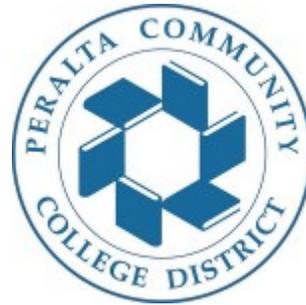


Peralta Community College District



Annual Program Update Template

Final Version: May 20, 2017

Introduction and Directions

The Peralta Community College District has an institutional effective process which consists of the following components: a District-wide Strategic Plan which is updated every six years; Comprehensive Program Reviews which are completed every three years; and Annual Program Updates (APUs) which are completed in non-program review years. While there are individualized Program Review Handbooks for Instructional units, Counseling, CTE, Library Services, Student Services, Administrative units, and District Service Centers, there is one Annual Program Update template for use by everyone at the colleges which is completed in the Fall semester of non-program review years.

The Annual Program Update is intended to primarily focus upon planning and institutional effectiveness by requesting that everyone report upon the progress they are making in attaining the goals (outcomes) and program improvement objectives described in the most recent program review document. The Annual Program Update is therefore a document which reflects continuous quality improvement. Additionally, the Annual Program Update provides a vehicle in which to identify and request additional resources that support reaching the stated goals (outcomes) and program improvement objectives in the unit's program review.

Throughout this document, the term “program” is used to refer to all of these terms: discipline, department, program, administrative unit, or unit.

The following items are required in order to complete the Annual Program Update document at the colleges:

- [The most recently completed comprehensive Program Review document.](#)
- Any comments or feedback provided during the program review validation process.
- College Goals
- [Institution Set Standards \(Institutional Standards that are reported annually to ACCJC\)](#)
- [College Institutional Effectiveness Indicators \(reported to the State Chancellor's Office annually\)](#)
- College SSSP plan
- [College Equity Plan](#)
- [College Basic Skills Plan](#)
- [PCCD Strategic Goals and Annual Institutional Objectives](#)
- Data profiles which include but are not limited to disaggregated demographics (age, gender, ethnicity, special populations), enrollment, productivity, student success metrics (retention, completion, etc.), and comparisons of Distance Education versus face-to-face classes.

I. Program Information

Program Name: Cooperating Agencies Foster Youth Educational Support (CAFYES) Program.

Date: 10/4/2017

Program Type: Student Services

College or District Mission Statement:

Laney College, located in downtown Oakland, California, is a diverse, urban community college committed to student learning. Our learner-centered college provides access to quality transfer and career- technical education, foundation skills and support services. These educational opportunities respond to the cultural, economic, social, and workforce needs of the greater Bay Area and increase community partnerships and global awareness.

Program Mission:

To encourage the enrollment, retention, and completion of current and former foster youth in post-secondary education. The Cooperating Agencies Foster Youth Educational Support (CAFYES) Program is designed to assist current and former foster youth whose dependency was established or continued by the court on or after a student's 16th birthday. It is structured to help students with financial assistance, general counseling, and additional support services.

Date of Last Comprehensive Program Review: 10/12/2016

Date of Comprehensive Program Review Validation: [Click here to enter a date.](#)

II. Reporting Progress on Attainment of Program Goals or Administrative Unit Outcomes

Program Goal or Administrative Unit Outcome (AUO) (As reported in the most recent program review; cut and paste the goal or AUO from the program review document)	Which institutional goals will be advanced upon completion? (circle all that apply)	Progress on goal or AUO attainment (choose option & date)	Explanation and Comments (If a goal or AUO is Revised , please explain and describe the revision. Describe the impediments or detail what can be improved.)
<u>Assessment</u>	1. PCCD Strategic Goals Choose an item. Choose an item. 2. College Goals: Choose an item. Choose an item.	Choose an item. Select Date.	N/A
<u>Curriculum (if applicable)</u>	1. PCCD Strategic Goals Choose an item. Choose an item. 2. College Goals: Choose an item. Choose an item.	Choose an item. Select Date.	N/A
<u>Instruction (if applicable)</u>	1. PCCD Strategic Goals Choose an item. Choose an item. 2. College Goals: Choose an item. Choose an item.	Choose an item. Select Date.	N/A
<u>Student Success and Student Equity</u>	1. PCCD Strategic Goals Choose an item. Choose an item. 2. College Goals: Choose an item. Choose an item.	Choose an item. Select Date.	N/A

<u>Professional Development, Institutional and Professional Engagement, and Partnerships</u>	1. PCCD Strategic Goals Choose an item. Choose an item. 2. College Goals: Choose an item. Choose an item.	Choose an item. Select Date.	N/A
<u>Other Program Improvement Objectives or Administrative Unit Outcomes</u>	1. PCCD Strategic Goals Choose an item. Choose an item. 2. College Goals: Choose an item. Choose an item.	Choose an item. Select Date.	N/A
<u>Other Program Improvement Objectives or Administrative Unit Outcomes</u>	1. PCCD Strategic Goals Choose an item. Choose an item. 2. College Goals: Choose an item. Choose an item.	Choose an item. Select Date.	N/A

III. Data Trend Analysis

Please review and reflect upon the data for your program. Then describe any significant changes in the following items and discuss what the changes mean to your program. Focus upon the most recent year and/or the years since your last comprehensive program review.

A. Student Demographics (age, gender, ethnicity, special populations). **Comments about changes:**

As previously mentioned, the Cooperating Agencies Foster Youth Educational Support Program is a categorical program specifically designed to serve current and former foster youth between the ages of 18-26 in post-secondary education. In October 2010, the state of California passed Assembly Bill 12 (AB 12) through the California Fostering Connections to Success Act. AB 12 drastically changed the foster care system by extending foster care eligibility to the age of 21, as opposed to 18 years old. The vast majority of youth served in the CAFYES Program fall under the AB 12 umbrella, which is a specialized population that receive support services from community-based organizations that serve former foster youth.

For the Fall 2017 semester, there are currently 46 students enrolled in the program, 31 of the 46 identifying as female, while the remaining 15 identify as male. Approximately 84% of our program participants are of African-American descent, 12% Latino, and 3% Asian and 1% Caucasian.

B. Enrollment (sections, course enrollment, productivity, # of student contacts, etc). **Comments about changes:**

The program's approach to increase enrollment was emphasized through its outreach and recruitment efforts. The Project Manager focused on building relationships of trust with local government agencies, community-based organizations, and other foster-youth service providers within Alameda County. The students enrolled and actively participating in the program are contacts through the following agencies: AB 12 Probation (Alameda & SF Counties), First Place for Youth, Independent Living Skills Program (AC), Abode Housing Services, Office of Education (AC), CASA – Court Appointed Special Advocate, Soul Society, Fred Finch Youth Center, East Bay Children's Law Office, California Department of Corrections & Rehabilitation, Stars Behavioral Health Group, Oakland Unified School District, and Transitional Age Youth (TAY) Program.

With permission from the Dean of Enrollment Services (EOPS Director), the CAFYES Project Manager spends 50% of the work schedule maintaining relationships with the aforementioned agencies by working with current and prospective students on their caseload. This strategy has helped increase enrollment through its ability to collaborate and create a pathway for students to feel welcomed on the Laney College campus. As of 10/13/17, the college has 46 students enrolled in CAFYES for the Fall 2017 semester and a pool of 25 students who are preparing to onboard for the Spring 2018 academic period.

C. Student Success (retention and completion rates, # of student contacts, etc.). Comments about changes:

During the 2016-2017 academic year, the program served 41 students out of a total of 71 potentials. The number of potentials were based on data from students who self-identified through CCC apply and the FAFSA application. Out of the 41 students served and accounted for in the CAFYES MIS report, the program only managed to retain 21 students from that particular cohort. As a leadership team, we've been able to identify some of the causes and impacts of retention with current and former foster youth. 1. Homelessness, 2. Mental Health & Wellness, 3. Incarceration, 4. Under-prepared, and 5. Unemployment.

The learning community has yet to have a foster youth student complete/transfer from the program. We have 4 students who are on track to complete and transfer after the 2017-2018 academic year.

D. Student Success in Distance Education/Hybrid classes versus face-to-face classes (if applicable). Comments about changes:

The program has a very low amount of students who are enrolled in distance education/hybrid courses. Based on completion rates for CAFYES participants and foster youth, many students don't have internet access nor do they own a personal computer. The academic counselor assigned to this population strongly encourages students to enroll in face-to-face classes due to the technological challenges that foster youth encounter outside of the classroom. The online courses are encouraged for enrollment when: 1. Traditional classes are filled to capacity and 2. The student has access to a technological device to successfully complete the course.

E. Other program specific data or unplanned events that reflect significant change in the program. Comments about changes: When CAFYES was introduced to the Peralta District as a new categorical program, the Project Manager discovered there were many inaccuracies in the data recorded in PeopleSoft. There were 549 names compiled under the foster youth query for the college, but only 63 names of the 549 were "actual" foster youth. The program diligently worked on enhancing and improving the data by creating a "CFYL foster youth" flag with the support of the interim CAFYES researcher/analyst at the district offices.

The CAFYES researcher/analyst position is no longer available to the Peralta Colleges due to a substantive change in the district's program plan. This signifies that the Project Manager is responsible for creating student groups, flagging foster youth in PeopleSoft, MIS data reporting, priority registration, and tracking student enrollment.

IV. Equity

- Please review the student success data for your program and comment upon it. Do performance gaps exist in the student success or achievement rates for disproportionately impacted students, including African-American, Hispanic/Latino, Filipinos/Pacific Islanders, foster youth, veterans, students with disabilities or other groups not listed here? If differences exist, please detail the differences and describe the activities your program is making to address the differences? How will your program evaluate the effectiveness of these activities?

I agree that there are performance gaps within foster youth, but I believe we need to be clear on how data is captured and recorded in the PeopleSoft database. According to the equity plan, it states there were 207 foster youth (between the ages 18-20) enrolled at Laney during the 2013-2014 academic year. Under course completion in the equity plan, it states, “6,321 current and former foster youth were present on census day (2012-2015)”. I believe the figures in these reports should be reviewed for accuracy before release. The data may or may not be accurate. Please review for future equity plans.

Under Part E: Data trend analysis, the program mentions that there is no longer a dedicated researcher/data analyst at the district for the CAFYES Program. The foster youth population is in need of a researcher/data analyst to help facilitate queries and track the persistence, retention, and completion rates for foster youth.

- Please review the SSSP plan, Equity plan, and Basic Skills plans at your college. How does your program address or participate in the information and activities presented in these plans? Are there resources available in these plans that can be utilized by your program or the students accessing your program? **The current equity plan addresses the foster youth learning community and the gaps that exist within persistence, retention, and completion. Although the existing plan has included foster youth under these 3 main areas, the b2b/CAFYES Program has not been involved in any of the planning or committee meetings. As noted in the attached equity plan, there has been \$0 (zero funding) offered to the foster youth program. In order to maximize the CAFYES/b2b program and its services, it is essential to have participation and advocacy for our population.**

Also, it is important for the administration to understand that there is a significant difference between the CAFYES and b2b programs. The CAFYES Program is designed to serve current and former foster youth whose dependency was established or continued by the court on or after a student’s 16th birthday. Students’ who exit foster care before the age of 16, they are deemed as ineligible to participate in the CAFYES program due to its policy and Title 5 regulations. Based on data queries and experience working at Laney College, many foster youth fall through the cracks and exit the program due to minimal access to resources. Many

non-eligible CAFYES students are referred to participate in the b2b program, but the funding stream for b2b does not equate to the amount of services provided by CAFYES. I strongly recommend that SSSP & Equity to play a financial role to better serve our foster youth learning communities by allocating a budget to support foster youth services across the board. Foster youth students' are under-resourced, homeless and are tremendously impacted by mental health illnesses.

V. Curriculum and Assessment Status

- What curricular, pedagogical or other changes has your department made since the most recent program review?
One of the significant changes that our department made to the program was the implementation of the health and wellness workshop series. Laney College secured a waiver through the office of the state chancellor to move forward with a binding contract with Niroga Institute, which is an organization that provides a series of dynamic mindfulness courses. After serving in this leadership capacity since the end of the spring 2016 semester, it became evident that there was a high need for mental health classes/services for our youth. Niroga provides a weekly course on mindfulness to help youth increase stress resiliency and heal from trauma. The dynamic mindfulness classes help foster youth to build community and an understanding of their peers. Students' not only become aware of their own mental health challenges, they also have an opportunity to develop empathy – which minimizes profiling, reduces reason for conflict, and builds healthy social connections. The DM classes are not mandatory, but highly encouraged and recommended for participation.

Another recent change in our department is the manner in which students are continued in the program. Upon enrollment into the CAFYES Program, a student must be enrolled in at least 9 units to be eligible for financial aid and service coordination. If the youth decides to continue in the program the following semester, he/she can enroll in less than 9 units and still be eligible for core EOPS/CAFYES services if the classes are listed in the comprehensive student educational plan.

There is a District CAFYES Advisory Board Committee was established through the planning of the 3 CAFYES Program Managers at Laney College, Merritt College, COA, and BCC. The first meeting took place on April 5, 2017. Participants who attended this meeting belong to governmental agencies, community based-organizations, social services, non-profit organizations, and other community stake holders who directly serve and impact current and former foster youth. The next advisory board meeting is planned for the month of November 2017: a scheduled time and location has yet to be determined.

Laney College participates in the CAFYES Community of Practice, which consists of the 4 Peralta Colleges. During the spring 2016 semester, the comP Meeting was spearheaded by Karen Engel (district office) and Deborah Pruitt (John Burton Foundation). The monthly comP meeting was created to design systems and program strategies, share lessons learned, trouble-shoot challenges, review data, and identify opportunities for improvement. Due to changes in district administration and leadership, Dr. Yashica Crawford (Chief of Staff) and Mary Denise Jackson are now providing leadership and oversight in this area of the program.

There are 2 MOU's currently in motion with organizations that serve our target population. Alameda County Probation and Beyond Emancipation. There is also a discussion with First Place for Youth in regards to data sharing and other binding agreements that help us to leverage resources and stream line services. Our main focus through establishing these MOU's are specific to data sharing and to enhance our leadership capacity through professional development opportunities to better serve foster youth. Please note that these 3 organizations are strong recruitment feeders for our learning community.

- Were these changes based on assessment of student learning outcomes at the course or program level? Please identify the assessment. If s. If assessment was not used, describe the basis for the change. For example, Title 5 requirements, certifications requirements, etc. **The aforementioned department changes were based on Title 5 regulations that are specific to serving current and former foster youth with the exception of the following: Niroga Institute came to light after multiple referrals were made to the Wellness & Health center on our campus for mental health counseling. The b2b program is another resources that our program uses for wraparound services and other additional needs that are not offered at the college.**
- Attach a summary depicting the program's progress on assessment of course and program level outcomes (SLOs and PLOs). Please evaluate your program's progress on assessment. What are the plans for further assessments in the upcoming academic year? Please include a timeline and/or assessment plan for the future.

The goal for CAFYES in the 2017-2018 academic year in regards to assessment will be to conduct student surveys during the last month of the dynamic mindfulness courses, workshop series, and counseling appointments after each semester. By engaging in this method of assessment, the program will determine whether to continue or discontinue with a service. We hope to engage in more summative assessment to look at the program from a holistic approach and to figure next steps and best practices. This will be a topic for discussion with the Division 1 Dean for feedback and implementation.

- What does your program do to ensure that meaningful dialogue takes place in both shaping and assessing course and program level outcomes? Where can one find the evidence of the dialogue? **As mentioned earlier, foster youth is a group that is considered “Disproportionally Impacted (DI)” based on findings/data from the equity committee. The Project Manager will shed light to those who take part in the committee on areas of improvement, trouble shoot challenges, and to carefully examine how data is captured and recorded. Although there are discussions on campus regarding this specialized population, the CAFYES & EOPS advisory board committees are also great learning communities that will help shape, groom, and enhance program learning outcomes. Both committees are highly recognized by its members who belong to community based organizations and local agencies within Alameda County. Minutes from each of the board meetings will be monitored and kept in the program file for future reference.**
- Describe your plans for improvement projects based upon the assessment results. Attach evidence (the assessment report from TaskStream, departmental meeting notes, or the assessment spreadsheet showing these results). **N/A**

VI. Additional Questions

A. For CTE:

- Please describe any recommendations resulting from advisory committee meetings that have occurred since your last program review.

The EOPS/CAFYES Advisory Board Committee, Alameda Bridge Collaborative, and the PCCD Community of Practice have been great resources for scaling up and expanding the CAFYES brand. For example, the program has been fortunate to build educational pathways for foster youth who live outside of Alameda County through board members on several of these committees. Linda Townsend (member of Contra Costa County ILSP program) introduced our program to child welfare and social workers in the area. We recruited 3 students through this partnerships with hopes of attracting more foster youth to participate in our program and services.

Gentrification has been the center of discussion for many foster youth from Alameda County. Through our outreach and recruitment efforts, we’re discovering that a large portion of our student population live outside of county. The program is now covering ground in neighboring cities of Oakland and also in different counties where foster youth reside. We will provide an update in the next annual program review on the development and growth in this area.

- Did you receive Strong Workforce Funds? Please briefly describe your progress in meeting the state mandated metrics. **N/A**

- Is your discipline/department/program working with a Deputy Sector Navigator? If so, in which sector? Briefly describe your discipline/department/program’s work with the Deputy Sector Navigator. **N/A**
- Is your discipline/department/program currently participating in any grants? Please discuss your progress in meeting the stated goals in the grant. **N/A**

B. For Counseling:

- What has the counseling department done to improve course completion and retention rates? What is planned for the future? **N/A**
- What has the counseling department done to improve SSSP counseling services? Please discuss your progress in improving SSSP counseling services. **N/A**

C. For Library Services:

- Please describe any changes in the library services, collections or instructional programs since the last program review or annual program update and fill in the information below. **N/A**

	This Academic Year:	Previous Academic Year(s)	Explanation of Changes
Library Open Hours Per Week			
Library Visits (gate count)			
Other Library Usage			

	This Academic Year	Previous Academic Years (s)	Explanation of Changes
Total Library Materials Expenditures			
Total Print Book Collection (titles)			
Total E-book Collection (titles)			
Total Database Subscriptions			
Total Media Collection (titles)			
Total Print Periodical Subscriptions			
General Circulation Transactions			
Reserve Circulation Transactions			
In-house circulation Transactions (optional)			
Media Circulation Transactions (optional)			
E-book Circulation Transactions- Describe – (optional)			
Other Circulations Transactions – Describe – (optional)			
Total Circulation Transactions			

D. For Student Services and/or Administrative Units:

- Briefly describe the results of any student satisfaction surveys or college surveys that included evaluation and/or input about the effectiveness of the services provided by your unit. How has this information informed unit planning and goal setting? **The goal for the 2017-2018 academic year is to provide student satisfaction surveys at the completion of each semester to determine the quality of work and implementation of the program. During the spring 2017 semester, we were fortunate to have a focus group facilitated by the state chancellor's office regarding foster youth initiatives and branding in the state of California. The event took place on May 2, 2017, where 15 CAFYES participants attended and offered critical feedback to the State Chancellor.**

On October 2, 2017 our program participated in a formative evaluation that was conducted by Chapin Hall, University of Chicago. Our partnership with community-based organization: Beyond Emancipation was in attendance, along with Financial Aid Director: Joseph Koroma, Feke Lauti: CAFYES Project Manager, and Dean of Enrollment Services: Dr. Mildred Lewis. The data is currently under review and the outcomes will be shared in the next annual program review.

- Briefly describe any changes that have impacted the work of your unit. **Per Title 5 regulations, under section 56402 – Service Coordination, it states “CAFYES Program shall cooperate with local county child welfare departments, county probation departments, local educational opportunity and services programs, and the community college district.” The relationship building aspect of this position has given Laney College the opportunity to gain visibility with local agencies and other community-based organizations. Although this has been very time consuming, we are very fortunate with the 2 potential MOU's that are currently in progress with 1. Beyond Emancipation, & 2. Alameda County Probation. This has impacted the work from a day to day operation standpoint due to the amount of time the Project Manager spends outside of the office. With the newly advanced and posted position for the CAFYES Outreach Specialist on the Peralta website, this will allow for the coordinator to focus on budgetary oversight and program service coordination on the campus.**

VII. New Resource Needs Not Covered by Current Budget

Human Resources: If you are requesting new or additional positions, in any job classification, please explain how new positions will contribute to increased student success.

Human Resource Request(s)	Already Requested in Recent Program Review?	Program Goal (cut and paste from program review)	Connected to Assessment Results and Plans?	Contribution to Student Success	Alignment with College Goal (list the goal)	Alignment with PCCD Goal (A, B, C, D, or E) (list the goal)
CAFYES Outreach Specialist	No	Increase the enrollment of current and former foster youth.	Yes	Specialized population that is disproportionately impacted, please see equity plan.	LC: Raise Community Awareness and Manage Enrollment Effectively	A: Advance Student Access, Equity & Success

- **Technology and Equipment:** How will the new technology or equipment contribute to student success?

Technology and Equipment Request(s)	Already Requested in Recent Program Review?	Program Goal (cut and paste from program review)	Connected to Assessment Results and Plans?	Contribution to Student Success	Alignment with College Goal (list the goal)	Alignment with PCCD Goal (A, B, C, D, or E) (list the goal)
N/A					Choose an item.	Choose an item.

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- Facilities:** Has facilities maintenance and repair affected your program in the past year? How will this facilities request contribute to student success?

Facilities Resource Request(s)	Already Requested in Recent Program Review?	Program Goal (from program review)	Connected to Assessment Results and Plans?	Contribution to Student Success	Alignment with College Goal (list the goal)	Alignment with PCCD Goal (A, B, C, D, or E) (list the goal)
N/A					Choose an item.	Choose an item.

- Professional Development or Other Requests:** How will the professional develop activity contribute to student success? What professional development opportunities and contributions make to the college in the future?

Professional Development or Other Request(s)	Already Requested in Recent Program Review?	Program Goal (from program review)	Connected to Assessment Results and Plans?	Contribution to Student Success	Alignment with College Goal (list the goal)	Alignment with PCCD Goal (A, B, C, D, or E) (list the goal)
N/A					Choose an item.	Choose an item.



Endorsed by the Planning and Budgeting Council, May 27, 2016

APU Review Sign-Off:

Department Chair/Faculty Lead _____

Signature _____

Department/Discipline _____

Date _____

Division Dean _____

Signature _____

Division Name & College _____



Date _____