

Peralta Community College District



Annual Program Update Template

COA Student Services

Cooperating Agencies Foster Youth Educational Support (CAFYES) Program

Final Version: May 20, 2016

I. Program Information

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

Date: October 4, 2016

Program Type: **Instructional** **Student Services** **Administrative Unit**

College or District Mission Statement:

The Mission of College of Alameda is to serve the educational needs of its diverse community by providing comprehensive and flexible programs and resources that empower students to achieve their goals.

Program Mission: Cooperating Agencies Foster Youth Educational Support Program was authorized by Chapter 771, Statutes of 2014. CAFYES is a supplemental component of the existing Extended Opportunity Programs and Services (EOPS) program. The purpose of CAFYES is to strengthen the capacity of community college districts to support the higher education success, health and well-being of some of the nearly 13,000 current and former foster youth who are enrolled in California's community colleges.

Date of Last Comprehensive Program Review: The California State Chancellor's Office entered into "agreements with up to 10 community college districts to provide additional funds for services in support of postsecondary education for foster youth. A competitive, peer-review process recommended 10 districts (PCCD was one of the districts) to the Board of Governors to receive funding to begin CAFYES programs at 26 colleges (College of Alameda, Berkeley, Laney and Merritt) in 2015-16.

Date of Comprehensive Program Review Validation: N/A

Student Success and Student Equity	1. PCCD Strategic Goals (list the specific goal here _____). 2. College Goals: (list the specific goal here _____).	Completed: _____ (date) Revised: _____ (date) Ongoing: _____ (date)	The primary goal for the four month period in which the CAFYES program was operational was to (a) publicize the availability of the program; (b) ensure that the basic staffing was operational; (c) the kickoff event was executed and well attended: and (c) enroll, certify and serve a minimum of 22-24 students. With the exception of (c), all objectives were achieved
Professional Development, Institutional and Professional Engagement, and Partnerships	1. PCCD Strategic Goals (list the specific goal here _____). 2. College Goals: (list the specific goal here _____).	Completed: _____ (date) Revised: _____ (date) Ongoing: _____ (date)	
Other Program Improvement Objectives or Administrative Unit Outcomes	1. PCCD Strategic Goals (list the specific goal here _____). 2. College Goals: (list the specific goal here _____). _____	Completed: _____ (date) Revised: _____ (date) Ongoing: _____ (date)	
Other Program Improvement Objectives or Administrative Unit Outcomes	1. PCCD Strategic Goals (list the specific goal here _____). 2. College Goals: (list the specific goal here _____).	Completed: _____ (date) Revised: _____ (date) Ongoing: _____ (date)	

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.

The college had very little data pertaining to the foster youth population district-wide, or at each of the four campuses. As such, the data portrayed in this APU is extracted from the College of Alameda, 2015-2016 Student Equity Plan. However, it should be noted that in an attempt to secure better and more accurate data that compliments the college's goals, as well as those of the district, each campus included an allocation that is to be used to secure a research analyst whose sole responsibility it is to collect and provide the necessary foster youth data.

Even though the "start-up" effort was limited to four months, CAFYES staff was able to identify and certify 15 students for the 2015-2016 academic year.

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?

Alameda: Course Completion (Success) for Foster Youth

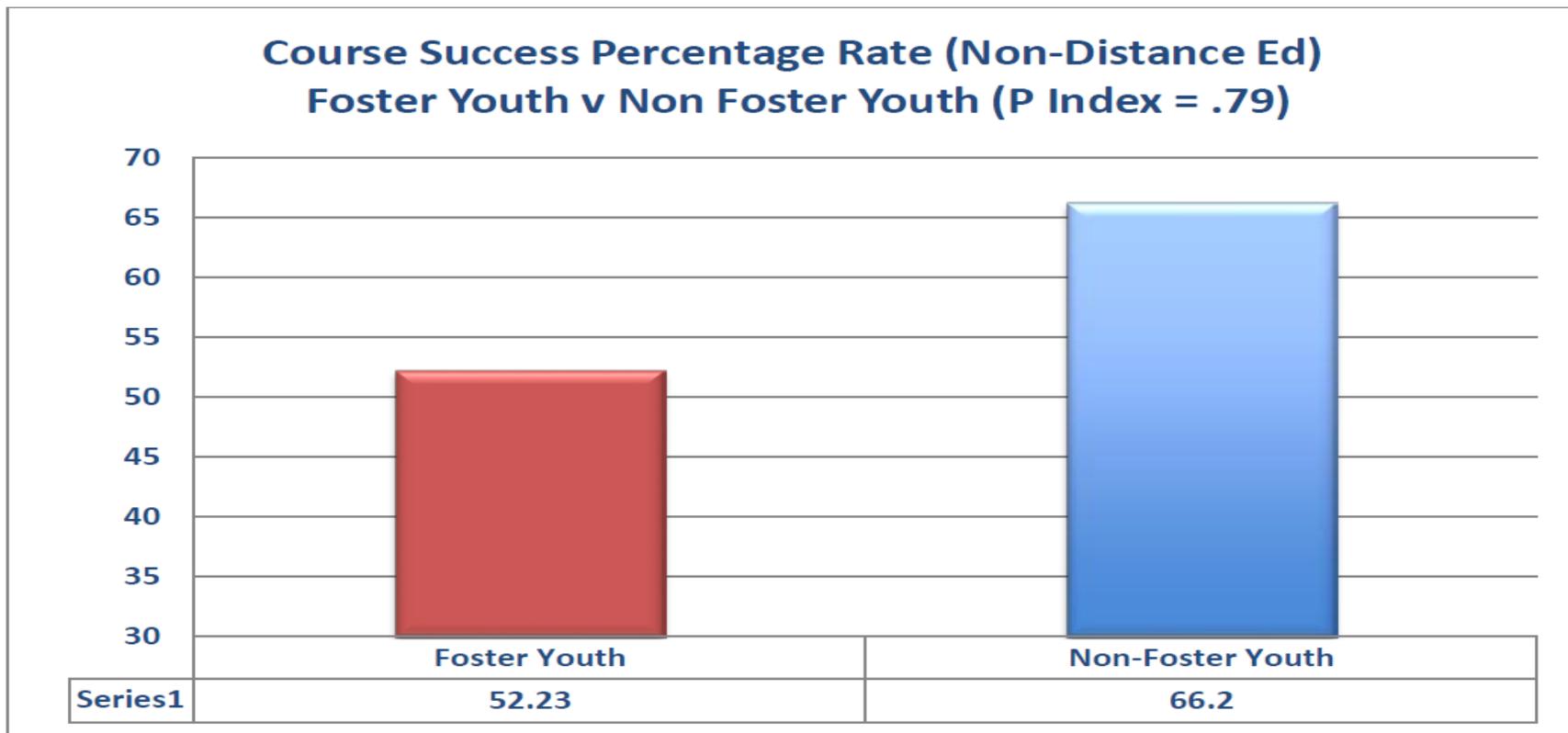
Fall 2012 to Spring 2015 Total (3 years combined)

Foster Youth	Success Denominator	Success Numerator	Success Rate	Enrollment%	Success%	Proportionality Index	80% Index
No	73,726	48,807	66.20	96.91%	97.55%	1.01	100.00%
Yes	2,351	1,228	52.23	3.09%	2.45%	0.79	78.90%
Grand Total	76,077	50,035	65.77	100.00%	100.00%		

Note: Proportionality index lower than recommended .85 are highlighted in orange regardless of underserved group status

Note: 80% index lower than 80% rule are highlighted in orange regardless of underserved group status

College of Alameda, 2015-2016 Student Equity Plan, pg. 50



The success rate for students not identified as foster youth is 66.20 while the success rate of foster youth is 52.23 (proportionality index of 0.79).

College of Alameda, 2015-2016 Student Equity Plan, pg. 40

Course Completion Summary

The overall COA success rate for students in distance education is 65.25%. Among all COA students in **distance education, African Americans** are the only group below the Proportionality Index threshold of .85 for course completion at .71. This represents a 41.20% success rate compared to White Non-Hispanic students at 69.54%.

Among all COA students in **non-distance education, African Americans and American Indians / Alaskan Natives** are below the Proportionality Index threshold of .85 for course completion at .83 and .77 respectively. This represents a 55.59% success rate for African Americans and 51.68% for American Indians / Alaskan Natives compared to White Non-Hispanic students at 71.52%.

The overall COA success rate for students in non-distance education is 66.99%. For students with **low incomes in distance education** coursework the success rate is 61.82 compared to 68.67 for students not identified as low income. The success rate for students not identified as foster youth is 66.20 while the success rate of **non-distance education foster youth** is 52.23 (proportionality index of 0.79). Course completion for COA DSPS students is slightly higher than the general COA student population.

- 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?
- **Achieved program objectives** - The primary goal for the four month period in which the CAFYES program was operational was to (a) publicize the availability of the program; (b) ensure that the basic staffing was operational; (c) the kickoff event was executed and well attended: and (c) enroll, certify and serve a minimum of 22-24 students. With the exception of (c), all objectives were achieved.
- **Support and services that are provided over and above what CAFYES - students are already eligible to receive from other sources** – The primary support services that were provided was much needed assistance in their basic living expenses. Students who were enrolled in the spring intersession and/or summer session, were provided referrals to off-campus housing, emergency housing support through “unmet need grants,” academic counseling, orientation, book vouchers, and meal tickets.
- **In what practical ways CAFYES collaborates with other college foster youth support programs** – The primary entities that were serving emancipated foster youth were EOPS and Financial Aid. With the addition of CAFYES, the college was able to recruit, as well as serve, more emancipated foster youth; thereby increasing the possibility of achieving the access goals noted in the COA Student Equity Plan.
- **How your both on and off-campus collaborative network contributed to your college’s achievements.** - The adjunct counselor served as a counselor at First Place for Youth which is a community-based organization with a history of serving emancipated foster youth. The counselor’s ability to “reach out” to his network was tremendously helpful in finding housing resources.

V. Assessment Status

College of Alameda is in the process of hiring a program manager for the CAFYES program. This goal should be accomplished on, or before, the Thanksgiving break. One of the first tasks that must be completed is the development of Student Learning Outcomes as this is the primary means by which the program can be assessed.

- 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.

- 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.
- 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?
- 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).

A. For Student Services and/or Administrative Units: See comments under Assessment.

- 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?
- Briefly describe any changes that have impacted the work of your unit.
 - **Program successes and recognition** – Even though the “start-up” effort was limited to four months, CAFYES staff was able to identify and certify 15 students. In addition, the program hired a CAFYES student to serve as student assistant. Our most successful achievement was acquiring, Judge Trina Thompson to serve as the “keynote” speaker for our opening event. Judge Thompson is a former foster youth who is well known here in the Bay Area. A copy of the program is attached to this report.

- **Unanticipated roadblocks** – The primary challenge (as opposed to roadblock) was The identification and certification of emancipated foster youth who met the CAFYES criteria. As such, the staff devoted their time implementing an “in-reach” strategy that focused on the certification of “continuing” COA students who had self-identified as foster youth.

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. **(None – The CAFYES budget for 2015-2017 was submitted to the state chancellor’s office for review and comment, October 4, 2015.)**

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)

- **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)

- **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)

- **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)

Approved by the District Academic Senate, May 20, 2016

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