by the Foundation for California Community Colleges. 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 years. However, the number of students attending each course continues to increase , and we expect a higher number in 2015-16. Every year there are approximately four hundred and fifty ILP eligible students in Sonoma County. The implementation of AB 12 extends 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.

The Foster Youth Success Program funds come from the following sources in 2014-16:

- \$3,000 from In-N-Out Burger for a summer bridge program,
- \$50,000 from the California College Pathways Network grant through the Stuart and Pottruck Foundations,
- \$20,000 in Student Equity Funds.

These monies are paying for the following:

- Dedicated academic counselor,
- book vouchers,
- peer mentors,
- emergency food and transportation vouchers.

It is recommended that a study be conducted of the current program configuration, and take into consideration the following:

- (1) Director of Foster and Kinship Programs (currently program coordinator),
- (1) Full-Time Coordinator of Foster and Kinshp Care Education (already in place, paid for by categorical funds)
- (1) Full-Time Coordinator of YESS-ILP and Bear Cub Scholars/Foster Youth Success Program (curretnly does not exist; work is being handled by STNCs through a temporary grant)
- (1) Full-Time Admin II (currently part-time, 16 hours/wk, also supported by categorical funding)
- (1) Part-Time Admin I 19 hours (does not currently exist)
- (2) Part-Time Peer Advisors 20 hours (currently exists paid for by temporary grant)

(1) CalWorks student worker 20 hours

2.1b Budget Requests

Rank	Location	SP	M	Amount	Brief Rationale
0001	ALL	01	02	\$150,000.00	This is for a new position that has not yet been created but is needed. It includes benefits. This is for a full time director of foster and kinship programs. The amount is based on what the starting point payscale is comparable to the Director of EOPS. The foster youth program serves students that have multiple risk factors, and has county-wide training responsibilities with many and various community agencies.
0002	ALL	01	01	\$75,000.00	This is for a new position that has not been created yet. We currently have funding for a portion of this position. This position is currently a coordinator of YESS-ILP and Bear Cub Scholars.
0003	ALL	08	07	\$22,000.00	A part time admin I is needed 19 hours a week.
0004	ALL	08	07	\$50,000.00	Increase current part time admin II to fulltime

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 in association with the county training needs; YESS-ILP and Bear Cub Scholars/ Foster Youth Success programs in accordance with all funders', county, 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.
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

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The Foster and Kinship Education program is funded by categorical and grant funding with a very small investment from SRJC for adjunct support. **We have substantial new needs based on our growing number of foster youth on campus. SRJC staff identified 515 in 2014-15 unduplicated students from 90 in 2012.** We have a limited staff for the scope of work and trainings that are required.

In FKCE, the need for foster parent pre-service and in-service training is increasing county-wide, however, funding dropped by 6% in 2011-12, and another 5% 2012-13. No cuts are anticipated for 2015-16, but no increase is expected either.

The YESS-ILP program has the most solid staffing of all three programs. In 2015-16, the classes will likely become workshops and then an evaluation will be done on the effectiveness of staffing. We have one part-time 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 permanently funded, however received an initial \$20,000 in Student Equity funds, but that is not enough to sustain services over-time. In addition, temporary funding of \$50,000 a year for two more years. This funding pays for a part-time administrator, trainers, and peer mentors.

The current program coordinator is required to administer and manage the program as well as offer service delivery; more attention is needed to maintain levels of service with increasing complexity of requirements and exponential growth of the foster youth population. In order to be successful, this program needs to be reconfigured and financially sustained with permanent funding sources with a focus on programmatic development, sustainability and quality of services.

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
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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

The program operates only with adjunct faculty providing non-credit classes. Since there is only a program coordinator, unable to evaluate adjunct faculty performance, more responsibility is placed on full time child development faculty which has also decreased in numbers. There is one option: to put in place a director with the ability to evaluate faculty, like in EOPS.

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

Instructional:

Two video cameras were requested in the IELM process and have not been received, therefore they are being requested in this process. These cameras have multiple uses, for instruction they will be used to support students make presentations in class. As students leave SRJC, they will be used to help them prepare for job/school interviews.

Non-instructional:

The printer is having regular printing issues and may need to be replaced with a new model. The purchasing a scanner is being considered to keep up with the required documentation for foster youth enrollment. These items are not being requested in this process.

2.4c Instructional Equipment and Software Requests

Rank	Location	SP	M	Item Description	Qty	Cost Each	Total Cost	Requestor	Room/Space	Contact
0001	ALL	01	01	Two video cameras	2	\$500.00	\$1,000.00	Nick Lawrence		Nick Lawrence

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
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

The Foster and Kinshp Programs needs to be reconfigured and sustained with a sollid source of funding to meet the needs of foster youth on campus, independent living skills for foster youth in community and training of foster parents.

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.

The 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 actively recruit 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, however know that is important and efforts will be made to better integrate activities with Student Services.

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.

We completed SLO's for both sections and submitted in December, 2014. All SLOs are current.

4.1b Program Student Learning Outcomes Assessment

FKCP does not offer certificates or majors, however the following information is consistent with course standards set by SRJC for non-credit classes:

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

4.2b Narrative (Optional)

FKCP is in transition in terms of our SLOs. The units associated with Partnership In Parenting and ILP classes will no longer need to use SLOa in the same way required by 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 sponsored non-credit courses and the ILP syllabus were revised in the fall of 2014 to meet the course standards of SRJC and SLOs were developed for the four courses 712, 713, 714, and 715.

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

5.0 Performance Measures

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The Foster Youth Success Program has a new data base designed to track non-academic foster youth data. It was implemented in March 2014.

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 offered specifically 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.

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 no-credited courses, and often assist the youth with acquiring sufficient credits to earn a high school diploma. The ILP class at the Petaluma campus started in Fall 2014.

The Foster Youth Success Program provides an on-going weekly homeroom and resource center. A foster youth counseling 355 class was offered in Fall 2013 and a Counseling 270 in Spring 2014. Foster youth specific courses will continue as a cohort model facilitates support and monitoring of student success.

5.2a Enrollment Efficiency

5.2a Enrollment Efficiency

Foster parent classes average 25 per class. ILP classes were low in attendance and they will no longer be offered to concurrently enrolled high school students, only college students, as a means to increase enrollment efficiency.

5.2b Average Class Size

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

5.3 Instructional Productivity

See Child Development stats.

5.4 Curriculum Currency

5.4 Curriculum Currency (annual)

All curricula are current as the syllabi were revised for all the ILP courses for 712,713,714 and 715 to ensure consistency with the SRJC course standards and also the development of SLOs.

5.5 Successful Program Completion

Since the non-credit courses offered follow a sequential order and students were transported by group home providers, completion was at a high rate for Independent Living Skills courses. The strategies will change in 2015-16 as enrollment rates were low. A work group of the Advisory Board will make recommendations for a change in how to offer the content of the courses, most likely at group homes for the 16-18 year olds, and for 18-21 year olds on campus.

5.6 Student Success

Student retention has not been monitored and tracked to ensure the application of informed strategies. The goal of student success is tangible with data driven decision making and support from Student Equity. There has not been the data to compare to the overall district retention rates.

5.7 Student Access

The foster youth population has an over representation of youth of color (Latino, African American and are low income). This population is not equal to participation in the district as they are over representative.

Generally, both males and females are representative as foster youth, however as in the general student population, females hold a higher percentage. The change that has been

experienced is the huge increase in the self reported student population for 90 in 2012 to over 515 in 2014.

As of this year, retention has not been monitored. It is the goal of the application of the new data system that students and their progress can be monitored and retention strategies can be developed as a result of more and accurate data. Outreach has been applied within the extensive community collaboratives that are in operation and support from the advisory group. Work with the group homes will continue.

5.8 Curriculum Offered Within Reasonable Time Frame

Curriculum content is required by the Chancellor's office and offered annually at SRJC. A reasonable time frame is defined as a sequential series for the Independent Living Skills course offerings. Two courses are offered in the fall and two are offered in the spring.

5.9a Curriculum Responsiveness

The curriculum for all Independent Living Skills courses come from the Chancellor's office and is required for 712,713, 714, and 715.

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

Foster youth that come on campus typically transfer from high school, however articulation for this population has not been a focus, however this year, a new emphasis may result in such processes.

5.10 Alignment with Transfer Institutions (Transfer Majors ONLY)

N/A

5.11a Labor Market Demand (Occupational Programs ONLY)

The course standards for foster parents are increasing. SRJC is working extensively with the county to ensure outcomes for foster parents and college aged foster youth on campus. Labor data is not available for this specific population.

5.11b Academic Standards

FKCP engages with all Student Services departments to ensure that foster youth are receiving the appropriate and needed attention and services to retain them as students and meet necessary academic standards for their success.

6.1 Progress and Accomplishments Since Last Program/Unit Review

Rank	Location	SP	M	Goal	Objective	Time Frame	Progress to Date
0001	ALL	01	01	Increase the quality of instruction for the Independent Living Skills series of courses	1) Revise the course syllabi for the Independent Living Skills courses to meet the SRJC standards, 2) Develop SLOs for each course in the sequence	Fall 2014	All of the courses were revised, meet the standards and have SLOs

6.2a Program/Unit Conclusions

Location	Program/Unit Conclusions
ALL	Our main focus for 2015-16 will be on continuing to develop programming for foster youth on campus and to deepen our collaborative efforts with county partners. There is a need of additional permanent staff to assist in the consistent offering of trainings, events, and resources to the foster and kinship community. FKCP is able to report data that we are collecting in our new data base designed by IT specifically for foster youth.

6.2b PRPP Editor Feedback - Optional

We have grown immensely in one year, from 379 students to 515. The realities of program development have been challenging to create quality resources and realistic expectations for SRJC systems. A flow chart and list of resources are available for students and have put in place training for peer mentors. Funding to hire a qualified academic counselor to assist students was secured.

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 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. It was agreed to continue this cooperative at our summer meeting.

FKCE program's total program hours of classes, training groups and workshops, and conferences for 2015-16 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 a central and unifying agent for foster education in Sonoma County. FKCE hosted a training summit for all agencies in January 2014. It was well-attended and 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.

We will continue to host with 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 will continue to grow each year.

FYSP/ Bear Cub Scholars program:

In the first year, a 27% increase in persistence was found for those students who participated in our cohort. Data is still being collected on those foster youth who received some services, but did not enter the cohort.

Foster youth face the following challenges:

- 50% homelessness rate among 18-21 year old former foster youth
- Hunger

- Mental health issues
- Fear and stress

It is a goal to create a learning community, with easy access to all student services. These include but are not limited to:

- School books and supplies
- Weekly homeroom with food
- Food to take home
- Voucher program with the Shone Farm fruit and vegetable stand
- Assistance with financial aid with an exception on required number of 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
- Regular access to food on campus
- “Point” people in each department that are up-to-date and well educated on foster youth issues
- Faculty and managers group to mentor one or two foster youth on campus

6.3a Annual Unit Plan

Rank	Location	SP	M	Goal	Objective	Time Frame	Resources Required
0001	ALL	01	02	Improve the services provided to foster youth and foster parents in collaboration with the Office of Families, Youth and Children and the Chancellor's Office.	<ol style="list-style-type: none"> 1) Reconfigure staffing to ensure a realistic approach and strategies to improve student services, 2) Participate in the planning of Student Equity to ensure that the intent of placing priority on foster youth is met, 3) Strengthen the relationship with Office of Families, Youth and Children to improve services to foster youth. 	Fall 2015 and Spring 2016	It is estimated that \$297,000 is needed to maintain and improve existing services, and to design an infrastructure for foster youth and foster parents that meets the new legislation.