Annual Program Plan Fall 2020

DSPS

Created on: 09/17/2020 12:53:00 PM PDT
Last Modified: 10/09/2020 11:22:27 AM PDT

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General Information (Annual Program Plan Fall 2020)

1. Mission Statement

1.1 MISSION STATEMENT

The Disabled Students Programs and Services is committed to providing students with disabilities the opportunity to effectively matriculate into the mainstream of college and community life by providing services that facilitate equal access to education, self advocacy, and personal growth opportunities in order to maximize individual student success.DSPS values diversity and promotes awareness and retention by providing quality services for students with disabilities. It is a resource for the college and community, facilitates student matriculation into the aminstream of the college and provdies guidance relating to compliance with Section 504 and Section 508 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act Amendments.

2. Program Description

2.1 PROGRAM DESCRIPTION

2.1 Program Description:

a. Services and Target Audience:

The DSPS program is committed to providing counseling, academic accommodations, and academic support to students with a disability. Students with a disability are our target audience, and disabilities are not limited to physical or visible disabilities. Students with psychiatric disabilities, learning disabilities, and chronic health disorders, and those on the Autism Spectrum are also served. Students must provide documentation verifying a disability prior to receiving services. Upon review of their documentation and through an interactive process between a DSPS counselor and the student then a recommendation for academic alterations (accommodations) will be made. Accommodations include but are not limited to the following:

Specialized academic counseling & Educational Assistance Classes (EDEV courses, taught by DSPS faculty and promote skill building in Math, English, and Writing. Offered for credit although non-transferable, these courses generate FTES for the college).

Access to DSPS computer lab

 Accessible furniture

ASL Interpreters

Course material in accessible format (E-text, audio recorded books, braille)

Extended Test Time on Exams

High-Tech Software (Sonocent, Read & Write, Smart Pens, Audio Recorders)

Computer Laptops loaded with accessible software

Due to the Covid-19 pandemic and change to remote instruction in March of 2019, the request for high-tech support and accessible software has increased dramatically.

We have noticed major equity gaps in technology resources and many of our students have struggled in the transition to remote learning. While our campus has graciously provided Google Chrome Books, we find they are not easy to use when depending on accessible software.

Our number of students served continue to rise, the amount of DSPS Students being so far who have been served during the 2020-2021 year is 1,679. As of 10/8/2020, 898 students have received services for fall 2020.

<mark>2019-2020</mark>

California Community Colleges Chancellor's Office

Disabled Students Programs & Services (DSPS) Summary Report

Annual 2019-	Annual 2019-

	2020	2020
	Student Count	Student Count (%)
Rio Hondo CCD Total	1,274	100.00 %
Acquired Brain Injury	15	1.18 %
Attention Deficit Hyperactivity Disorder (ADHD)	107	8.40 %
Autism Spectrum	167	13.11 %
Developmentally Delayed Learner	84	6.59 %
Hearing Impaired	35	2.75 %
Learning Disabled	419	32.89 %
Mobility Impaired	79	6.20 %
Other Disability	155	12.17 %
Psychological Disability	196	15.38 %
Visually Impaired	17	1.33 %

2018-2019

California Community Colleges Chancellor's Office

Disabled Students Programs & Services (DSPS) Summary Report

	Annual 2018-2019	Annual 2018-2019
	Student Count	Student Count (%)
Rio Hondo CCD Total	1,089	100.00 %
Acquired Brain Injury	20	1.84 %
Attention Deficit Hyperactivity Disorder (ADHD)	81	7.44 %
Autism Spectrum	139	12.76 %
Developmentally Delayed Learner	95	8.72 %
Hearing Impaired	19	1.74 %
Learning Disabled	413	37.92 %
Mobility Impaired	74	6.80 %
Other Disability	80	7.35 %
Psychological Disability	142	13.04 %
Speech/Language Impaired	11	1.01 %
Visually Impaired	15	1.38 %

Grouped into the Student Services Division, DSPS provides instruction courses to those students who need additional support. Our Educational Assistance Courses are offered for credit, but non-transferable. At Rio Hondo College these courses are listed in the schedule as EDEV (Educational Development Courses) and promote skill building in Math, English, and Writing. We also offer a counseling course, career exploration, and study techniques. These courses generate FTES for the college and are open to non-DSPS students after 50% of the courses is filled with DSPS students. We find the majority of students do belong to DSPS.

b. Staffing, Space Allocation, and Budget:
DSPS STAFFING: Our staffing is as follows:

1 Program Director

1-Full-time tenured Counselor

1-Adjunct counselor

2-Learning Disability Specialist (both tenured)

1-11 Month employee (Alt. Media Tech)

1-75% employee (Interpreter Coordinator)

1-Full-time Classified Support Service Aid

1-Full-time 11.5 Month Classified Support Service Aid

1-Senior secretary (Full-time Classified)

1-Hourly part-time clerk (45.7%)

1-Full-time Clerk assigned to DSPS and Professional Development as needed. Only paid 50% from DSPS Budget (This staffing change was per President Arturo Reyes).

DSPS Space Allocation: Located in the Student Services Building, DSPS program occupies room SS330. Our department is comprised of offices, computer lab space, testing rooms, and one general work areas with modules for our staff. We also have one tutoring room located behind our computer lab that has also served as additional space for testing when necessary. Due to our front office area being a high-traffic zone, we will begin utilizing our tutor room as check-in lounge area were students check in for appointments and wait to be served. This is to address the ongoing issues of loud noise and voices in the front office and ensure we are providing the quiet testing environment we are obligated to provide per accommodation standards.

The DSPS department has quickly outgrown our area, and needs additional office space for high amount of student testers and additional counseling space.

DSPS Budget:

DSPS is a categorically funded program with funds allocated to serve students and address all 504 compliance and accommodation needs of DSPS students. DSPS is not funded to address 508 compliance issues for our campus.
The DSPS program at Rio Hondo College received $1,171,358 in allocated funds from the CCCCO for the 2019-2020 fiscal year.

For the 2020-2021 we received less funds with an allocation of: $1,109,898 for a loss of $61,460. This loss of funding was due to DSPS programs across the CCC system being funded with only 95% guarantee of the previous year. Especially detrimental to DSPS is that fact that we received zero dollars to serve Deaf/Hard of Hearing Students and pay for ASL interpreters which is the most expensive accommodation that we provide. We recently were able to hire additional ASL interpreters to work directly for Rio Hondo College on an hourly basis for DSPS which will prove to be a cost savings, and decrease our dependency on agency interpreters.

c. Grants and Initiatives:

 DSPS was the recipient of SEA Grant Funds from the campus and were used to partially pay the salary of the non-

tenure track counselor for fall 2019. Due to lack of funding and the college's forecasted loss of funds due to the Covid-19 pandemic, this same counselor was served notice of lay-off in March 2020 was not brought back during the Spring 2020 semester.

Equity (SEA Grant) is currently funding a part-time counselor serving our bilingual students and family.
We hope to continue to be funded by Student Equity in the Spring 2021 and as long as SEA grant funds continue to be available.

DSPS secured $45,000 for counseling support from CARES funding provided to our campus because of the Covid-19 crises. These funds will be used to provided counseling services. Both the CARES funding and SEA Grant funds are finite and DSPS cannot depend on these funds ongoing. Hence it is crucial we secure additional funding to continue to serve our students on-going counseling needs.

In addition to the $45,000 secured for counseling services, DSPS was also granted an additional $79,000 to secure high-tech software and 40 computer laptops that will be loaded with accessibility software to support our students learning needs. We are grateful to campus leadership under Acting President Teresa Dreyfuss and the CARES funding committee.

d. Professional Development:
Due to Covid-19 many professional development events have transitioned to a Zoom format. DSPS faculty and staff continue to participate in remote professional development opportunities hosted by Rio Hondo College and professional associations.

The DSPS High-Tech specialist continues to attend CCCCO sponsored student accessibility webinars, and participate in professional development.

The DSPS Interpreter Coordinator participates in professional development for her ASL skills, and has taken interest in participating in Guided Pathways training geared toward classified staff at Rio Hondo College.

The DSPS Director is attending Equity Now, hosted by USC Race and Cultural Center. DSPS is committed to providing students equitable services in an anti-racist environment and are committed to justice, equity, and inclusion in our department and on our campus as whole.

e. Program Progress:
Goal:

Establish program for students with ASD and Intellectual Disorders

Outcome:

Completed partially. DSPS now partners with College Connect to provide support to our students on the autism spectrum. The funding is provided by our partners at local regional centers who provide the opportunity for students to receive services from College Connect while they are on campus. Services include social skill workshops, 1:1 aide in class, and academic support.

This outcome remains unchanged. Will continue to include it as a goal to ensure our ASD students continue to have

additional support services.

Goal:

Improve services for Deaf/Hard of Hearing student population.

Outcome:

Progress is being made and positive qualitative feedback from students is being received, however quantitative data has not been generated, and is expected after the 2020-2021 school year. Since the hiring of the new ASL Interpreter Coordinator in August of 2019, she has grown our DHH program and addressed gaps in this area of services.

Our DHH population has grown therefore our cost to the program incurred to provide ASL services has increased exponentially. We also were dependent on Interpreter Agencies to provide a majority of the interpreting services to our students. Since her onboarding, our coordinator was able to do an hourly wage comparison and we was able to demonstrate the cost savings by increasing the hourly rate of pay for ASL interpreters and creating a three-tier system based on skill set. Level 1-3 with different pay rates.

In the spring of 2020 we were able to expand our pool of hourly interpreters contracted directly with our campus and who are now providing the interpreting services for our students. It is worth noting that the quality of ASL Interpreters is higher and that has had a direct influence on student participation, confidence, and ultimately their grades.

Goal:

Increase DSPS Specialized Counseling.

Outcome:

This continues to be a goal for 2020-2021 and 2021-2022. Our program is growing at a quick rate and with one full-time counselor we cannot serve our students at the level that the deserve and require.

Data for Counseling Appointments:

Counseling appointments: 2019-2020(Spring Only) 1,085

Drop-in Counseling appointments: 2019-2020 (Spring Only) 467

Goal:

Establish leadership component to better support student access to assistive technology and alternative media.

Outcome:

Making progress, and will be continued for 2020-2021 and 2021-2022.

The high-tech specialist in DSPS continues to serve students and appointments for high-tech support and training have increased 54%

During Covid-19 remote learning, his workload has increased even more to ensure students have the technology and know how to use it while at home.

DSPS will also be providing faculty support to certify online 508 compliance. This will be provided by DSPS faculty with high knowledge on accessibility.

Goal:

Maintain and enhance access to technology for students with disabilities.

Outcome:

Completed. 25 new computers and scanners were purchased for the DSPS student computer lab. In addition, 3 lap tops were purchased to facilitate training and demonstrations of assistive technology. Will not be continued in 2020-2021/2021-2022.

Goal:

Provide for DSPS Marketing and Outreach Activities.

Outcome:

Completed Fall 2020.

DSPS is now under the direct supervision of Dean, Dr. Melba Castro and part of her Student Success team. During this transition she has greatly supported the DSPS Director in outreach efforts and has been a strong advocate for DSPS.

Under her direction outreach material and flyers have been revamped and will be included in campus marketing and outreach brochures.

Goal: Maintain and enhance DSPS administrative efficiency.

Outcome: Discontinued

Goal: Establish electronic records and accommodation system.

Outcome: Completed in Summer 2020 the AIM accommodation management system was successfully debuted to our students. Students are now able to log-in to the AIM portal using their RHC credentials and request their academic accommodations each semester. Faculty have provided positive responses to the email notices and find it easier to manage student accommodations.

Goal: Maintain psychometric assessment of students with Learning Disabilities:

Outcome: In progress. Will seek to complete the purchase of a second kit with 2020-2021. This has been delayed since there is a probability that testing material will be updated and render our current test kit obsolete. If the test is updated and kit modified the final cost will determine if we can purchase two kits.

Goal: Update and review EDEV courses.

Outcome: Complete. EDEV 151 has been approved and added, Math 33 is now offered in two parts A/B. Course max of students have been lowered to meet the new requirements of a pre/post assessment now required.

Goal: DSPS faculty and staff will participate in professional development.

Outcome: Complete. Will no longer be included in program plan.

Goal: Assistive technology and alternative media production position.

Outcome: Complete. Will no longer be included in program plan.

f. Additional Information: None

3. Outcomes

3.1 ASSESSMENT TIMELINE AND CLOSING THE LOOP

File Attachments:

1. **CTL EDEV021 FALL 20.pdf** (See appendix)

2. **CTL EDEV030 FALL 20.pdf** (See appendix)

3. **CTL_Fall_2020_EDEV134.pdf** (See appendix)

4. **EDEV 021L CTL FALL 20.pdf** (See appendix)

5. **EDEV 101 CTL Fall 2020.pdf** (See appendix)

6. **EDEV 151 CTL Fall 2020.pdf** (See appendix)

7. **EDEV 27 CTL Fall 2020 updated.pdf** (See appendix)

8. **EDEV 27L CTL Fall 2020 updated.pdf** (See appendix)

9. **EDEV 33A CTL Fall 2020.pdf** (See appendix)

10. **EDEV 33B CTL Fall 2020.pdf** (See appendix)

3.2 PROGRAM OUTCOME STATEMENTS

DSPS Program Outcome Statements 2020

. DSPS Students will utilize at least one service per term

1. Qualified students with disabilities will utilize at least one DSPS core service each term. This ensures connection to department and services, keeps accommodations current and secures priority registration as a DSPS student.

Mapping

Institutional Goals and Objectives (Effective 2019-2020): 7.1 Increase Successful Course Completion Rate

Placement into EDEV Courses (Math/English)

With the implementation of AB 705 DSPS are struggling to pass college level math and English. Utilizing the interactive process counselors, in addition to reviewing transcripts, will engage in a meaningful discussion with DSPS students to determine if beginning in college level math or English classes is realistic. If it is determined the student the student requires additional support, they will be placed into an EDEV course that will support their area of need and focus on skill building to support the student in making progress toward taking college level math/English and connecting to a learning pathway.

Mapping

Institutional Goals and Objectives (Effective 2019-2020): 5.1 Equity - Increase Disabled Students Transfers

EDEV Course Pre/Post Assessment

In accordance to new standards for DSPS programs. Students enrolled in EDEV courses must now be given a pre/post assessment, and their progress must be reported. DSPS faculty instructors will provide a pre/post assessment for all students and at the end of the semester report the progress of each student and this must be recorded in their notes. All EDEV courses are now to be considered and listed as an academic accommodation.

Mapping

Institutional Goals and Objectives (Effective 2019-2020): 7.1 Increase Successful Course Completion Rate

3.3 NON-INSTRUCTIONAL PROGRAM OUTCOMES ASSESSMENT

Measures

DSPS Program Outcomes

Outcome

Outcome: DSPS Services Outcome

After "Intake," qualified students with disabilities will utilize at least one DSPS core service each term.

Measure: DSPS student will utilize one core service

Details/Description:	. After initial intake appointment, qualified students with disabilities will utilize at least one DSPS core service each term and request their DSPS accommodations via AIM. Measured utilizing reports in AIM.
Acceptable Standard:	Students meet with at least one DSPS staff person per term and request theiro request their accommodations via AIM.
Ideal Standard:	All DSPS students will meet with a counselor at least once during the semester, use their accommodations to the fullest extent, and make test appointments in a timely manner.

Outcome: Placement into EDEV Courses (Math/English)

With the implementation of AB 705 DSPS are struggling to pass college level math and English. Utilizing the interactive process counselors, in addition to reviewing transcripts, will engage in a meaningful discussion with DSPS students to determine if beginning in college level math or English classes is realistic. If it is determined the student the student requires additional support, they will be placed into a EDEV course that will support their area of need.

Measure: EDEV Course Placement and Completion

Details/Description:	In alignment with AB705, DSPS students who are ready for college level math/English will be placed in these courses with support sections. Those who are not skill ready for such courses will be encouraged to enroll in EDEV courses that

focus on building, literacy, writing and math skills.

Acceptable Standard:	80% of DSPS students enrolled in EDEV courses will pass their courses successfully.
Ideal Standard:	90% of DSPS students enrolled in EDEV courses will pass their courses successfully.

Outcome: EDEV Course Pre/Post Assessment

In accordance to new standards for DSPS programs. Students enrolled in EDEV courses must now be given a pre/post assessment, and their progress must be reported. DSPS faculty instructors will provide a pre/post assessment for all students and at the end of the semester report the progress of each student and this must be recorded in their notes. All EDEV courses are now to be considered and listed as an academic accommodation.

Measure: Pre/Post Assessment for EDEV Courses	
Details/Description:	DSPS students enrolled in EDEV courses must take a pre/post assessment to measure their improvement and progress in the course.
Acceptable Standard:	DSPS students enrolled in EDEV courses must take a pre/post assessment to measure their improvement and progress in the course. All EDEV courses must be documented as an accommodation and students must demonstrate measurable progress. 75% of DSPS students will have increased their skill set in the area of study in the EDEV course in which they enroll.
Ideal Standard:	DSPS students enrolled in EDEV courses must take a pre/post assessment to measure their improvement and progress in the course. All EDEV courses must be documented as an accommodation and students must demonstrate measurable progress. In addition, this progress must be documented in the notes kept on each student. 90% of DSPS students will have increased their skill set in the area of study in the EDEV course in which they enroll.

3.4 NON-INSTRUCTIONAL PROGRAM OUTCOME FINDINGS

Finding per Measure

DSPS Program Outcomes

Outcome

Outcome: DSPS Services Outcome

After "Intake," qualified students with disabilities will utilize at least one DSPS core service each term.

Measure: DSPS student will utilize one core service	
Details/Description:	. After initial intake appointment, qualified students with disabilities will utilize at least one DSPS core service each term and request their DSPS accommodations via AIM.

Measured utilizing reports in AIM.

Acceptable Standard: Students meet with at least one DSPS staff person per term and request theiro request their accommodations via AIM.

Ideal Standard: All DSPS students will meet with a counselor at least once during the semester, use their accommodations to the fullest extent, and make test appointments in a timely manner.

Findings for DSPS student will utilize one core service

Summary of Findings: Will be reported next year as AIM is new and not utilized fully.

Recommendations:

Outcome: Placement into EDEV Courses (Math/English)

With the implementation of AB 705 DSPS are struggling to pass college level math and English. Utilizing the interactive process counselors, in addition to reviewing transcripts, will engage in a meaningful discussion with DSPS students to determine if beginning in college level math or English classes is realistic. If it is determined the student the student requires additional support, they will be placed into a EDEV course that will support their area of need.

Measure: EDEV Course Placement and Completion

Details/Description: In alignment with AB705, DSPS students who are ready for college level math/English will be placed in these courses with support sections. Those who are not skill ready for such courses will be encouraged to enroll in EDEV courses that focus on building, literacy, writing and math skills.

Acceptable Standard: 80% of DSPS students enrolled in EDEV courses will pass their courses successfully.

Ideal Standard: 90% of DSPS students enrolled in EDEV courses will pass their courses successfully.

Findings for EDEV Course Placement and Completion

Summary of Findings: For the 2019-2020 Spring Only school year the success rate in EDEV courses was , 74.4%

Results :   Acceptable Standard Achievement: Not Met

Recommendations: Continuing to provide support in EDEV courses remotely is proving to be challenging however beginning Spring 2021 we will add additional support staff during the first two weeks of the semester to keep students engage, and provide support to instructors. Our goal is that the success rate increase to 80%.

Outcome: EDEV Course Pre/Post Assessment

In accordance to new standards for DSPS programs. Students enrolled in EDEV courses must now be given a pre/post assessment, and their progress must be reported. DSPS faculty instructors will provide a pre/post assessment for all students and at the end of the semester report the progress of each student and this must be recorded in their notes. All EDEV courses are now to be considered and listed as an academic accommodation.

Measure: Pre/Post Assessment for EDEV Courses

Details/Description:	DSPS students enrolled in EDEV courses must take a pre/post assessment to measure their improvement and progress in the course.
Acceptable Standard:	DSPS students enrolled in EDEV courses must take a pre/post assessment to measure their improvement and progress in the course. All EDEV courses must be documented as an accommodation and students must demonstrate measurable progress. 75% of DSPS students will have increased their skill set in the area of study in the EDEV course in which they enroll.
Ideal Standard:	DSPS students enrolled in EDEV courses must take a pre/post assessment to measure their improvement and progress in the course. All EDEV courses must be documented as an accommodation and students must demonstrate measurable progress. In addition, this progress must be documented in the notes kept on each student. 90% of DSPS students will have increased their skill set in the area of study in the EDEV course in which they enroll.

Findings for Pre/Post Assessment for EDEV Courses

Summary of Findings:	Finding for this outcome can be found in faculty CTL documents. Missed our target my only 1%
Results :	Acceptable Standard Achievement: Not Met
Recommendations:	

4. Data Analysis

4.1 DATA ANALYSIS

4.1 Data Analysis

a. How efficient is the program?
The FTES generated by our EDEV courses increased in 2019-2020. FTES generated was 41.73% with a monetary reimbursement of $117,107

Compared to 2018-2019 the percentage was 38.27% and the monetary reimbursement was $99,790

The sections offered for EDEV courses are:

EDEV EDEV	021 / Literacy Skills, received; 021L 021 L -lab
EDEV EDEV	030 English Skills, waiting on edit sent to BLK 030 W English Skills Workshop
EDEV	033A math foundations needs to be its own document
EDEV	033B math foundations needs to be a separate document and differences from 033A explained
EDEV 101	College and Life Success
EDEV 134	Study Techniques
EDEV 151	Career Exploration and Life Planning

b. How are students doing in our courses?
EDEV Courses **Success** Rate overall:

2019-2020 Spring Only = 74.4%

EDEV Courses **Retention** Rate overall:

 2019-2020 Spring Only = 93.2% This demonstrates that although our students are persisting in their course and remain enrolled, the success pass rate is still lower than retention.

Additional information worth highlighting is the success and retention rates for DSPS students taking non-EDEV courses also increased. DSPS students successfully enrolled in 105,033 courses in 2019-2020(Spring). The retention rate was 74.6% and the success rate is 77.3% (Accessed from tableau).

c. Are there student equity issues in our program?

With the transition to remote instruction the amount of DSPS students who have struggled is high. DSPS students requested a total of 819 EW grades in the Spring of 2020 when Covid-19 first hit.

We have since continued to provide ways for students to feel connected and engaged with our department, weekly blog with health and wellness tips, zoom rooms to visit and drop in an ask questions or see staff.

We have also collaborated with Student Success and Dream Center to offer workshops directly to DSPS students, but those have not been well attended.

d. How many students are completing our program?

 While DSPS does not offer degrees in our course area, we support students as they strive to choose a pathway to study and obtain a degree/certificate/ADT on campus.
DSPS Student Degrees and Certificate AA/AS Earnings:

2019-2020 (spring only): ADT 51 (4.0%)

AA/AS 62 (4.9%)

CERT 34 (2.7%)

DSPS Total population for 2109-2020 1,274, (16% increase from 2018-2019) Student count in 2018-2019: 1,089

For the 2020-2021 and as of 10/8/2020 school our student count is: 1679. This is expected to increase in the Spring 2021 semester and we continue to onboard new students weekly during Fall 2020.This factor alone demonstrates the need for an additional full-time counselor.

Additional DSPS Data:

Counseling appointments: 2019-2020(Spring Only) 1,085

Drop-in Counseling appointments: 2019-2020 (Spring Only) 467

Alt Media Request/Appointments: 2019-2020 (Spring Only) 149, a 52% increase from previous year

Learning Disability Appointments/Testing: 2019-2020 (Spring Only) 25 student screenings for LD Assessment, only 23 qualified for actual test, and only 17 students followed through with test and results. **This is concerning considering we have two full-time tenured LD Specialist and the numbers do not justify the need for two.**

5. Objectives & Resource Requests

5.1 OBJECTIVES

DSPS Program Objectives 2020-2021 & 2021-2022

Enhanced Onboarding to DSPS for recent graduates

Our objectives will continue to focus on the successful onboarding to DSPS of recent high school graduates and connecting them successfully to a pathway for study. Beginning in 2019 DSPS began working to expand enrollment into the program and enroll students directly from high school to minimizes the gaps in services.Students struggle with the transition from high school and the DSPS program is focused on making the navigating of services seamless.Early engagement will allow counselors to better support their academic goals and identify areas of academic weakness and identify if they need to begin in EDEV (Academic support courses to skill build in math, writing, English) or are ready for college level math and English. Establishing contact early on provides students and their families the opportunity to better understand the difference between academic accommodations in a post-secondary environment.

Mapping

Institutional level Outcomes (ILO): V. A. Identify the steps necessary to accomplish their educational goals., V. B. Utilize college resources to support their educational goals., V. C. Feel a sense of connection to the college., V. D. Maintain and improve their personal health, wellness, and performance.

Establish Summer Bridge Cohort for DSPS Students

To further address the issues of onboarding and supporting DSPS students becoming acquainted to college life, we are also developing a cohort for DSPS students enrolled in Summer Bridge. Our campus Summer Bridge program serves as a way to enhance the first-year experience of new incoming students. A cohort devoted to serving students with a disability will provide an equitable access to a program demonstrated as having a positive impact on student success. Workshops will be focused on managing disability, time management, self-advocacy, and skill building in math and English.

Mapping

Institutional Goals and Objectives (Effective 2019-2020): 5.1 Equity - Increase Disabled Students Transfers

Improve DSPS support for Dual Enrolled Students

Our campus has also noticed an increase in the amount of high school students in dual enrollment and are requesting accommodations because they are on an IEP/504 plan at their high school. Though the accommodations in those documents will not apply to college courses, we onboard them to DSPS and provide appropriate accommodations to support the student. DSPS will improve support for dual enrolled students by establishing contact with local high school partners and ensure they have the correct information and understand the procedures for HS students to follow to receive academic accommodations in their courses.

Mapping

DSPS Program Outcome Statements 2020: . DSPS Students will utilize at least one service per term

5.2 FULL-TIME FACULTY REQUEST

Actions

DSPS Program Objectives 2020-2021 & 2021-2022

Outcome

Objective: Enhanced Onboarding to DSPS for recent graduates

Our objectives will continue to focus on the successful onboarding to DSPS of recent high school graduates and connecting them successfully to a pathway for study.

Beginning in 2019 DSPS began working to expand enrollment into the program and enroll students directly from high school to minimizes the gaps in services.

Students struggle with the transition from high school and the DSPS program is focused on making the navigating of services seamless.

Early engagement will allow counselors to better support their academic goals and identify areas of academic weakness and identify if they need to begin in EDEV (Academic support courses to skill build in math, writing, English) or are ready for college level math and English.

Establishing contact early on provides students and their families the opportunity to better understand the difference between academic accommodations in a post-secondary environment.

Action: Full-Time Faculty Request

This Action is associated with the following Findings

No supporting Findings have been linked to this Action.

Position Title & Program:	Full-time tenured track, bilingual DSPS Counselor
Rationale:	Our program is growing dramatically and the need for a minimum of two full time counselors in evident by our recent growth. As previously mentioned our department serves a large number of bilingual students and we do not have a counselor who can communicate with the student and family in Spanish. Being that RHC is identified as an HIS, it is imperative that all departments have counselors who can navigate seamlessly between cultures and languages.
Budget request amount:	$100,000.00
Priority:	High

5.3 FULL-TIME CLASSIFIED REQUEST

Actions

5.4 FULL-TIME ADMINISTRATOR REQUEST

5.5 FACILITIES REQUEST

Actions

DSPS Program Objectives 2020-2021 & 2021-2022

Outcome

Objective: Enhanced Onboarding to DSPS for recent graduates

Our objectives will continue to focus on the successful onboarding to DSPS of recent high school graduates and connecting them successfully to a pathway for study.

Beginning in 2019 DSPS began working to expand enrollment into the program and enroll students directly from high school to minimizes the gaps in services.

Students struggle with the transition from high school and the DSPS program is focused on making the navigating of services seamless.

Early engagement will allow counselors to better support their academic goals and identify areas of academic weakness and identify if they need to begin in EDEV (Academic support courses to skill build in math, writing, English) or are ready for college level math and English.

Establishing contact early on provides students and their families the opportunity to better understand the difference between academic accommodations in a post-secondary environment.

Action: Facilities Request

This Action is associated with the following Findings

No supporting Findings have been linked to this Action.

Rationale:	T S-221 has been identified as an alternate classroom for DSPS to use for tutoring and different needs. This was secured by Dean Loy Nashua when he was briefly overseeing DSPS. This classroom also serves as an alternative to the classrooms in the Business building. We would like for the S-221 classroom to be permanently assigned to DSPS so that we can utilize it for tutoring session, and allow our community partners, College Connect run their student support courses from there. We would also like to identify accessible classrooms in the Library to utilize for our EDEV courses. We currently utilize room B-114 and B-109 and they have both been inaccessible to our students when the elevator goes down. This is not acceptable and we need to ensure DSPS has access to classrooms and computer labs that are easy to access locations. Facilities Request – Location: Access to classrooms and computer labs that do not require elevator access (open to any classroom that meets this criteria). Rationale: RHC is one of the least accessible schools. Situated on the top of a hill, our campus can be very difficult to manage for students in wheelchairs and other physical disabilities. While are compliant, we are so at the minimal level. DSPS needs access to classrooms that do not require elevator access.
Budget request amount:	$0.00
Priority:	High

5.6 TECHNOLOGY REQUEST

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5.7 INSTRUCTIONAL EQUIPMENT REQUEST

5.8. BUDGET AUGMENTATION REQUEST

6. Program Plan Submission

6.1. ANNUAL PROGRAM PLAN ATTACHMENT

Appendix

A. **CTL EDEV021 FALL 20.pdf** (Adobe Acrobat Document)
B. **CTL EDEV030 FALL 20.pdf** (Adobe Acrobat Document)
C. **CTL_Fall_2020_EDEV134.pdf** (Adobe Acrobat Document)
D. **EDEV 021L CTL FALL 20.pdf** (Adobe Acrobat Document)
E. **EDEV 101 CTL Fall 2020.pdf** (Adobe Acrobat Document)
F. **EDEV 151 CTL Fall 2020.pdf** (Adobe Acrobat Document)
G. **EDEV 27 CTL Fall 2020 updated.pdf** (Adobe Acrobat Document)
H. **EDEV 27L CTL Fall 2020 updated.pdf** (Adobe Acrobat Document)
I. **EDEV 33A CTL Fall 2020.pdf** (Adobe Acrobat Document)
J. **EDEV 33B CTL Fall 2020.pdf** (Adobe Acrobat Document)

Annual Program Plan Fall 2020

EOPS/CARE

Created on: 09/09/2020 03:09:00 PM EDT
Last Modified: 10/09/2020 12:18:04 AM EDT

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General Information (Annual Program Plan Fall 2020)

1. Mission Statement

1.1 MISSION STATEMENT

EOP&S/CARE are comprehensive programs committed to providing compassionate, innovative, over and above services to students facing economic and educational challenges. Our mission is to work in partnership with the campus community and students to enable them to fulfill their highest educational potential.(Please note that the EOP&S team will meet in Spring Semester 2021 to discuss potential update Mission Statement to align with new RHC Mission Statement)

2. Program Description

2.1 PROGRAM DESCRIPTION

a. Services and Target Audience:

The EOP&S program serves students who are California Promise Grant (formerly the BOGFW) A, B or C (w/$0 EFC) eligible, demonstrate some form of educational disadvantage, and are full time students (some exceptions apply). CARE is a supplemental component of EOP&S that specifically assists students who are single parent and head of households receiving cash-aid. For the 2019-2020 school year, the Program served a total 1685 students and a total of 84 CARE students.

The EOP&S/CARE program provides a variety of services for students including those listed below:

- **Priority Registration**: students receive Tier 1 priority registration to help them build a class schedule around their various life commitments and circumstances.
- **Book Service:** students receive book service for their textbooks each fall and spring semester to be used at the Rio Hondo bookstore. The book service only covers required textbooks for the classes a student is currently enrolled in. The amount varies per student from term to term depending on the program budget and number of students served. For the past number of years, the program has had enough funds to provide funds for summer textbooks.
- **Specialized Counseling:** EOP&S counselors are specialized in serving students from disadvantaged backgrounds. Students are required to meet with an EOP&S counselor three times each fall and spring semester. Over the past years, summer counseling appointments have also been available through overload opportunities for the counselors.
- **Meal Vouchers:** Students receive a $9 meal voucher redeemable at the Rio Cafe or bookstore to purchase food. Many EOP&S students face food insecurity and this helps mitigate that challenge.
- **Graduation cap and gown:** The program covers the cost of Graduation cap and gown rental for all graduating EOP&S students.
- **School supplies:** Students receive a bag of school supplies at the beginning of fall semester. Other school supplies such as paper, pencils, pens, note cards, scantrons, bluebooks etc. are provided all year long based on students need.
- **Laptop Loan Program:** Students can borrow a laptop for up to one-week at a time from the program to use for their schoolwork.
- **Calculator/Voice Recorder Rental:** Students can borrow a calculator for their math classes for the entire semester. In addition, voice recorders are also available for checkout for duration of the semester.
- **Career assessments:** The EOP&S program covers the cost associated with career assessments administered through the career center for all EOP&S students.
- **Free printing:** The program has 3 computers for student use that include free limited printing for school related documents and assignments.
- **CARE workshops:** The CARE program hosts biweekly workshops for CARE students centered around self-care, parenting, and overall well-being.
- **CARE University Tours:** The CARE program coordinates one university your per semester for CARE students. These university visits are specialized to parenting students, with parenting student panels and presentations from support programs and resources for this population.
- **CARE Grants:** CARE students receive a grant at the end of each fall and spring semester for completing their CARE requirements.
- **EOP&S Grants:** Due to the financial hardships many students are facing due to the pandemic, EOP&S has provided grants to eligible EOP&S students in lieu of issuing supplies, meal vouchers, etc.

 ***Due to Covid and campus closure , the EOP&S program has moved all services to an online/remote platform. The program has geared up all online services to meet the needs of our students. This includes online counseling appointments, providing EOP&S grants in lieu of supplies and on campus meal vouchers, providing workshops via zoom as well as assisting with mental health support via "Circle of CARE" bi-weekly meetings in partnership with Psychological Services.

b. Staffing, Space Allocation, and Budget:

EOP&S and CARE budgets are primarily driven by yearly allocations from the Chancellor's Office. The EOP&S budget is guaranteed at 95% on a yearly basis and CARE is guaranteed at 90%. For the 2020-2021 year, EOP&S received $1,844,394 (almost 100% of previous allocation) and CARE received $272,220, an increase of approximately $25,000.

The EOP&S/CARE program is comprised of a full-time Director, CARE Specialist, Senior Secretary, Clerk Typist III, and Evaluator. In addition the program has 5 full-time counselors, 1 part-time counselors, 1 adjunct counselors. Due to Covid and working

remotely, we do not have any work study students working as of Fall 2020 The EOP&S office is located in the Student Services Building on the second floor, Room SS240. The office space consists of 7 counselor and staff offices, 3 cubicle work stations, and a front counter for reception.

c. Grants and Initiatives:

The advent of AB705, Guided Pathways, RHC Promise, new funding formula, and the merger of equity & SSSP have heavily changed the climate of all community college campuses and have also have had an impact EOP&S. EOP&S has been the model Program for many of the initiatives to come down from the Chancellor's Office and state legislature, leading to duplication of the services provided by the EOP&S program in other departments and areas. This has made it difficult for the program to continue providing services that are over and above the services provided by the college as is mandated by Title 5.

AB705 significantly reduced basic skills courses and placements which the majority of EOP&S students used to assess in to. The program expects that with the changes in English and math course placements, students may struggle to successfully complete higher level classes without proper preparation that the basic skills courses provided, but that also, completion and graduation rates will be higher with fewer remedial courses standing in the students way to degree attainment.

Guided pathways is reconfiguring the way the college approaches student support and success. Within the Guided Pathways model, students will be placed into meta-majors and surrounded with major-specific success teams and support services. The challenge at every college for programs like EOP&S and other affinity groups, will be figuring out how the program will function within this new framework. With major specific counseling programs, and EOP&S required counselor contacts, EOP&S will have to work closely with every department in ensuring the non-duplication of efforts while implementing Title 5 regulations of the program.

In past years, EOP&S has received significant financial support form SSSP and Student Equity to fund program services and events. The new funding formula and the merger of Equity and SSSP have already began to impact the program's budget and resources. Counselors' overload and adjunct pay were largely supported by these funds in previous years. With the absence of this money, the program has had to incur these costs out of the standard budget, causing reduced overload and adjunct counseling hours, resulting in fewer appointments available to students in the program. While EOP&S has been growing in numbers over the past five years, the program will have to become more selective in admitting students in order to maintain enough services for those in the program, resulting in fewer students served.

Many EOP&S students recruited through the Promise Program are not aware that the California Promise Grant is paying their tuition as opposed to the Promise Program. The Promise Program requires that students complete full-time loads (12+units) or they could lose their Promise "Grant" the following semester. This has caused our students to face some anxiety and stress if they are considering dropping below this threshold. The EOP&S counselors have had to reassure students that this is not the case and guide them in undertaking a realistic course load where a student can succeed without falling on academic probation.

d. Professional Development:

In addition to regular staff meetings, staff are highly encouraged to participate in professional development both on and off campus. This includes conference attendance, regional and statewide meetings as well as specialized training.

The counseling faculty are highly encouraged to attend various conferences focused on guiding students through a successful transfer process. These include the UC and CSU counselor conferences. In addition, all staff are encouraged to attend the CCCEOPSA state-wide conference in the fall as well as the technical training offered by the Chancellor's office in the spring. Staff are also encouraged to attend the EOP&S Region 8 Professional Development Conferences. Staff members are also encouraged to participate in campus wide committees such as Academic Senate, CSEA, Equity Committee, Guided Pathways and others to ensure that we are receiving the most up to date information as well as ensuring that EOP&S student needs are being addressed campus-wide.

e. Program Progress:

The EOP&S program had 3 main objectives for last year's program plan. These are listed below along with a summary of the progress underneath each one:

1. Provide additional services to students beyond the 3 mandated counselor contacts to help them persist towards their educational goals. This objective will include the following activities:

- Develop and apply an intervention/outreach system to students who have flags raised in Rio Connect.
- Provide workshops that support academic skills, social support, personal and professional development, and career exploration.
- Revise the current probation intervention.
- Transition to 45 minute counseling appointments.

Progress: The Program has hired a Success Coach who has been providing intervention to students with low level flags. In addition, two graduate interns are assisting with 1st and 2nd level probation students, providing appropriate support which includes one-one-one guidance, workshops, and follow-up to ensure students on probation are receiving intrusive/high touch services. In addition, beginning Summer 2020 the Program has been able to increase appointments times to 45 minutes allowing for an additional 15 minutes to assist both counselors and students with online//remote counseling needs.

2. Develop online application that pre-screens applicants, allowing for a 2-week turn-around

Progress: The Director has been able to meet with IT staff as well as connect them with other campuses who have the Banner system and are using an online application. Heather from IT has taken on this project. Due to the technical components as well as demands converting the entire campus to working remotely, the launch date has been moved to Fall 2021.

3. Increase staff professional development to continue understanding and better serving diverse and disproportionately disadvantaged students. This objective will be met by increasing staff professional development through participation in ally training for AB540, Autism and students with disabilities, Veterans, Foster Youth, and LGBTQ.

Progress: Staff have been able to attend various training, including UndocuAlly Training, Equity Summit, and Guided Pathways training.

The EOP&S program had 6 resource requests for last year's program plan:

1. Request Full-Time Faculty
2. Request Full-Time Classified
3. Request Full-Time IT Systems Analyst dedicated to Student Services
4. Additional Office Space
5. Additional adjunct counselor
6. IT Support to develop an online application

Progress: Of these 6 resources requested, the program was able to hire an additional adjunct counselor. The hiring of the the full-time classified member (Student Services Assistant) is currently on hold due to office closure

3. Outcomes

3.1 ASSESSMENT TIMELINE AND CLOSING THE LOOP

Student Learning Outcome (SLO) Assessment Timeline:

Occurs both in the beginning of Fall and Spring semesters during New Student Orientations (NSO)

Service Area Outcome (SAO) Assessment Timeline:

Occurs both at the End of the Fall and Spring semesters once grades are submitted and GPA are updated in Banner.

3.2 PROGRAM OUTCOME STATEMENTS

No outcome sets attached

3.3 NON-INSTRUCTIONAL PROGRAM OUTCOMES ASSESSMENT

Measures

EOP&S Program Outcomes

Outcome

Outcome: EOP&S counselor contacts
After completing 3 EOP&S counselor contacts, EOP&S students will complete 6 or more units with a 2.0 GPA or above each semester.
Core Activity/Services: Counseling Appointments
Target Population: New and Continuing EOP&S/CARE Students
Assessment: Data on Completion of Student Contacts/Data on student GPA's/ Data on student units completed
When: Fall 2019/Spring 2020

Measure: Internal Review of Program Records/Cognos Data	
Details/Description:	The EOP&S Service Area Outcome stipulates that students who complete 3 counselor contacts each term will also complete 6 or more units with a 2.0 or higher GPA each semester. To analyze the success of this outcome, data was collected that cross examined all served EOP&S/CARE students who completed 3 counselor contacts, semester GPA, and units completed for Fall 2019 and Spring 2020. To accurately analyze the effectiveness of this SAO, it is important not to compare EOP&S students to the college's general population for two reasons: first, EOP&S students are in the program because of economic and educational disadvantages. That, by nature, makes college success more challenging than non-EOP&S students; second, the college's measurement of persistence is not the same as EOP&S, so comparing to college persistence data would be a comparison of completely unrelated measurements. Instead it is important to compare the achievement of our students who made all three counselor contacts to EOP&S

students who did not make all three counselor contacts. Additional data was also analyzed to see, of the students who did not complete all three counselor contacts, what percentage did complete at least 6 units with a 2.0 GPA. By analyzing these two data sets, we hypothesize that the SAO will prove to be effective.

Acceptable Standard:	70% of students who complete all three counselor contacts will also complete at least 6 units with a 2.0 semesters GPA or higher each fall and spring semester.
Ideal Standard:	80% of all students who complete all three counselor contacts will also complete at least 6 units with a 2.0 semesters GPA or higher each fall and spring semester.

Outcome: New Student Orientation

As a result of the participating in the EOP&S New Student Orientation (NSO), students will understand their responsibilities as EOP&S/CARE students and be able to identify appropriate programs and services at the college, specifically within EOP&S/CARE .
Core Activity/Service: New Student Orientations
Target Population: New EOP&S/CARE Students
Assessment: Post Survey during New Student Orientation
When: Fall 2019 and Spring 2020 Orientations

Measure: New Student Orientation Survey
Program level Direct - Student Artifact

Details/Description:	The EOP&S/CARE program office provides New Student Orientation (NSO) sessions each semester for new students. To estimate students' learning during the sessions, the program created and administered a post-session questionnaire. This questionnaire includes 6 multiple choice and true/false questions for students to answer about EOP&S requirements and procedures.
Acceptable Standard:	90% of students will answer the questions correctly.
Ideal Standard:	95% of students will answer the questions correctly.

3.4 NON-INSTRUCTIONAL PROGRAM OUTCOME FINDINGS

Finding per Measure

EOP&S Program Outcomes

Outcome

Outcome: EOP&S counselor contacts

After completing 3 EOP&S counselor contacts, EOP&S students will complete 6 or more units with a 2.0 GPA or above each semester.
Core Activity/Services: Counseling Appointments
Target Population: New and Continuing EOP&S/CARE Students
Assessment: Data on Completion of Student Contacts/Data on student GPA's/ Data on student units completed
When: Fall 2019/Spring 2020

Measure: Internal Review of Program Records/Cognos Data

Details/Description:	The EOP&S Service Area Outcome stipulates that students who complete 3 counselor contacts each term will also complete 6 or more units with a 2.0 or higher GPA each semester. To analyze the success of this outcome, data was collected that cross examined all served EOP&S/CARE students who completed 3 counselor contacts, semester GPA, and units completed for Fall 2019 and Spring 2020. To accurately analyze the effectiveness of this SAO, it is important not to compare EOP&S students to the college's general population for two reasons: first, EOP&S students are in the program because of economic and educational disadvantages. That, by nature, makes college success more challenging than non-EOP&S students; second, the college's measurement of persistence is not the same as EOP&S, so comparing to college persistence data would be a comparison of completely unrelated measurements. Instead it is important to compare the achievement of our students who made all three counselor contacts to EOP&S students who did not make all three counselor contacts. Additional data was also analyzed to see, of the students who did not complete all three counselor contacts, what percentage did complete at least 6 units with a 2.0 GPA. By analyzing these two data sets, we hypothesize that the SAO will prove to be effective.
Acceptable Standard:	70% of students who complete all three counselor contacts will also complete at least 6 units with a 2.0 semesters GPA or higher each fall and spring semester.
Ideal Standard:	80% of all students who complete all three counselor contacts will also complete at least 6 units with a 2.0 semesters GPA or higher each fall and spring semester.

Findings for Internal Review of Program Records/Cognos Data

Summary of Findings:	For Fall 2019: Of the 1,288 EOP&S students who did complete all three counselor contacts, 910 (70.7%) of them also completed at least 6 units with a 2.0 GPA. Of the 223 EOP&S students who did not complete all three counselor contacts, only 54 (24.2%) of them did complete at least 6 units and a 2.0 GPA. For Spring 2020: Of the 1,149 students who did complete all three counselor contacts, 865 (75.3%) of them also completed at least 6 units with a 2.0 GPA. Of the 146 EOP&S students who did not complete all three counselor contacts, only 61 (41.8%) of them did complete at least 6 units and a 2.0 GPA.
Results :	Acceptable Standard Achievement: Met
Recommendations:	
Substantiating Evidence:	

ⓘ EOP&S SAO 2019-2020 (Adobe Acrobat Document) (See appendix)

Outcome: New Student Orientation

As a result of the participating in the EOP&S New Student Orientation (NSO), students will understand their responsibilities as EOP&S/CARE students and be able to identify appropriate programs and services at the college, specifically within EOP&S/CARE .

Core Activity/Service: New Student Orientations
Target Population: New EOP&S/CARE Students
Assessment: Post Survey during New Student Orientation
When: Fall 2019 and Spring 2020 Orientations

Measure: New Student Orientation Survey
Program level Direct - Student Artifact

Details/Description:	The EOP&S/CARE program office provides New Student Orientation (NSO) sessions each semester for new students. To estimate students' learning during the sessions, the program created and administered a post-session questionnaire. This questionnaire includes 6 multiple choice and true/false questions for students to answer about EOP&S requirements and procedures.
Acceptable Standard:	90% of students will answer the questions correctly.
Ideal Standard:	95% of students will answer the questions correctly.

Findings for New Student Orientation Survey

Summary of Findings:	In addition to the Student Learning Outcome (SLO) type questions asked on the assessment, other statistical data was collected such as ID#, gender, etc. For the purpose of the SLO, only questions # 6-11 are relevant for the post-assessment.
	For Fall 2019, of the 520 students who completed the post-assessment, 93.6% to 99% answered questions # 7, 8, 9 & 11 correctly. For Questions 6 & 10 88.3% to 88.7 % answered correctly. The total average of all scores was 94.3%/
	For Spring 2020, IRP was only able to receive 17 responses. We believe this is due a turnover in IRP staffing who oversaw the survey. For this reason, we will not use Spring 2020 data for analysis.
Results :	Acceptable Standard Achievement: Met
Recommendations:	Counselors will be asked to explain more thoroughly the steps to complete their EOP&S admission process (Question #6) as well as probation (#10). Counselors will incorporate an activity or some type of immediate feedback activity, such as a kahoot quiz, to ensure students are grasping the info being shared with them.

Substantiating Evidence:

⊕EOP&S_NSO_Fall_2019.pdf (Adobe Acrobat Document) (See appendix)

EOPS_NSO_Spring_2020.pdf (Adobe Acrobat Document) (See appendix)

4. Data Analysis

4.1 DATA ANALYSIS

1 Data Analysis

As evidenced by the data below, EOP&S continues to support the mission and vision of the college in a variety of ways. With the new changes to the funding formula focusing heavily on the achievements of California Promise Grant recipients, of which all EOP&S students are, the program is serving the college's best interests with it's over and above services and success of it's students. The data below will dissect various aspects of the program's enrollment trends, retention, and achievements.
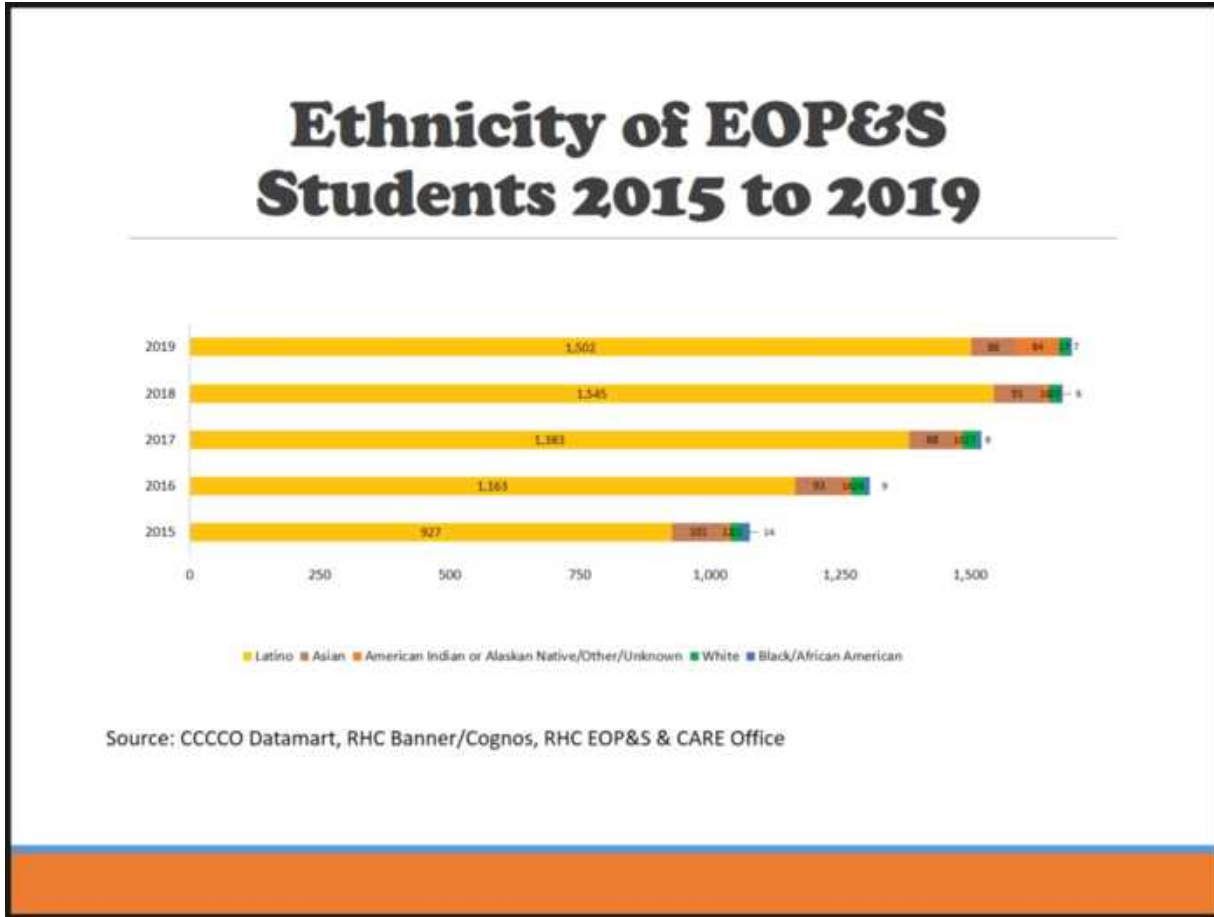
Students Served:

Over the past 4 years the number of students served in EOP&S/CARE has steadily increased. In 2014-2015 the program served 1076 EOP&S students, 85 of which were CARE. For the 2019-2020 school year, the program served 1685 EOP&S students, of which 84 were CARE. While overall the program numbers have grown, over the past two years the number of students served has not changed much. The intial growth of the program was due to increased funding after the recession of 2008 when EOP&S programs across the state were cut funds drastically. However, growth mode has since ended and the program is now on a maintenance mode, having maximized the number of students it can serve due to small funding growth as well as space and personnel constraints. The program simply doesn't have enough money to serve more students and does not have the space to hire the additional counselors and support staff needed to serve more students.

Students Served 2015 to 2019

Source: CCCCO Datamart, RHC Banner/Cognos, RHC EOP&S & CARE Office
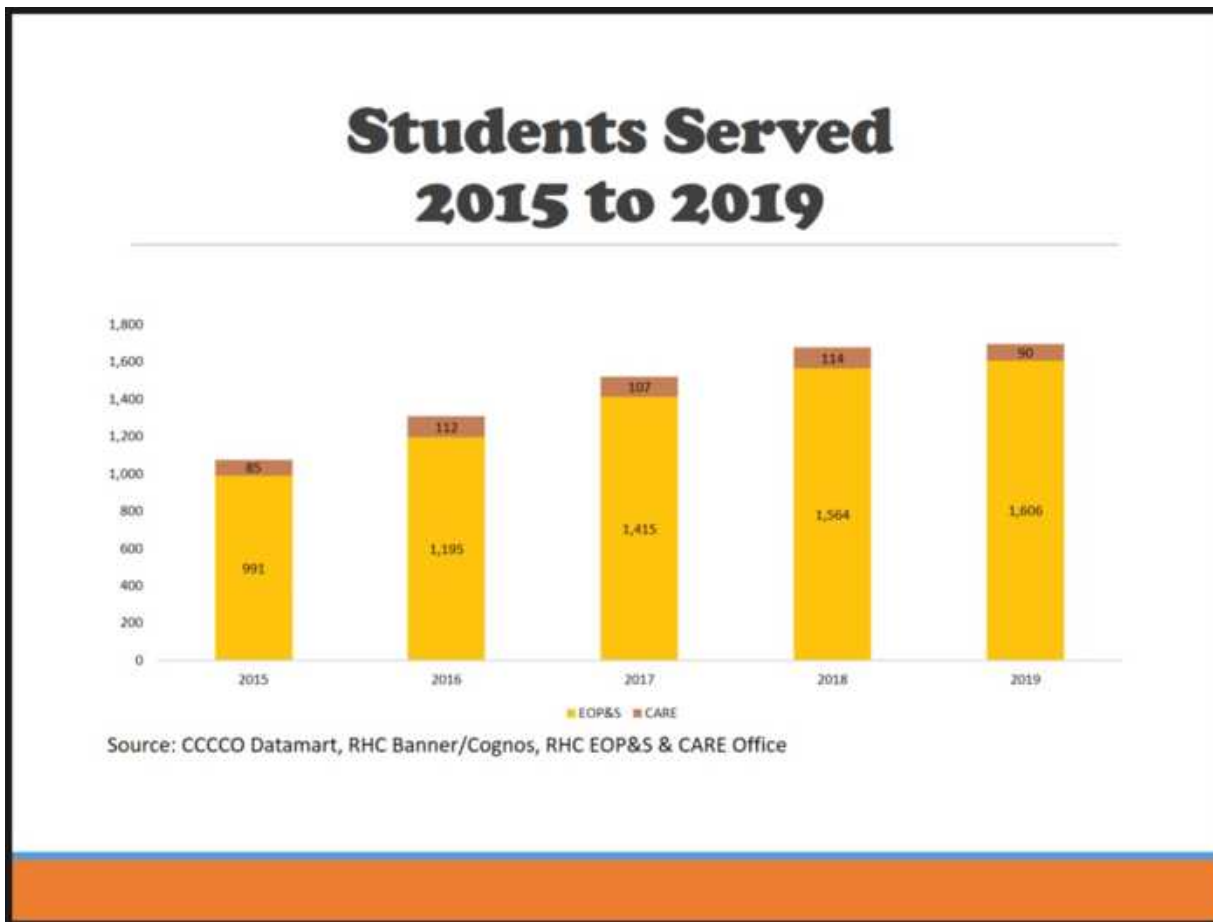
Ethnicity of Students:

The ethnic breakdown of students served in the EOP&S program over the past 4 years is diagramed below. As evidenced by the charts, the EOP&S/CARE program overwhelming serves LatinX students compared to other ethnicities . A big influence in the program's ethnic composition is the ethnic

composition of the college, which is also predominantly Latino. (74.2% according to campus score card data from 2016-2017 school year). Given efforts to increase equity amongst students of color, the EOP&S program is doing it's part to ensure equity by providing resources and support to a large number of students of color.

Ethnicity of EOP&S Students 2015 to 2019

Source: CCCCO Datamart, RHC Banner/Cognos, RHC EOP&S & CARE Office

Gender of Students:

As is consistent with national trends in higher education, the EOP&S/CARE program serves more female students (67%) than male students (33%). Although the colleges ratio of males to females is 43% female and 55% male, it is interesting that the number of female students in the EOP&S program is double that of the male students. There can be many variables that affect this number. A few possibilities could be that overall, women tend to demonstrate more help-seeking behaviors than males, which may lead to more women applying to the EOP&S program than men. In addition, men, especially in the Latino cultures, are often expected to help work and provide for their families, which may lead them to take less courses per semester. This may cause less men to be eligible for the EOP&S program given the requirement to be enrolled in a minimum of 9 units, with 12 units preferred, in order to be initially eligible for the program. Further research on this area would be needed to identify possible ways to grow the male student population.

Gender of EOP&S Students 2015 to 2019
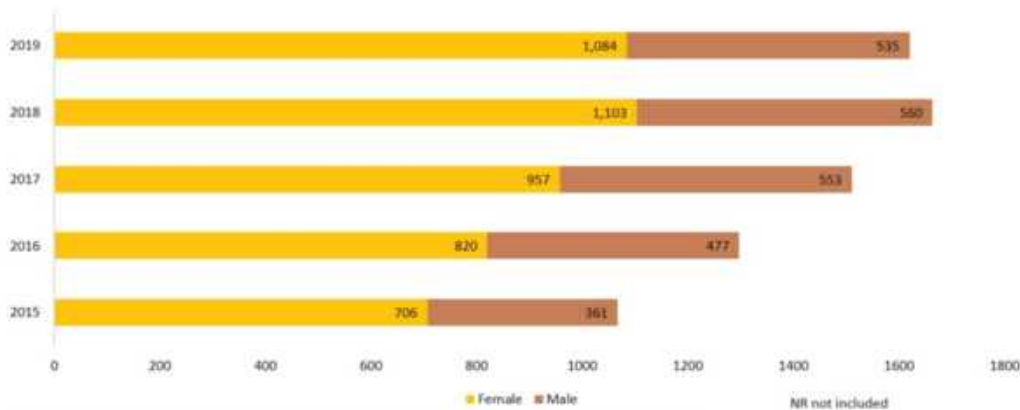
Source: CCCCO Datamart, RHC Banner/Cognos, RHC EOP&S & CARE Office

Fall to Spring Retention:

A true attestation to the programs effectiveness is the fall to spring retention rate of students when compared to the overall rate of the college. EOP&S students consistently demonstrate around a 90% retention rate form their fall to spring semesters, compared to their general college counterparts who demonstrate around 65% retention. The program's high touch services, support, and guidance plays a strong role in students returning for a second term compared to those not in the program. The EOP&S program plays an essential role in the success of the college, especially given the new funding formula which hones in on the success and retention of students receiving the California Promise Grant.
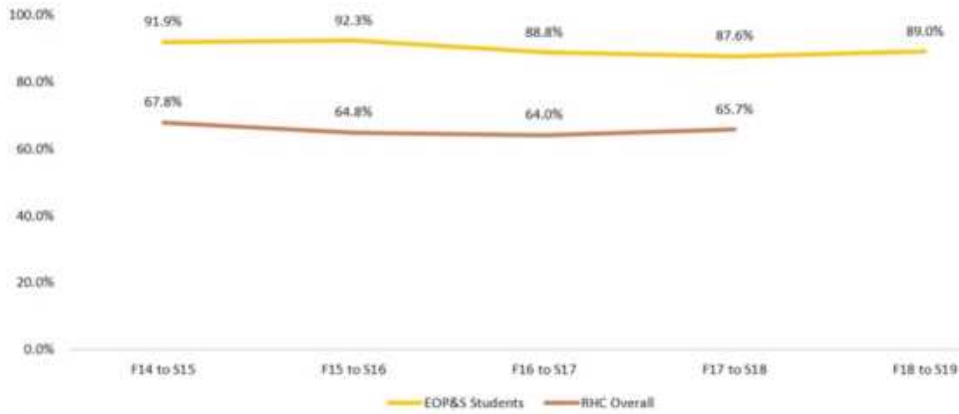
Average Units Accumulated by Graduation:

In addition to higher retention rates, EOP&S students also demonstrate fewer unit accumulation by graduation than their Rio Hondo counterparts. In the Vision for Success, Goal #3 is to reduce the units earned by graduation to a total of 79 by 2023. The EOP&S program is already only 3 units away from meeting that goal, leading the charge in comparison to the general student population.
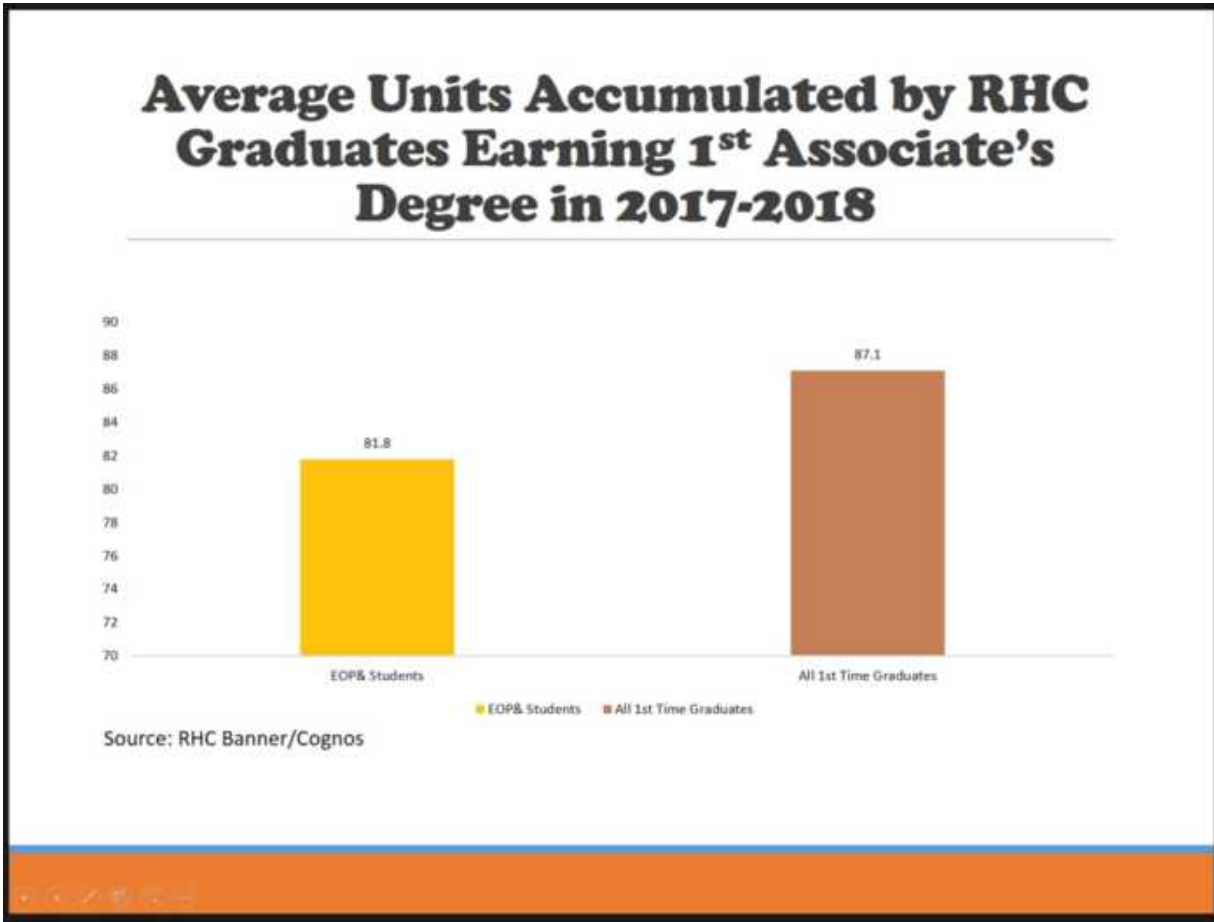
Degree and Certificate Completion:

From 2017 to 2018, there was a 66% increase in the number of associates degrees awarded to EOP&S students, while the number of students served in the program only increased by 10%. Overall, there was a 233% increase in the number of degrees and certificates earned. It is expected that the number of degrees and certificates earned by EOP&S students will continue to grow. The program has requested data for 2019 and is pending info from IRP.
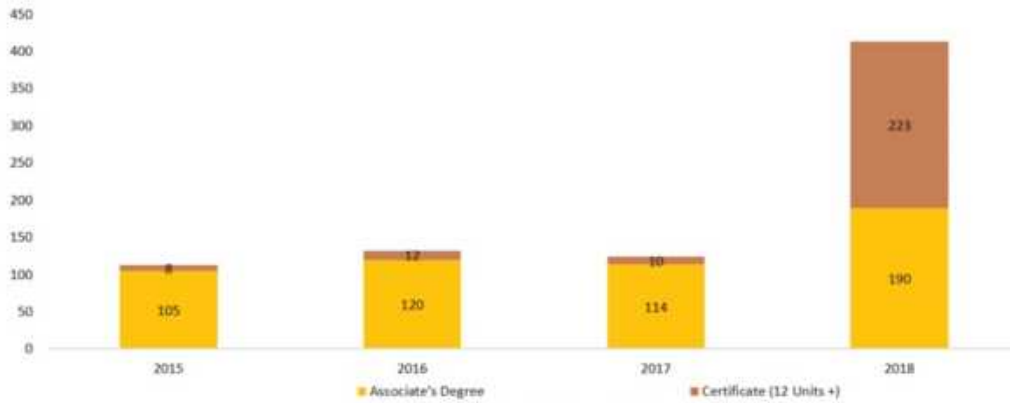
Transfer to 4-Year College/University:
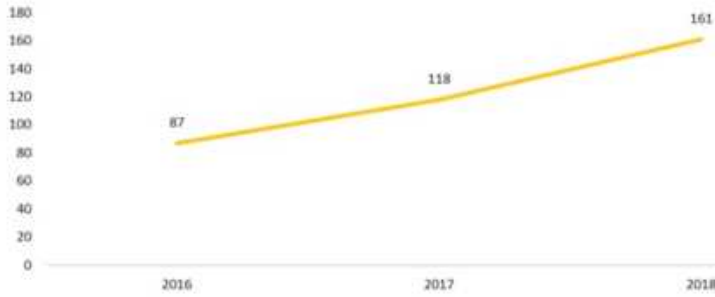
Over the past three years, EOP&S has had an 85% increase in the number of students transferring to 4-year schools to earn their bachelor's degrees while the number of students served by the program has grown only 28%.

5. Objectives & Resource Requests

5.1 OBJECTIVES

EOP&S Action Plan 2020-2021

Provide additional services to students beyond the 3 mandated counselor contacts to help them persist towards their educational goals.

This objective will include the following activities: 1) Develop and apply an intervention/outreach system to students who are placed on probation (Begun/In Progress). 2) Provide workshops that support academic skills, social support, personal and professional development, and career exploration (Begun/In Progress). 3) Transition to 45 minute counseling appointments to better serve students while in remote environment (Begun/In Progress).

Mapping

Institutional Goals and Objectives (Effective 2019-2020): 1.1 Increase Completion - Associate Degrees, 1.2 Increase Completion - Certificates, 2.1 Increase Transfer - ADTs, 2.2 Increase Transfer - UC or CSU Systems, 2.3 Increase Transfer - Total Students, 3.1 Unit Reduction, 6.1 Increase Completion of Transfer Level by First-Time Students in First Year - English and Math, 6.2 Increase Completion of Transfer Level by First-Time Students in First Year - English, 6.3 Increase Completion of Transfer Level by First-Time Students in First Year - Math, 7.1 Increase Successful Course Completion Rate, 9.1 Increase Fall to Spring Retention

Develop online application that pre-screens applicants, allowing for a 2 week turn-around

Mapping

Institutional Goals and Objectives (Effective 2019-2020): 1.1 Increase Completion - Associate Degrees, 1.2 Increase Completion - Certificates, 10.1 Increase Momentum Milestones for New Students - 15 Units, 10.2 Increase Momentum Milestones for New Students - 30 Units, 11.1 Increase Completion of Educational Plans for First-Time Students, 2.1 Increase Transfer - ADTs, 2.2 Increase Transfer - UC or CSU Systems, 2.3 Increase Transfer - Total Students, 5.1 Equity - Increase Disabled Students Transfers, 5.2 Equity - Increase Foster Youth Transfers, 7.1 Increase Successful Course Completion Rate, 8.2 Increase Access - CA Promise Grants, 9.1 Increase Fall to Spring Retention

Increase staff professional development to continue understanding and better serving diverse and disproportionately disadvantage students.

This objective will be met by increasing staff professional development participation in technology related trainings to better serve students while in remote environment. In addition, staff will also be encouraged to attend ally trainings in for AB540, Autism and students with disabilities, Veterans, Foster Youth, and LGBTQ.

Mapping

Institutional Goals and Objectives (Effective 2019-2020): 1.1 Increase Completion - Associate Degrees, 1.2 Increase Completion - Certificates, 10.1 Increase Momentum Milestones for New Students - 15 Units, 10.2 Increase Momentum Milestones for New Students - 30 Units, 11.1 Increase Completion of Educational Plans for First-Time Students, 2.1 Increase Transfer - ADTs, 2.2 Increase Transfer - UC or CSU Systems, 2.3 Increase Transfer - Total Students, 5.1 Equity - Increase Disabled Students Transfers, 5.2 Equity - Increase Foster Youth Transfers, 6.1 Increase Completion of Transfer Level by First-Time Students in First Year - English and Math, 6.2 Increase Completion of Transfer Level by First-Time Students in First Year - English, 6.3 Increase Completion of Transfer Level by First-Time Students in First Year - Math, 7.1 Increase Successful Course Completion Rate, 8.1 Increase Access - Pell Grants, 8.2 Increase Access - CA Promise Grants, 9.1 Increase Fall to Spring Retention

5.2 FULL-TIME FACULTY REQUEST

Actions

EOP&S Action Plan 2020-2021

Objective

Objective: Provide additional services to students beyond the 3 mandated counselor contacts to help them persist towards their educational goals.
This objective will include the following activities: 1) Develop and apply an intervention/outreach system to students who are placed on probation (Begun/In Progress). 2) Provide workshops that support academic skills, social support, personal and professional development, and career exploration (Begun/In Progress). 3) Transition to 45 minute counseling appointments to better serve students while in remote environment (Begun/In Progress).

Action: Hire 1 more Full Time Faculty

This Action is associated with the following Findings

No supporting Findings have been linked to this Action.

Position Title & Program:	Full-time Tenure-track EOP&S/CARE Counselor
Rationale:	The Program has had to move to 45-minute appointments to continue providing "Over and Above" services to students and address their personal and mental health needs effectively during the pandemic. With funding increasingly tied to documented services, it has become challenging to address the many needs of our students in their 30-minute counseling appointments. There is a calculated and demonstrated need to hire an additional Full Time counselor to meet the needs of our growing student population and the EOP&S regulations for 3 counselor contacts each semester. By converting counseling appointments to 45 minutes with our current counselor load we would only be able to provide 3,700 appointments per semester which would be less than the 4,800 required to support a 1,600 student population to complete all three contacts. An additional full time counselor at 100% (32 hours per week) would allow us to provide 680 more appointments per semester.
Budget request amount:	$100,000.00

Priority:	Medium

5.3 FULL-TIME CLASSIFIED REQUEST

Actions

EOP&S Action Plan 2020-2021

Objective

Objective: Provide additional services to students beyond the 3 mandated counselor contacts to help them persist towards their educational goals.

This objective will include the following activities: 1) Develop and apply an intervention/outreach system to students who are placed on probation (Begun/In Progress). 2) Provide workshops that support academic skills, social support, personal and professional development, and career exploration (Begun/In Progress). 3) Transition to 45 minute counseling appointments to better serve students while in remote environment (Begun/In Progress).

Action: Hire Full Time Classified

This Action is associated with the following Findings

No supporting Findings have been linked to this Action.

Position Title & Program:	Full Time EOP&S/CARE Student Services Assistant
Basic Job Description:	Under the direction of the EOP&S/CARE director, the EOP&S/CARE Student Services Assistant (SSA) will support the work of the program by performing specialized clerical and technical duties in EOP&S/CARE.
Rationale:	With the new Roadrunner Connect program allowing for faculty across the campus to raise flags of concern for students in their classes, this position will be a vital component of following up with Flags raised. The Student Services Assistant will help monitor students who have had concerns raised by their professors, and contact those students to provide them information on resources or encourage them to come in a meet with a counselor. In addition the SSA will provide more extensive support and services for students on probation. Having a staff member solely dedicated to these projects, and others focused on retention and persistence, the program hopes to increase the number of students successfully persisting to degree completion and/or transfer. Over the past two semesters EOP&S/CARE has utilized graduate interns start this process. However, consistency has been and will continue to be difficult to maintain because of the nature of having interns for only one or two semester at a time. By the time they have understood the process and begun implementing the interventions, the internships ends and the process must be restarted again. In addition, there is never a guarantee of having an intern which may leave the process untouched in those semesters. Without a guarantee of interns and the semester-to-semester turn-over, it is crucial to have a permanent SSA in this role that can oversee the project from semester to semester. Given the sheer number of students in the EOP&S program, this will be a vital supplement to the work of the

counselors.

Budget request amount: $80,000.00

Priority: High

Objective: Develop online application that pre-screens applicants, allowing for a 2 week turn-around

| **Action:** Hire a Full Time EOP&S/CARE Student Services Assistant |

This Action is associated with the following Findings

No supporting Findings have been linked to this Action.

Position Title & Program:	See Full Time EOP&S/CARE Student Services Assistant
Basic Job Description:	See Full Time EOP&S/CARE Student Services Assistant
Rationale:	In addition to assisting with monitoring flags in Roadrunner Connect, the SSA would also be needed to help with the online application process for new EOP&S students. In this role, the SSA would assist the EOP&S evaluator by screening out applications of students who are clearly ineligible for the program, allowing for only potentially eligible student applications to move forward for review by the evaluator. This will be essential in providing the faster turn around for applications where the SSA would inform ineligible students as quickly as possible while reducing the number of applications sent for evaluation, allowing the evaluator to focus on a smaller amount of applications.

Budget request amount: $80,000.00

Priority: Medium

| **Action:** Hire a Full-Time Systems Analyst dedicated to the Student Services Division |

This Action is associated with the following Findings

No supporting Findings have been linked to this Action.

Position Title & Program:	Systems Analyst
Basic Job Description:	Under the direction of the Director of Information and Technology Services, coordinate, oversee, analyse, and maintain instructional computer systems; provide technical guidance and recommendations concerning existing computer programs and systems specifically pertaining to the needs of the Student Services Division.
Rationale:	This position's supporting rationale is tied to the request for resources to develop an online EOP&S/CARE application. In addition to helping the program develop and maintain the online application, the Student Services Systems Analyst will also be essential in providing IT support the the entire division as needed. Currently there is no one Systems Analyst dedicated to Student Services. Given the many needs of the division, having a Systems Analyst dedicated to the division would allow for a more efficient work flow overall as well as an IT person who is more fully aware of

the needs of the programs and services within the division, including financial aid, admissions and records, CalWORKs, General Counseling, DSP&S, and the variety of other areas within the division.

Budget request amount:	$80,000.00
Priority:	High

5.4 FULL-TIME ADMINISTRATOR REQUEST

5.5 FACILITIES REQUEST

Actions

EOP&S Action Plan 2020-2021

Objective

Objective: Provide additional services to students beyond the 3 mandated counselor contacts to help them persist towards their educational goals.

This objective will include the following activities: 1) Develop and apply an intervention/outreach system to students who are placed on probation (Begun/In Progress). 2) Provide workshops that support academic skills, social support, personal and professional development, and career exploration (Begun/In Progress). 3) Transition to 45 minute counseling appointments to better serve students while in remote environment (Begun/In Progress).

Action: Acquire Additional Space

This Action is associated with the following Findings

No supporting Findings have been linked to this Action.

Rationale:	Additional space for Counseling office, workshops, and clerical space is needed
Budget request amount:	$0.00
Priority:	High

Objective: Develop online application that pre-screens applicants, allowing for a 2 week turn-around

No actions specified

5.6 TECHNOLOGY REQUEST

Actions

EOP&S Action Plan 2020-2021

Objective

Objective: Develop online application that pre-screens applicants, allowing for a 2 week turn-around

Action: Hire a Full-Time Systems Analyst dedicated to the Student Services Division

This Action is associated with the following Findings

No supporting Findings have been linked to this Action.

Rationale:	Systems Analyst
Budget request amount:	$80,000.00
Priority:	High

5.7 INSTRUCTIONAL EQUIPMENT REQUEST

5.8. BUDGET AUGMENTATION REQUEST

6. Program Plan Submission

6.1. ANNUAL PROGRAM PLAN ATTACHMENT

Appendix

A. **EOP&S SAO 2019-2020** (Adobe Acrobat Document)
B. **EOP&S_NSO_Fall_2019.pdf** (Adobe Acrobat Document)
C. **EOPS_NSO_Spring_2020.pdf** (Adobe Acrobat Document)

Annual Program Plan Fall 2020

Foster/Kinship Care Education and Independent Living

Created on: 10/05/2020 03:43:00 PM EDT
Last Modified: 10/09/2020 09:18:08 PM EDT

Table of Contents

General Information (Annual Program Plan Fall 2020)

1. Mission Statement

1.1 MISSION STATEMENT

The Center for Foster Care Programs strives to equip and empower current and former foster youth with the tools necessary to successfully transition into adulthood, obtain a degree/certificate and/or transfer to a four-year university. We provide quality education and support opportunities with a focus on resource parents of children and youth in out-of-home care to meet the educational, emotional, behavioral and developmental needs of children in foster care.

2. Program Description

2.1 PROGRAM DESCRIPTION

2.1 Budget Space Allocation, and Staffing

The Center for Foster Care Program (Guardian Scholars & Foster/Kinship Care Education (FKCE)/Youth Empowerment Strategies for Success -YESS) is located in the Student Services Building 3rd floor Room SS307. The office consists of 2 private offices (1 for Program Specialist & 1 Counselor/Coordinator), a reception desk, a small waiting area for students, 3 computer workstations and a small snack pantry with a mini refrigerator/freezer. Currently the office is staffed by the following: 1 full-time 100% Classified Program Specialist, 1 full-time categorically funded 60% Counselor & 40% Coordinator, 1 (VACANT) classified part-time 40% Clerk Typist II, and 1 19-20 hours per week Student Success Coach II. There is currently no full-time support staff. As of Spring 2020, GS also hired a Tutor for 15 hours per week as well as 2 Mentors for 10 hours per week.

GS is currently funded through the following funding sources:

Student Equity & Achievement Program through the California Community Colleges Chancellor's Office is categorically funded and has no growth expectancy. Current budget of approximately $151,000 funds a full-time Counselor/Coordinator, student school supplies, office supplies, and travel/conferences. An additional $8,000 funds a dedicated part-time Student Success Coach II. Foster youth are identified as a disproportionately impacted population, therefore, GS remains a priority.

Private Foundation funding (Pritzker Foster Care Initiative) provided a yearly $30,000 grant for 2018, 2019 and 2020. Funding supports emergency textbook funding, student activities - retreats, conferences, university field trips, meal vouchers, graduation cap/gown with stole, student supplies, outreach materials, snack/food for students. This grant is a yearly grant and will hope to apply and get renewed for the 2021year. Due to COVID, 2020 funding was also utilized for the additional emergency textbooks funding, mentors, student supplies and other emergency funding for transportation and food.

The California College Pathways Fund (CCPF) provided a $50,000 grant to support the GS Program as of September 1, 2020. This funding will be utilized to form a Guardian Scholars Student Success Team to promote and facilitate student interaction and provide opportunities for GS mentors/coaches as well as tutors to connect and form strong academic relationships. The Student Success Team approach is evidenced-based and improves retention, persistence, and degree attainment for Rio's foster care students by creating a collaborative student support program for first- and second-year Guardian Scholars students. Funding will also be utilized to increase the GS graphing calculator and chromebook loan program.

Youth Empowerment Strategies for Success (YESS) is funded through the Foundation for California Community Colleges, the yearly allocation is $22,500. Partial funds are used for workshop trainers expenses, retreat venues, and food supplies. The purpose of this grant is to support youth ages 16-21, therefore partial funds are used for independent living classes for youth in high school. 5% of Program Specialists' salary is funded through YESS.

The **FKCE Program** supports the indirect development of foster youth by educating resource parents (foster, adoptive, guardian, relatives). The Chancellor's Office allocates funds for the FKCE categorical program. For the fiscal year 2020-2021 57 colleges were funded statewide, Rio Hondo was allocated $157,065. Due to the covid-19 pandemic, there was a carry-over amount from 2019-2020 of $32,299.74. A total of $189,364.74 must be spent by June 30, 2021. Expenditure reporting is required within 60 days after the end of the fiscal year.

2.2 Projects grants and initiatives

Since 2018, The Pritzker Family Foundation (Pritzker Foster Care Initiative) has awarded Rio Hondo College a yearly grant in the amount of $30,000 to support the Guardian Scholars Program. We are currently awaiting a 2020 grant report review and pending a possible fourth renewal funding for 2021.

Due to the fact that Foster youth are identified as a disproportionately impacted population, GS continues to remain a priority in efforts to close foster youth achievement gaps. As mentioned, the CCCCO Student Equity & Achievement Program funds the majority of the GS Program which is categorically funded and has no growth expectancy.

The Chafee ETV grant in California was expanded in the 18/19 state budget so that youth are eligible now up to age 26 (from age 23 previously). The Chafee application was updated October 2018 to accept applications from older students. In addition to the age expansion, there is now a new requirement that students may only receive the grant for a maximum of 5 years. California Student Aid Commission (CSAC) sent out an automatic message to all eligible students who were previously determined to be eligible who aged out at 23, and had not exceeded the 5-year maximum, to inform. This caused many foster youth to return back to college.

The passage of **SB150** legislation in October 2019, increased the rate of college success among California's foster youth by improving access to the Chafee grant program which provides students with experience in foster care up to a maximum of $5,000 in state financial aid each year. While California's foster care system has made important strides in the last five years for older youth, one area where it continues to struggle is post-secondary achievement.

Evidence shows that receiving financial aid is a strong predictor of degree attainment - positively impacting grade point average, transfer rates and undergraduate degree attainment, however many students who qualify for these funds do not receive them in a timely manner and many lose the funds at the point that they often need them the most. SB 150 will improve foster youth access to the state's only financial aid source dedicated to foster youth by:

-
  Authorizing CSAC to award up to 200% of the Chafee ETV allocation amount during the first award cycle, allowing a greater number of students to receive funds at the beginning of the school year, when funds are needed the most.

-
  Replacing the Chafee ETV's existing Satisfactory Academic Progress requirement with more flexible standards and requiring each school to offer an appeals process to account for the unique circumstances of foster youth.

These provisions will expand foster youth access to the Cal Grant program by recognizing the unique barriers they face and will help modernize our state financial aid programs to better serve our highest needs students.

To the contrary, for FKCE Program, a statewide initiative developed an alternate funding formula that allocates funds for the program more equitably and reduces the emphasis on annual training hours. Instead, the funding formula now is being reflected on the number of unduplicated resource parents that attended trainings during the prior prior year. Most of the FKCE programs experienced a cut in funds for the 2019-2020 fiscal year. Based on 2018-19 factors there was a cut of about 7%, or $600,000, statewide.

The Rio Hondo College District has housed the FKCE Program for more than 15 years, relationships have been established with the community: social workers, educators, advocates, politicians, and youth. The updated funding formula exclusively considers current/prospective resource parents in the unduplicated count.

With the updated passage of a statewide Resource Family Approval Process (RFA) in 2017, it continues to impact FKCE by the

requirements being asked for training and its curriculum. With 10 percent of the nation's children in foster care in Los Angeles County, it is important that committed Resource Families be recruited and supported in the communities from which children are being placed. Providing the county with well-trained Resource Parents ensures the overall wellbeing of the county's most vulnerable children. Although FKCE has a strong relationship with the Department of Children and Family Services (DCFS). The department contracted with The Community College Foundation (TCCF), who provide all trainings as it relates to RFA, and sometimes that includes renewal trainings, and First Aid CPR, reducing attendance in FKCE Trainings.

In March 2019, DCFS launched a new required Higher Education Training that is designed to ensure that all resource parents have the tools needed to assist youth with college exploration and planning. Two different courses are offered: Education Course 1 for resource parents with youth in grades 6-10 and Education Course 2 for resource parents with youth in grades 11-12 and recent high school graduates. Each of these courses are approximately 3 hours in length. Resource parents are advised to pick the grade level that most closely matches the grade level of the youth in their care. Letters were mailed to each resource family with children under their care that fall within these criteria. This has increased attendance for FKCE training.

The presentation was developed by John Burton Advocates for Youth and UNITE-LA, with input from L.A. County Department of Children and Family Services (DCFS) and Foster and Kinship Care Education (FKCE) specialists. This curriculum is part of an overall strategy within the L.A. Opportunity Youth Collaborative's Foster Youth College Advancement Project to increase postsecondary attainment for foster youth in Los Angeles County.

Due to the COVID-19 pandemic, and the "Safer in Place Order" from the State of California, All trainings were moved to online. This caused many challenges but also positive outcomes. Some challenges were mostly due to working with older students, some are elderly and many are technologic illiterate . Also, having children at home, prevents resource parents from being able to register and be able to attentively participate. Regardless of the challenges, by offering online trainings, Rio Hondo was able to reach out to caregivers who live out of the service area and who would not usually attend our trainings due to location distance. As an example, pre-covid times, we would see 2 to 5 participants per class. Post-covid times, we see from 5 to 25 participants per class.

2.3 Professional Development

Every community college campus has a foster youth liaison designated to help foster youth as part of the Foster Youth Success Initiative (FYSI). Liaisons are dedicated professionals committed to doing all they can in helping current and former foster youth reach their educational and personal goals. Currently, Rio Hondo College GS Counselor/Coordinator serves as the CCCCO Foster Youth Success Initiative (FYSI) Region 8 Co-Representative and Program Specialist is also an active member and liaison. Leading Regional FYSI meetings as well as participating in various training sessions, regional events, statewide convenings, web-based orientations is ongoing throughout the year. GS Counselor/Coordinator and Program Specialist are also members of the Southern California Higher Education Foster Youth Consortium (SCHEFYC) which consists of various community partners as well as CCCCO, CSU's, UC's and Private University representatives that serve current and former foster youth.

Attend/participate in the yearly Blueprint for Success Conference which is a two-day event that includes plenary sessions, legislative updates, a networking reception and workshops. The conference is sponsored by John Burton Advocates for Youth and consists of a combination of meaningful engagement opportunities with in-depth workshops presented by professionals with a passion and aptitude for supporting foster youth to achieve their higher education goals.

Participate in other various web-based training related to foster care legislature, financial aid, homelessness, mental health resources, and best practices.

Program Specialist is required to attend mandatory annual FKCE Conference and YESS Coordinators Convening. Updates in policies, procedures, legislation and training is provided.

2.4 Services and Target Audience

Guardian Scholars (GS) is a comprehensive student support program dedicated to empowering and guiding current and former foster youth students to achieve an A.A./A.S. degree, complete a certificate program or transfer to a four-year university. GS is currently serving 160 students this Fall 2020 semester a 46% increase since its inception in Fall 2015 with 110 students. Program enrollment remains steady with a slight decrease from Fall 2019, due to COVID-19.

Due to the COVID-19 pandemic and the "Safer in Place Order" from the State of California, college campus closed and classes went remote mid Spring 2020 semester. The GS program staff continues to actively reach out and communicate with GS students via email, phone calls and Remind app. GS also continues to offer various workshops via Zoom. GS has also added additional ways of communicating with GS students during the COVID pandemic and remote learning environment. Some examples are Zoom and Cranium Café video conferencing, google voice text messaging, and a new GS Canvas page, which is the educational software/ platform that Rio Hondo utilizes, and is currently in development. This will be the hub where GS students can access important program updates, virtual workshops, communicate and send messages to GS staff and other GS students. This GS Canvas hub will be available to all registered GS students beginning this semester. As of Fall 2020, GS also has a dedicated GS Tutor and 2 Mentors available for additional support to students. Unfortunately, many GS students were laid off from their jobs, struggled financially as well as with remote classes, all while trying to cope with the stressors of living in a pandemic. On-going GS services were provided as well referrals to additional community partners for emergency and technology resources.

GS continued to support and help students navigate this new way of remote learning through GS services as well as community resources. The following comprehensive services are provided remotely to students in efforts of meeting the academic, social, emotional, and financial needs of current and former foster youth attending Rio Hondo College:

• Academic, career, and personal counseling services

• Priority registration

• Emergency funding- textbook assistance

• College supplies

• Calculator/laptop loan

• Cap/gown with GS stole for graduating scholars

• Partnerships with other on & off campus services referrals

• Access to ILP County Services

• Academic/Life Skills Workshops/Events/ Retreats/Field trips

• Mental Health Resources (on and off campus)

• Go Rio TAP bus pass

• New Tutoring and Mentoring (Virtual via Zoom as of Fall 2020)

The following services are currently not available due to campus closure

• On Campus Meal Vouchers

• Snack Pantry

• Access to Computer/ Printer

FKCE provides a variety of training programs for Foster/Resource Parents (parent education), and specialized training for relative caregivers.

-
  Annual conferences

- Trainings in the following categories:

  - Parenting Skills

  - Working with the System

  - Permanency Planning/ Reunification/ Emancipation

  - LGBTQ, Healthy Sexual Development, Substance Abuse topics

  - D-RATE – Children with Emotional/Behavioral difficulties

  - F-RATE – Medically Fragile Children

  - W-RATE – Whole Foster Family Home (caring for pregnant or parenting youth)

  - Training for Trainers (professional development)

  - Other specialized topics

Youth Empowerment Strategies for Success—Independent Living Program (YESS–ILP) is a comprehensive and integrated program that unites community partners and academic leaders to empower current and former foster youth to successfully transition into independent living. With a focus on higher education and career training, the YESS-ILP provides youth with life skills and access to supportive campus connections to increase their ability to succeed. It provides a smooth transition from K-12 to community college

campuses and foster youth education programs

 Classes/workshops are provided out in the community and on campus.

- Life-skills training with an emphasis on higher education options

- employment/career options

- Financial literacy

- Daily living skills

2.5 Program Progress

For 2020-2021, The Center for Foster Care Programs projected two Student Learning Outcomes, Below is the progress for each:

SLO1: GS Guardian Scholars students will successfully complete a minimum of 6 units a semester. Guardian Scholars will successfully complete a minimum of 6 units per semester. Guardian Scholar students that meet with GS Counselor or Program Specialist, at least twice a semester will successfully complete a minimum of 6 units per semester.

GS students have demonstrated an increased attendance in meetings with counselor or program specialist. We are currently on week 8 of the Fall 2020 semester and start of the 2020-2021 academic year, therefore, data is currently being compiled for appointment attendance as well as completion of 6 units with a passing grade. So far, out of the 160 students enrolled for Fall 2020, 125 students continue to be enrolled in 6 units or more. Due to the ongoing COVID-19 pandemic, students continue to experience challenges, and GS will provide on-going counseling and support services to GS students. The status of the request to hire a part-time adjunct counselor continues to be needed.

SLO 2: FKCE Increase the number of current and prospective resource parents who will attend FKCE trainings.

By using marketing strategies and outreach activities, number of current and prospective resource parents who will attend FKCE trainings.

Due to a decrease in funding for the FKCE Program, for 2019-2020 it was projected that less D and F Rate Trainings would be provided, but since all classes were moved online in Spring 2019, additional D and F rate trainings were offered. In comparison, 4 more trainings were offered in 2019-2020 than in 2018-2019 for a total of 12 trainings (192 hours of education). More than 95% of resource parents that are attending the specialized trainings continue to become certified to care for children with special needs. For 2020-2021 we are projecting to offer at least 12 trainings again. In 2021-2022, our priority will be to increase to 14 trainings. Funding wise, this will help to increase the unduplicated count of participants.

The status of requesting a Student Services Assistant (100%), continues to be a priority to ensure that phone calls are being responded. We receive calls from students and resource parents who need to register for trainings or schedule appointments to meet with counselor, program specialist, mentors and tutor.   Reminder calls/text messages and follow ups are extremely important to decrease the risk of having no shows. Without full-time supporting staff, attendance/participation is decreasing. This resource request supports all SLOs.

3. Outcomes

3.1 ASSESSMENT TIMELINE AND CLOSING THE LOOP

File Attachments:

1. **Outcomes_Assessment_Timeline_(Template).xlsx** (See appendix)

3.2 PROGRAM OUTCOME STATEMENTS

SLO 1: GS

SLO1:GS
Guardian will successfullycomplete a minimum of 6 units persemester.Guardian Scholar students thatmeet with GS Counselor or Program Specialist, at leasttwice a semester will successfullycomplete a minimum of 6 units asemester.

Mapping

Institutional Goals & Objectives 2018-2019: Objective 1.1

SLO 2: FKCE

SLO 2: Increase the number of current and prospective resource parents who will attend FKCE trainings
By using marketing strategies and outreach activities, number of current and prospective resource parents who will attend FKCE trainings.

Mapping

Foster/Kinship Care Education Action Plan 2019-2020: To Increase Visibility of the FKCE Program,

Institutional Goals & Objectives 2018-2019: Objective 2.4,

President's Area Action Plan 2019-20: Improve Marketing & Communications Efficiency

3.3 NON-INSTRUCTIONAL PROGRAM OUTCOMES ASSESSMENT

Measures

SLO 1: GS

Outcome

Outcome: SLO1:GS
Guardian will successfully

complete a minimum of 6 units per
semester.
Guardian Scholar students that
meet with GS Counselor or Program Specialist, at least
twice a semester will successfully
complete a minimum of 6 units a
semester.

Measure: IRP Review of Student Units Completion
Program level Indirect - Other

Details/Description:	Data will be compiled through SARS, BANNER/Cognos as well as internal office Excel spreadsheet. Data will be analyzed through IRP Department to obtain report with data of Guardian Scholars who met with counselor or program specialist during each semester and the rate of students who successfully completed 6 units per semester. In comparison to GS students who did not.
Acceptable Standard:	60% of Guardian Scholars will complete at least 6 units per semester.
Ideal Standard:	85% of Guardian Scholars will complete at least 6 units per semester.

Supporting Attachments:

⊙Outcome Assessment Outline (Adobe Acrobat Document) (See appendix)

SLO 2: FKCE

Outcome

Outcome: SLO 2: Increase the number of current and prospective resource parents who will attend FKCE trainings
By using marketing strategies and outreach activities, number of current and prospective resource parents who will attend FKCE trainings.

Measure: Internal Review of Program Records
Program level Direct - Other

Details/Description:	Data will be obtained from sign-in-sheets of trainings (Class Profile Sheets). This data will need to accurately be entered into the Chancellor's Office Database. A review of Participants Unduplicated Count will be reviewed quarterly.
Acceptable Standard:	There will be a 15% increase of current/perspective resource parents.
Ideal Standard:	There will be a 50% increase of current/perspective resource parents.

Supporting Attachments:

⊙Outcome Assessment Outline (Adobe Acrobat Document) (See appendix)

3.4 NON-INSTRUCTIONAL PROGRAM OUTCOME FINDINGS

Finding per Measure

SLO 1: GS

Outcome

Outcome: SLO1:GS
Guardian will successfully
complete a minimum of 6 units per
semester.
Guardian Scholar students that
meet with GS Counselor or Program Specialist, at least
twice a semester will successfully
complete a minimum of 6 units a
semester.

Measure: IRP Review of Student Units Completion
Program level Indirect - Other

Details/Description:	Data will be compiled through SARS, BANNER/Cognos as well as internal office Excel spreadsheet. Data will be analyzed through IRP Department to obtain report with data of Guardian Scholars who met with counselor or program specialist during each semester and the rate of students who successfully completed 6 units per semester. In comparison to GS students who did not.
Acceptable Standard:	60% of Guardian Scholars will complete at least 6 units per semester.
Ideal Standard:	85% of Guardian Scholars will complete at least 6 units per semester.

Supporting Attachments:

ⓘOutcome Assessment Outline (Adobe Acrobat Document) (See appendix)

Findings for IRP Review of Student Units Completion

No Findings Added

SLO 2: FKCE

Outcome

Outcome: SLO 2: Increase the number of current and prospective resource parents who will attend FKCE trainings
By using marketing strategies and outreach activities, number of current and prospective resource parents who will attend FKCE trainings.

Measure: Internal Review of Program Records
Program level Direct - Other

Details/Description:	Data will be obtained from sign-in-sheets of trainings (Class Profile Sheets). This data will need to accurately be entered into the Chancellor's Office Database. A review of Participants Unduplicated Count will be reviewed quarterly.
Acceptable Standard:	There will be a 15% increase of current/perspective resource parents.
Ideal Standard:	There will be a 50% increase of current/perspective resource parents.

Supporting Attachments:

Outcome Assessment Outline (Adobe Acrobat Document) (See appendix)

Findings for Internal Review of Program Records

Summary of Findings:

In 2017-2018 academic year, 482 resource parents attended at least one training. For 2018-2019 attendance decreased to 388 due to having less funds and less trainings were offered. In 2019-2020 the unduplicated count of participants decreased again to 363, this was mainly due to the challenges faced when classes were transitioned to online. Although we were able to see an increase of attendance per training, the amount of new resource parents was not achieved. For 2020-2021 we are projecting an increase to 400 unduplicated participants. It is important to note, the data is skewed because the definition of Prospective Foster / Adoptive Parent was modified from 2017-2019, and the new eligibility criteria decreased the amount of caregivers that could be counted as prospective resource parents in 2019-2020.
In order to improve our outcome in the future, we will need to continue increasing our marketing and outreach strategies.

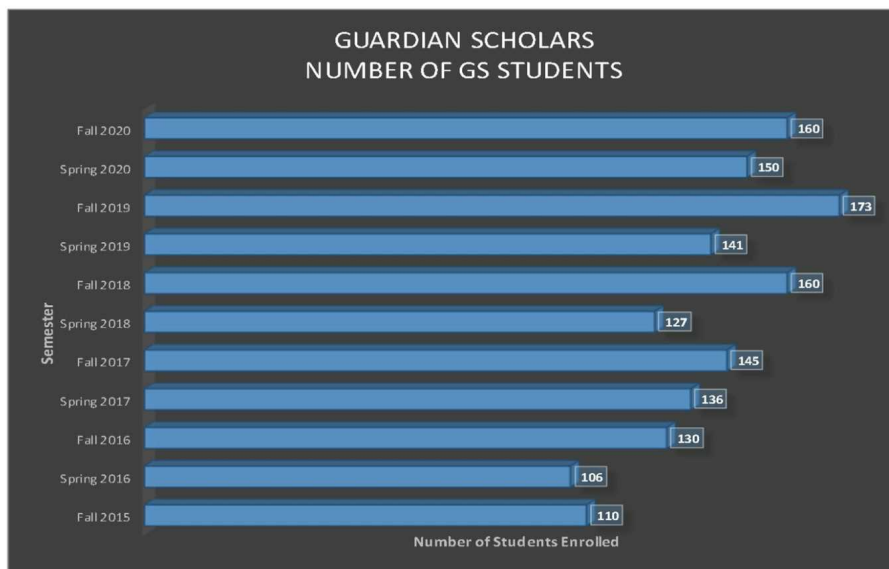**Results :** Acceptable Standard Achievement: Not Met

Recommendations: To increase attendance, we will need to perform outreach efforts such as: Consistently manage Facebook page, Create a Leads Spreadsheet to constantly call/text to invite and remind about trainings. Attend meetings with different agencies and Department of Children and Family Services to present on FKCE Trainings.

4. Data Analysis

4.1 DATA ANALYSIS

Guardian Scholars Data

The Guardian Scholars (GS) Program is a fairly new comprehensive student support program under Student Services as of Fall 2015. The number of students in GS has steadily increased since the inception (Guardian Scholars graph below). GS is currently serving 160 students this Fall 2020 semester, a 46% increase since its inception in Fall 2015 with 110 students. Program enrollment remains steady with a slight decrease when compared to Fall 2019, due to the COVID-19 pandemic

GUARDIAN SCHOLARS
NUMBER OF GS STUDENTS

Semester	Number of Students Enrolled
Fall 2020	160
Spring 2020	150
Fall 2019	173
Spring 2019	141
Fall 2018	160
Spring 2018	127
Fall 2017	145
Spring 2017	136
Fall 2016	130
Spring 2016	106
Fall 2015	110

The increase of foster youth enrolled at Rio Hondo is anticipated to increase due to Extended Foster Care (AB12), the inception of a full Guardian Scholars Program on campus and due to the increased recruitment/awareness to various community foster youth agencies and local high school districts. The length of time that children can remain in Foster Care has been extended to age 21 per New CA Legislature (AB12) effective January 2012. One of the eligibility requirements to remain in extended care is enrollment in a university, community college, or vocational educational program, therefore, the number of youth attending college will definitely continue to increase GS is dedicated to ensuring that students successfully reach their academic goals.
Since the inception of GS a total of 52 students have graduated from RH with an AA/AS/ADT of which 39 students have transferred to a 4-year university (Guardian Scholars Graduates/Transfers graph below). In addition, 6 GS Alumni students have now completed a Bachelor's Program as well as 1 student received her Masters in Social Work and 1 student is currently in Graduate Programs (based on continued contact with RHC GS Alumni).

Guardian Scholars
Graduates and Transfers
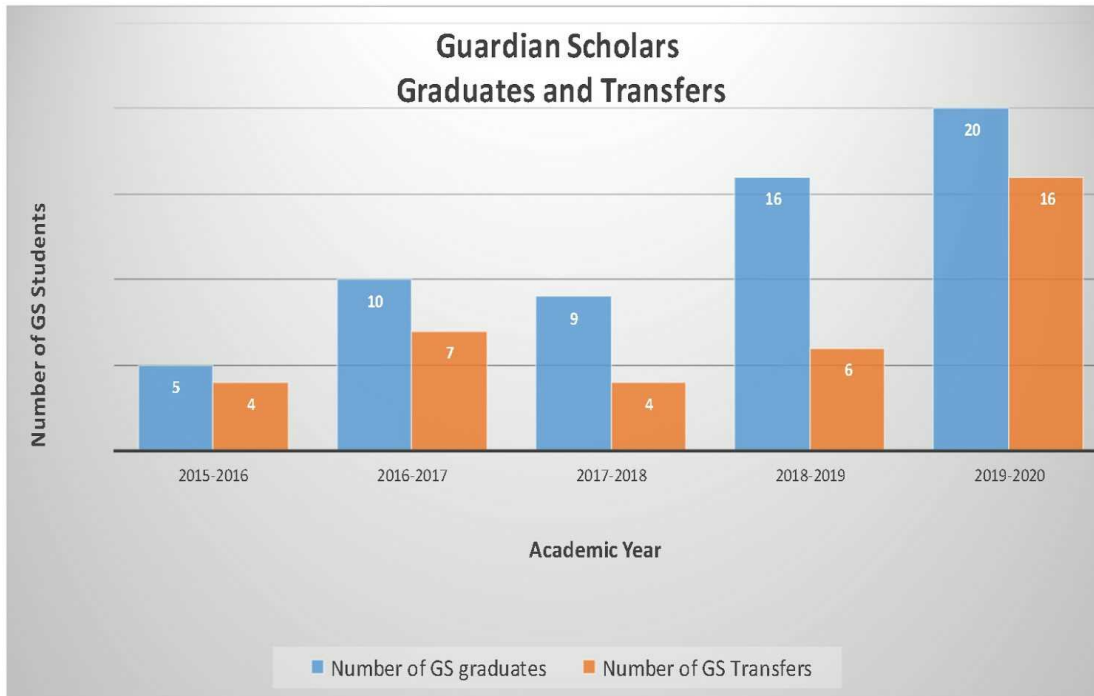
Unfortunately, statistics show that 91% of foster youth show an interest in pursuing some form of post-secondary education however, only 43% actually enroll in college, and less than 8% obtain some type of degree or certificate by age 26. While the foster care population often goes unnoticed, in California over 50,000 children and youth are in out of home placements. It is estimated that there are at least 12,000 current and former foster youth enrolled in California's community college system. Unfortunately, educational outcomes for foster youth are extremely poor, even when compared to other economically disadvantaged students. Despite these statistics, foster youth in California's community colleges that participate in a campus support programs such as the Guardian Scholars Program are also more likely to be enrolled in college full-time, are more likely to complete courses, receive financial aid, and obtain a degree than their peers who do not participate in a program.

Data which shows that students who are in GS perform at a higher rate in unit completion, completion of transfer level courses, as well as persist than those foster youth who are not in GS (Guardian Scholars Fall 2015-Fall 2017 data chart below). Data for Spring 2018 - Spring 2020 data is currently being analyzed/generated by IRP.

Guardian Scholars: Fall 2015 to Fall 2017

Completed by: Anthony Delgado on 11-26-18. Sources: Banner/Cognos, Guardian Scholars Office, RHC Information Technology

2018-2019 SLO: Guardian Scholar students who submit mid semester Work in Progress (WIP) and meet with GS Counselor at least twice a semester will successfully complete a minimum of 6 units a semester.

Data shows that between 84-88% of students who submitted mid semester WIP and met with the GS Counselor at least twice a semester completed a minimum of 6 units. Those students with 2 contacts and WIP persisted to the following semester at a 78.9%. Data also shows that between 77 -100% of students who met with GS counselor at least twice a semester (with no WIP), successfully passed 6 units per semester at a much higher rate than those who did not.

2018-2019 Academic Year

Institutional Research and Planning

RHC Guardian Scholars: Service Area Outcome for Fall 2018 and Spring 2019

SAO 1. A Guardian Scholar student who has 2 contacts (each term) meets the Service Area Outcome if they complete a minimum of 6 units.

Table 1: Students with 2 Contacts (and WIP) vs Students with less than 2 Contacts

	Fall 2018			**Spring 2019**		
	Total Students	# Who completed 6 units	% Who Completed 6 Units	Total Students	# Who completed 6 units	% Who Completed 6 Units
2 Contacts and WIP	19	16	84.2%	27	24	88.9%
2 Contacts	79	61	77.2%	68	68	100.0%
Other	74	47	63.5%	72	59	81.9%

SAO 2. A Guardian Scholar student who has 2 contacts meets the Service Area Outcome if they persist to the spring semester.

Table 2: Students with 2 Contacts (and WIP) vs Students with less than 2 Contacts

	Total Students	# who Persisted	% who Persisted
2 Contacts and WIP	19	15	78.9%
2 Contacts	79	61	77.2%
Other	74	47	63.5%

Completed by: Anthony Delgado on 10-15-19
Sources: RHC Banner/Cognos

2019-2020 SLO: Guardian Scholar students who meet with GS Counselor or Program Specialist at least twice a semester will successfully complete a minimum of 6 units a semester.

Fall 2019 data shows that 73% of students who met with the GS Counselor or Program Specialist at least twice a semester completed a minimum of 6 units. Due to COVID-19 challenges, Spring 2020 data significantly dropped and shows that 49% of students who met with the GS Counselor or Program Specialist at least twice a semester completed a minimum of 6 units. Those students with 2 contacts persisted to the following semester at 70%.

2019-2020 Academic Year

RIO HONDO COLLEGE

Institutional Research and Planning

RHC Guardian Scholars: Service Area Outcome for Fall 2019 and Spring 2020

SAO 1. A Guardian Scholar student who has 2 contacts (each term) meets the Service Area Outcome if they complete a minimum of 6 units. Due to COVID 19, students were not required to submit an WIP.

Table 1: Students with 2 Contacts (and WIP) vs Students with less than 2 Contacts

	Fall 2019			Spring 2020		
	Total Students	# Who completed 6 units	% Who Completed 6 Units	Total Students	# Who completed 6 units	% Who Completed 6 Units
2 Contacts and WIP	20	17	85.00%	N/A	N/A	N/A
2 Contacts	73	51	69.86%	116	57	49.14%
Other	77	26	33.77%	33	10	30.30%

SAO 2. A Guardian Scholar student who has 2 contacts meets the Service Area Outcome if they persist from the fall to spring semester.

Table 2: Students with 2 Contacts (and WIP) vs Students with less than 2 Contacts

	Total Students	# who Persisted	% who Persisted
2 Contacts and WIP	20	14	70.00%
2 Contacts	73	51	69.86%
Other	77	36	46.75%

Completed by: Sheila Xiao on 10-02-20
Sources: RHC Banner/Cognos

Los Angeles County Department of Children and Family Services compiled the following information about the number of Prospective and Approved Resource Families: by mid-September 2020, There are 3,574 Prospective Foster/Adoptive Parents, 5,185 Approved Foster/Adoptive and Kinship Care Providers, 2315 Approved Non-Relative Extended Family Members. There are also 1,344 Guardianship Home, 912 Foster Family Agencies, and 165 Shelters. This totals over 22,000 caregivers which is an increase of more than 4,000 caregivers in comparison to 2019. These individuals can participate in our FKCE trainings and will count for funding eligibility. It is a significant increase of population of resource parents, this was mainly due to the Resource Family Approval (RFA) that unified the process of becoming a caregiver. Before, RFA existed, kinship (relatives) and non-relative extended family members were not mandated by the county to complete renewal hours of education. Now that these families are required to complete at least 8 hours of training every year, the FKCE Program is projecting an increase of participants.

For the 2019-2020 fiscal year, the CCC Chancellor's Office implemented a new funding formula, considering unduplicate count of participants from the year 2017-2018. In the past, funding allocations were based on number of training hours provided. As you will see from the charts below, our funding is projected to decrease for 2020-2021. Therefore, in 2021-2020 our goal is to see an increase of participants by 15%.

2017-2018 DATA

Category	Unduplicated	Duplicated
1 Foster / Adoptive Parent	333	302031
2 Prospective Foster / Adoptive Parent	45	5085
3 Relative / Kinship Care Provider	74	14874
4 Foster / Adoptive Parent and Kinship Care Provider	2	16
5 Non-Relative Extended Family Member	10	140
6 County Social Services Staff	0	0
7 County Probation Staff	0	0
8 Group Home Staff	9	108
9 Other Professional (Works w/ Youth)	45	3960
10 Other	13	533
11 Unknown	29	1682
12 Approved Resource Parent	9	216
13 Resource Family Applicant	0	0
14 Licensed Foster/Adoptive Parent	3	21
15 Informal Relative/Kinship Care Provider/Non-Related Extended Family Member	0	0
16 Foster Family Agency Staff	0	0
17 Short Term Residential Therapeutic Program Staff	0	0
Total Served:	**572**	**328666**

2. FKCE Funded Education/Training Hours and Classes;   Rio Hondo College (RH)

Purpose: This report indicates the total instruction hours offered, number of classes and whether the classes were offered for credit or non-credit by the college during 2017-2018.

Number of Classes generating credit FTES:	0	**Total Hours:**	**873.00**
Number of Classes generating non-credit FTES:	0		
Number of Classes generating both credit and non-credit FTES:	0		
Number of Other Classes:	175		
Total Classes:	**175**		

2018-2019 DATA

Category	Unduplicated	Duplicated
1 Foster / Adoptive Parent	244	177876
2 Prospective Foster / Adoptive Parent	86	12126
3 Relative / Kinship Care Provider	41	4018
4 Foster / Adoptive Parent and Kinship Care Provider	1	2
5 Non-Relative Extended Family Member	3	21
6 County Social Services Staff	1	2
7 County Probation Staff	0	0
8 Group Home Staff	3	15
9 Other Professional (Works w/ Youth)	22	836
10 Other	28	1064
11 Unknown	10	390
12 Approved Resource Parent	5	60
13 Resource Family Applicant	3	12
14 Licensed Foster/Adoptive Parent	0	0
15 Informal Relative/Kinship Care Provider/Non-Related Extended Family Member	0	0
16 Foster Family Agency Staff	0	0
17 Short Term Residential Therapeutic Program Staff	0	0
Total Served:	**447**	**196422**

2. FKCE Funded Education/Training Hours and Classes;   Rio Hondo College (RH)

Purpose: This report indicates the total instruction hours offered, number of classes and whether the classes were offered for credit or non-credit by the college during 2018-2019.

Number of Classes generating credit FTES:	0	**Total Hours:**	**624.00**
Number of Classes generating non-credit FTES:	0		
Number of Classes generating both credit and non-credit FTES:	0		
Number of Other Classes:	133		
Total Classes:	**133**		

2019-2020 DATA

1. Participant Counts;   Rio Hondo College (RH)

Purpose: This report includes participant types served by the college during 2019-2020.

Category	Unduplicated
1 Foster / Adoptive Parent	2
2 Prospective Foster / Adoptive Parent	0
3 Relative / Kinship Care Provider	1
4 Foster / Adoptive Parent and Kinship Care Provider	0
5 Non-Relative Extended Family Member	0
6 County Social Services Staff	1
7 County Probation Staff	0
8 Group Home Staff	0
9 Other Professional (Works w/ Youth)	1
10 Other	20
11 Unknown	0
12 Approved Resource Parent	244
13 Resource Family Applicant	103
14 Licensed Foster/Adoptive Parent	5
15 Informal Relative/Kinship Care Provider/Non-Related Extended Family Member	8
16 Foster Family Agency Staff	2
17 Short Term Residential Therapeutic Program Staff	1
Total Served:	**388**

2. FKCE Funded Education/Training Hours and Classes;   Rio Hondo College (RH)

Purpose: This report indicates the total instruction hours offered, number of classes and whether the classes were offered for credit or non-credit by the college during 2019-2020.

Number of Classes generating credit FTES:	0	**Total Hours:**	**472.00**
Number of Classes generating non-credit FTES:	0		
Number of Classes generating both credit and non-credit FTES:	0		
Number of Other Classes:	101		
Total Classes:	**101**		

5. Objectives & Resource Requests

5.1 OBJECTIVES

SLO 1: GS

SLO1:GS
Guardian will successfullycomplete a minimum of 6 units persemester.Guardian Scholar students thatmeet with GS Counselor or Program Specialist, at leasttwice a semester will successfullycomplete a minimum of 6 units asemester.

Mapping

Institutional Goals & Objectives 2018-2019: Objective 1.1

SLO 2: FKCE

SLO 2: Increase the number of current and prospective resource parents who will attend FKCE trainings
By using marketing strategies and outreach activities, number of current and prospective resource parents who will attend FKCE trainings.

Mapping

Foster/Kinship Care Education Action Plan 2019-2020: To Increase Visibility of the FKCE Program,

Institutional Goals & Objectives 2018-2019: Objective 2.4,

President's Area Action Plan 2019-20: Improve Marketing & Communications Efficiency

5.2 FULL-TIME FACULTY REQUEST

Actions

SLO 1: GS

Outcome

Objective: SLO1:GS
Guardian will successfully
complete a minimum of 6 units per
semester.
Guardian Scholar students that
meet with GS Counselor or Program Specialist, at least
twice a semester will successfully
complete a minimum of 6 units a
semester.

Action: Hire Part-Time Counselor

SLO 2: FKCE

Outcome

Objective: SLO 2: Increase the number of current and prospective resource parents who will attend FKCE trainings

By using marketing strategies and outreach activities, number of current and prospective resource parents who will attend FKCE trainings.

No actions specified

5.3 FULL-TIME CLASSIFIED REQUEST

Actions

SLO 1: GS

Outcome

Objective: SLO1:
Guardian will successfully
complete a minimum of 6 units a
semester.
Guardian Scholar students that
meet with GS Counselor or Program Specialist, at least
twice a semester will successfully
complete a minimum of 6 units a
semester.

Action: Hire Student Services Assistant

This Action is associated with the following Findings

No supporting Findings have been linked to this Action.

Position Title & Program:	Student Services Assistant (100%)
Basic Job Description:	Serve as a receptionist to students, faculty, and the community. Answer inquiries and furnish information requiring extensive knowledge of policies, procedures, rules and regulations. Assist with maintaining confidentiality of information and records as well as follow up with students and schedule student counseling appointments to ensure that students are on track and student needs are met in a timely manner. SSA will also help with maintaining an ongoing student database of potential new incoming students, new students, continuing students and returning students. SSA will also assist with recruitment activities and provide assistance in everyday

<table>
<tr><td></td><td>operation of the center.</td></tr>
</table>

Rationale:	There is currently no full-time support staff. The Center for Foster Care Programs currently consists of 1 full-time 100% Classified Program Specialist, 1 full-time categorically funded non-tenured 60% Counselor & 40% Coordinator, 1 (VACANT) classified part-time 40% Clerk Typist II, and 1 19-20 hours per week Student Success Coach II. As of Spring 2020, GS also hired a Tutor for 15 hours per week as well as 2 Mentors for 10 hours per week. This will allow the 40% clerk (currently VACANT) to dedicate more time for database entry and accurate reporting to the CCCCO. By hiring a full-time SSA the Program Specialist and Counselor/Coordinator will have more time to focus on meeting with students one on one as well as work more on program planning, forming partnerships, attending community events, workshops, meetings or conferences. This will allow the program to be up to date and in compliance with legislation governing foster care children/youth/foster parents and expand the Center services.
Budget request amount:	$40,000.00
Priority:	High

SLO 2: FKCE

Outcome

Objective: SLO 2: Increase the number of current and prospective resource parents who will attend FKCE trainings

By using marketing strategies and outreach activities, number of current and prospective resource parents who will attend FKCE trainings.

Action: Hire Student Services Assistant

This Action is associated with the following Findings

No supporting Findings have been linked to this Action.

Position Title & Program:	Student Services Assistant (100%)
Basic Job Description:	Serve as a receptionist to students, faculty, and the community. Answer inquiries and furnish information requiring extensive knowledge of policies, procedures, rules and regulations. Assist with maintaining confidentiality of information and records as well as follow up with students and schedule student counseling appointments to ensure that students are on track and student needs are met in a timely manner. SSA will also help with maintaining an ongoing student database of potential new incoming students, new students, continuing students and returning students. SSA will also assist with recruitment activities and provide assistance in everyday operation of the center.
Rationale:	There is currently no full-time support staff. The Center for Foster Care Programs currently consists of 1 full-time 100% Classified Program Specialist, 1 full-time categorically funded non-tenured 60% Counselor & 40% Coordinator, 1 (VACANT)

classified part-time 40% Clerk Typist II, and 1 19-20 hours per week Student Success Coach II. As of Spring 2020, GS also hired a Tutor for 15 hours per week as well as 2 Mentors for 10 hours per week. This will allow the 40% clerk (currently VACANT) to dedicate more time for database entry and accurate reporting to the CCCCO. By hiring a full-time SSA the Program Specialist and Counselor/Coordinator will have more time to focus on meeting with students one on one as well as work more on program planning, forming partnerships, attending community events, workshops, meetings or conferences. This will allow the program to be up to date and in compliance with legislation governing foster care children/youth/foster parents and expand the Center services.

Budget request amount:	$40,000.00
Priority:	High

5.4 FULL-TIME ADMINISTRATOR REQUEST

5.5 FACILITIES REQUEST

Actions

SLO 1: GS

Outcome

Objective: SLO1:
Guardian will successfully complete a minimum of 6 units a semester.
Guardian Scholar students that meet with GS Counselor or Program Specialist, at least twice a semester will successfully complete a minimum of 6 units a semester.

Action: Larger Space for Center

SLO 2: FKCE

Outcome

Objective: SLO 2: Increase the number of current and prospective resource parents who will attend FKCE trainings
By using marketing strategies and outreach activities, number of current and prospective resource parents who will attend FKCE trainings.

Action: Larger Space for Center

This Action is associated with the following Findings

No supporting Findings have been linked to this Action.

Rationale:

A larger space is needed to operate as a Center. There are currently 3 programs under one small office. With multiple events happening at the same time such as workshops, educational classes, student appointments, students accessing Center services.

As of Fall 2019, the Center for Foster Care Programs has new furniture allowing a more productive office flow for students and staff. The GS Center has 3 computer workstations where students can also print as well as small waiting area. We also have a new reception desk with a new digital check in system which will enable for better student tracking purposes. The GS Center also has a mini refrigerator and microwave available for students, enabling us to provide additional desirable offerings which led students to come by more often. These include more substantial and healthier daily snacks as well as refrigerated items for a much needed snack pantry for students as well as continued meal vouchers, presented after completing a counseling meeting or appointment. There are currently 160 Guardian Scholar Students and additional space is needed. Space will allow more students to access the center services such as being able to access additional computers.

A classroom near the center location would be ideal to offer/manage FKCE trainings. Having a designated room will provide consistency for resource parents to attend trainings.

This will be a permanent relocation

Unknown, possibly a location such as CalWORKs/Veterans Centers which allows more student waiting and computer area as well as Receptionist and Clerk Area, While still providing private/confidential office space for Program Specialist and Counselor/Coordinator. Additional outside patio is an ideal location for student workshops/events as well as gatherings. Our students need a "Brave Space" area to wait in between classes. A Brave space is where students can feel not only safe but also empowered to explore their identities, personal and professional goals, and have a sense of belonging. It is critical to have this space for foster youth because this population of students tend to take longer to build trust/relationships with individuals in structured environments such as higher education institutions. This is common due to their lived experiences with other institutionalized relationships while in foster care. This can often result in traumas.

According to NASPA, a "Brave Space" is an environment that provides students the opportunity to share and grow through:
Controversy with civility, where varying opinions are accepted.
Owning intentions and impacts, in which students acknowledge and discuss instances where a dialogue has affected the emotional well-being of another person
Challenge by choice, where students have an option to step in and out of challenging

conversations
Respect, where students show respect for one another's basic personhood
No attacks, where students agree not to intentionally inflict harm on one another

Budget request amount: $0.00

Priority: Medium

5.6 TECHNOLOGY REQUEST

5.7 INSTRUCTIONAL EQUIPMENT REQUEST

5.8. BUDGET AUGMENTATION REQUEST

6. Program Plan Submission

6.1. ANNUAL PROGRAM PLAN ATTACHMENT

Appendix

A. **Outcomes_Assessment_Timeline_(Template).xlsx** (Excel
   Workbook (Open XML))
B. **Outcome Assessment Outline** (Adobe Acrobat Document)
C. **Outcome Assessment Outline** (Adobe Acrobat Document)