

# Santa Rosa Junior College

## Program Resource Planning Process

### Foster Parent Training 2019

#### 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:**

**Statewide, all FKCE programs continue to have ongoing budget cuts that further challenge the viability and sustainability of the program.**

The FKCE program allocation comes through the Chancellor's Office, based on a formula that takes into account: a) how many training hours the FKCE program provided in the previous fiscal year and b) dollars that are available for all FKCE programs. Some modifications may occur each year, in both directions (cuts or additions) depending on the availability and use of FKCE funds across the state. All FKCE programs are in competition with each other for training dollars based on the number of training hours they produce in comparison to other programs.

The state FKCE program budget is scheduled to take another 5% decrease across all FKCE programs for 2017-18. The two recent pieces of legislation, AB 403, the Continuum of Care Reform Bill, designed to move youth out of group care and into homes with foster families, and SB1013, Resource Family Approval, streamlines the training and licensing process for caregivers. The combination of these two pieces of legislation requires a tripling of both recruiting caregiving families and trainings in each. In 2016-17 SRJC worked closely with Sonoma County Department of Human Services to devise a plan to meet the increased training needs while sustaining annual budget cuts. In March of 2017, the county announced its decision to place the formerly shared preservice trainings up for public bid. Depending on the requirements of meeting the bid, SRJC may or may not be able to apply for the funding. If SRJC does not get the bid, then the FKCE program will sustain a very damaging loss of training hours that will result in another budget cut for 2018-19. In 2015-16 and 2016-17, Sonoma County Department of Human Services supplied an additional training budget to support the production of training to meet legislative requirements and to help sustain FKCE in the amount of \$40,000. These are the funds that are NOT directly available in 2017-18, and are being put up for public bidding, therefore any training hours that are produced in 2017-18 will depend solely on the FKCE budget.

In recent years SRJC's FKCE budget has barely covered the costs of one full-time coordinator and one part-time administrative assistant for basic trainings and supplies. In June 2017, the long-time permanent part-time administrative assistant will be let go for lack of funding.

### **Foster Youth Success Program:**

Student Services has made a pledge to pick up the services portion of supporting foster youth on campus but those discussions are still taking place in terms of outcomes. Cal-Pass Plus indicates there were 732 foster youth on campus for 2016-17. Great efforts were made by the FKCE staff and Dean of Child Development to secure permanent funding to support as many foster youth as possible on the SRJC campus by keeping the foster youth success program. SRJC earned one of ten grants through EOPS with collaborative strategies to utilize the Foster Youth Success Program to prepare students for EOPS. However, EOPS decided to not honor the proposed programming and removed funding from the Foster Youth Success Program. Also, foster youth are listed as the top priority for Student Equity funding. Only one position, a specialist position, was granted permanent funding to continue the Bear Cub Scholars. Representatives of Student Services and Academic Affairs have engaged in discussions to develop a plan to build institutional commitment for foster youth direct and educational services.

Additionally, the FKCE manager has accomplished a significant amount of fund raising and program development that will need to be taken into consideration in the plan, they include the following:

- \$100,000 endowment with \$3,500 per year for programming
- \$30,000 job program for foster youth through 2018

**The YESS/ILP (Youth Empowerment Services Strategies/Independent Living Program) program budget:**

This grant comes from the Foundation for California Community Colleges. There are two main aspects of ILP: ILP Services and ILP education. SRJC has one of 18 education grants statewide to support education of former foster youth on campus. VOICES of Sonoma County is managing the county’s ILP services and will be working closely with SRJC for future programming. YESS-ILP is subject to renewal each year, but the award amount is \$22,500 and has not changed over the last several years. The number of students attending each course continues to increase. 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 is likely to create an influx of students over the next several years.

**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
Part-time Administrative Assistant II	19.00	12.00	General admin support including budget, PAFs, invoices, timesheets

**2.2b Current Management/Confidential Positions**

Position	Hr/Wk	Mo/Yr	Job Duties
Program Coordinator	40.00	12.00	Responsible for all aspects of program development, implementation of service delivery for foster parent training requirement by the Chancellor's Office. Collaborate with many community agency representatives and responsible for planning with the Sonoma County Human Services Department given the new legislative mandates.

**2.2c Current STNC/Student Worker Positions**

Position	Hr/Wk	Mo/Yr	Job Duties
STNC Admin I	18.50	12.00	Clerical Assistant for YESS/ILP and FKCE Categorically funded Programs

**2.2d Adequacy and Effectiveness of Staffing**

**2.2d Adequacy and Effectiveness of Staffing**



The staffing is inadequate for the current amount of work and responsibilities required. However, with current legislation requiring a tripling of training hours to be produced, and the budget dwindling, a new strategy to maintain the essential services required by the grants provided by the Chancellor's Office must be developed and considered. The current need is to ensure that high quality courses are developed and offered to potential foster parents throughout the county. In order to sustain the FKCE program, a request will be made to convert the management position to faculty, thereby preserving the program and making use of remaining funds for additional trainings that the sole faculty cannot teach.

## 2.2e Classified, STNC, Management Staffing Requests

Rank	Location	SP	M	Current Title	Proposed Title	Type
0001	ALL	07	06	Manager of Foster Parent Training	Full time faculty	Classified

## 2.3a Current Contract Faculty Positions

Position	Description
None exist	Workshops and conferences are being offered, however in 2017-18, one faculty will be needed

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

The current adjunct faculty on the HR list are inactive and will not be needed in the immediate future.

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

The program operates only with adjunct faculty providing non-credit classes. Workshops and conferences were offered to potential foster parents, however in the future, non-credit and credit bearing courses will be offered and one faculty will be needed.

### 2.3e Faculty Staffing Requests

Rank	Location	SP	M	Discipline	SLO Assessment Rationale
0000	ALL	05	05		

## 2.4b Rationale for Instructional and Non-Instructional Equipment, Technology, and Software

### 2.4

#### Instructional:

Two laptops are required for foster parent trainings that are held in multiple locations around the county by various workshop leaders and adjunct faculty.

### 2.4c Instructional Equipment Requests

Rank	Location	SP	M	Item Description	Qty	Cost Each	Total Cost	Requestor	Room/Space	Contact
0001	ALL	08	05	Two laptops	2	\$1,000.00	\$2,000.00	Nick Lawrence		Nick Lawrence

### 2.4d Non-Instructional Equipment 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	00	00	1 Year			\$0.00	

## 2.5b Analysis of Existing Facilities

### 2.5b Analysis of Existing Facilities

The program is currently located in Bertolini Student Services building in three small offices that have two to three workers in them most of each day. The core of employees is small, there are six workshop leaders who come in to work on their curriculum, three grant funded employees, and a handful of volunteers.

The current challenge is holding meetings with community partners, students, foster parents, and consortium agencies. The program staff consistently work with EOPS and Scheduling to find rooms for larger meetings in Bertolini. Foster youth are required to meet with their team representative regularly to remain in the extended foster care program. These meetings usually include five to eight adults. Finding a large room consistently has been challenging, however with the current plan being considered, student direct and educational services can be housed elsewhere.

The foster parent training and Independent Living Skills (ILP) will be housed in a house shared with Adult Education and only one employee will be assigned an office. Foster youth services will remain in Bertolini and will be the purview of Student Services Division.

## 3.1 Develop Financial Resources

The Foster and Kinshp Programs needs to be reconfigured and sustained with a solid 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)



All classes offered require a pre and post test assessment, however SLOs are not required for workshops and conferences.

## 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 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. 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 for remediation for younger children and developing independent living skills for older youth.

### Independent Living Skills:

- I. Create a list of vocational goals
- II. Set, plan and practice financial literacy
- III. Visit and participate in community and college resources such as:
  - a. Financial aid
  - b. EOPS

- c. CalWorks
- d. Tutorial services
- e. Placement testing services
- f. Counseling
- g. Health services
- h. Housing information

IV. Students will practice:

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

### Foster Youth Success Program

I. Develop students in areas of:

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

### 4.1c Student Learning Outcomes Reporting

Type	Name	Student Assessment Implemented	Assessment Results Analyzed	Change Implemented
Course	Chld 711 Partner in Parenting	Fall 2011	Spring 2012	N/A
Course	Chld 712	Fall 2010	Fall 2011	N/A
Course	Chld 713	Spring 2011	Fall 2011	N/A
Course	Chld 714	Fall 2010	Fall 2011	N/A
Course	Chld 715	Spring 2011	Fall 2011	N/A
Service/Program	FKCE Program	N/A	N/A	N/A

### 4.2a Key Courses or Services that address Institutional Outcomes

Course/Service	1a	1b	1c	2a	2b	2c	2d	3a	3b	4a	4b	5	6a	6b	6c	7
Chld 711 No longer offered for credit				X			X	X	X	X	X	X	X	X	X	X
Chld 712 ILP Beg no longer for credit	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X
Chld 713 ILP Ad no longer for credit	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Chld 714 ILP Beg no longer for credit	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X
Chld 715 ILP adv no longer for credit	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

### 4.2b Narrative (Optional)

FKCP is in transition. 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 ILP classes. There is discussion 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. 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 SLOs and other data connected with classes.

## 5.0 Performance Measures

### 5.0 Performance Measures

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 high 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
0000	ALL	00	00		2) Develop a strategic approach for foster parent training with Adult Education		The work with Adult Education will not require additional funds and the foster parent training grants can support the transition efforts.
0001	ALL	05	06	Develop a strategic approach to stabilize and improve foster parent training with Adult Education and ensure that the direct and educational services for foster youth are maintained and improved.	1) Develop a plan in conjunction with Student Services to maintain and improve foster youth direct and educational services,	Fall 2017-18	It is determined that the funds from Student Equity can continue to support a Student Success Specialist to support the Bear Cubs Scholars

## 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	ALL	00	00		2) Develop a strategic approach for foster parent training with Adult Education		The work with Adult Education will not require additional funds and the foster parent training grants can support the transition efforts.
0001	ALL	05	06	Develop a strategic approach to stabilize and improve foster parent training with Adult Education and ensure that the direct and educational services for foster youth are maintained and improved.	1) Develop a plan in conjunction with Student Services to maintain and improve foster youth direct and educational services,	Fall 2017-18	It is determined that the funds from Student Equity can continue to support a Student Success Specialist to support the Bear Cubs Scholars