2021-2022 Program Review

CAN Program Review (Student Services) - Resilience Education Program (Fall 2021)

STEP 1: Program Review Narratives

2021-2022

Student Services Program Review (SSPR)

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Program Context

1A. Mission: To sustain open access for all students to have equitable opportunities and being responsive to community needs, in the Colleges of the San Mateo County College District to:

• Provide a breadth of educational opportunities and experiences which encourage students to develop their general understanding of human effort and achievement; and …

• Provide career and technical education and training programs directed toward career development, in cooperation with business, industry, labor, and public service agencies; and…

• Provide a range of student services to assist students in attaining their educational and career goals; and …

• Provide self-supporting community education classes, contract education and training and related services tailored to the human and economic development of the community; and

• Provide leadership in aligning educational programs and services offered by all local educational institutions and community service organizations; and …

• Celebrate the community's rich cultural diversity, reflect this diversity in student enrollment, promote it in its staff, and maintain a campus climate that supports student success.

1B. Mission Alignment: Cañada College in conjunction with Project Change provides our community with a learning-centered environment, ensuring that all students have equitable opportunities to achieve their transfer, career education, and lifelong learning educational goals. The College cultivates in its students the ability to think critically and creatively, communicate effectively, reason quantitatively, and understand and appreciate different points of view within a diverse community.

2A. Program Description: Who does your program serve?
•   Young Adults -Older Adult (18-64)
•   San Mateo County Residence
•   Formally Incarcerated (Prison, Jails, Juvenile & Immigration Detention Hall) and/or Incarcerated

How do we serve our student populations as a whole?
•   Cañada College in collaboration with Project Change is committed to being a preeminent institution of learning, renowned for its quality of academic life, its diverse culture and practice of personal support and development, extraordinary student success, and its dynamic, innovative programs that prepare students for the university, the modern workplace, and the global community.

Project Change provides services such as:
• A college contact person for referrals
• Designated advising and career planning staff/services for formerly incarcerated students

• Guided pathways for realistic careers with job potential
• Assistance with registration and financial aid/fee waiver process
• Academic and career counseling
• Credit, Certificate, and noncredit class (vocational) class on campus and off-campus
• Personal and career development seminars and workshops
• Peer support
• Referrals for on/off campus services
• Academic tutoring and access to technology
• Assistance with Clean Slate petitions
• Health and wellness counseling

2B. Student Goals: Cañada College with Project Change goal is to empower our participants to connect them with college and community resources so they can achieve their educational, personal and career goals.

What does your program do for students in helping them reach their goals?

• Recruit, assist registering for school, and retain formerly incarcerated students
• Assist students in completing a college degree, certificate, and/or transfer
• Help students secure stable and meaningful counseling, financial aid assistance   and employment
• Reduce recidivism
• Connect students with on and off campus resources

2C. Community Partnerships: What are your community partnerships?

Off campus dedicated staff:
• Redwood City Parole
• SMC Sheriff's Office
• County of San Mateo Probation
• CDCR
• Attorneys from the District Attorney's Office
• Private Defender Program
• Professional Legal Association
• Maguire Correctional Facility
• Maple Street Correctional Center / Men's and Women's Transitional Facilities
• San Mateo County Office of Ed and Adult Schools
• Redwood City Sober Living Environments (SLE)
• YMCA Youth Service Bureau
• Urban Services YMCA of SF
• Five Keys Northern California
• David Lewis Reentry Program in E. Palo Alto
• Delancy Street
• GEO Transitional House Federal Probation
• Rising Scholars
• Basic

2D. Anti-Racism Contributions: Project Change discovered every individual has an enormous amount to teach us. We strive to learn from, to adapt both the style and content of every human being in the program. To reflect diversity of each individual contributing to anti-racism. This has included mundane but important steps like learning to actively listen more effectively to non-native English speakers. As well as, to create content for a more diverse environment such as BIPOC, LGBTQIA+, 1st Gen, Foster, Homeless, Undocumented, Veteran, Low-Income, etc. In organizing Project Change, through an anti-racism lens we were able to attract and communicate more effectively to broad audiences. By bringing in a wide variety of perspectives, a more diverse program, and more memorable learning experience allowed us to construct a new culture for human kindness.

3A. Equity & Access: Describe how your program assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to all students.

Project Change has a dedicated on and off campus team, Project Change director/coordinator and Elevate telephone application.

Three realities/barriers confronting formerly incarcerated students enrolled at Cañada College:
?   Opportunity ? Equitable Access
?   Hard to succeed where you feel like you don't belong
?   The presence of resources is not the same as access to resources

In order to ensure formerly incarcerated students can succeed and have an additional layer of equitable access at Cañada College, the Elevate App provides:

?   A space where formerly incarcerated students can create a sense of community through sharing and requesting insights about their college experiences
?   A space where Cañada College departments, programs, and/or initiatives can instantaneously provide pdf resources to the community of formerly incarcerated students
?   A space where formerly incarcerated students can build a network of support amongst themselves within the context of being a part of the Cañada College community

3B. Equity Gap Elimination: How does your program work towards eliminating equity gaps?

Project Change (PC) program coordinator is a dedicated individual who has experience working with currently or formerly incarcerated students to serve its students population. The PC Coordinator collaborates with dedicated internal on campus staff to assisting PC students with registering for school, referring students to campus support services including, counseling, financial aid assistance and employment resource identification, and connecting students to off campus resources. The program coordinator is an integral part of providing support for PC and liaising with probation officers. In addition to the Elevate Application to eliminate the equity gap.

3C. Delivery Method Considerations: Evidence, strength base, best practices and research in the field
Looking Back
4. Major Accomplishments and Challenges (500 Word Limit): Describe major accomplishments and challenges since the last program review cycle.
In the Program last cycle my challenges was working part-time and no activity of work for three months due to no funding source for PC program.
However, my accomplishments were developing and implementing the program within the scope of funding availability. These accomplishments consist of:
•   Establish relationships with justice
system providers in San Mateo County

•   Developed material for document, measuring and collecting data through smartsheets

•   Develop materials to share with
incarcerated prospective students, Brochure, Flyers and PC Website

•   Establish pipeline of transitional
students being referred to the PC program from external partners

•   Delivery of Project Change Presentation and informational on zoom for
referrals and potential students twice a month

•   Became an officially recognized
campus program with the Elevate application

•   Outreach and respond to
prospective students, particularly those
on probation and parole.

•   Provide support to students from
recruitment to graduation.

- Start Bridge programs by offering one cohort-based course such as life skills, with counselor support

- Staff presentation to provide an understanding the mission of PC and employment/reentry challenges faced by formerly-incarcerated and incarcerated students

- Help students apply and matriculate
.
- Counsel/advise with awareness of and sensitivity to academic, counseling and career barriers. (Academic Advising 2xs/semester)

- Assist students in choosing clear career pathways that lead to self sufficiency

- Assist student in identifying and addressing non-academic needs such as housing, transportation, record clearance and assistance in interacting with probation and parole

- Develop and maintain strong relationships with external partners i.e. community-based programs, probation, parole and county jails.

- Form relationship with San Mateo County Bar Association Record Clearance and Spark point

- Develop referrals for Housing
- Develop referrals for Health care Services

- Develop referrals for Social Services

6A. Impact of Resource Allocations Process: Describe the impact to date of previously requested resources (staff, non-instructional assignment, equipment, facilities, research, funding) including both resource requests that were approved and were not approved.

- Currently, requesting full-time position for Director/Coordinator non-instructional (not-approved)

- Currently operating part-time position for Director/Coordinator non-instructional (currently soft funded)

- Currently, operating with two staff part-time Director/Coordinator non-instructional and Career/Academic Counselor instructional (currently soft funded)

- Currently, requesting a full-time counselor instructional, secretary non-instructional, instructor instructional and part-time stipends for peer support staff with lived experience interns/mentors non-instructional (not-approved)
What impact have these resources had on your program/department/office and measures of student success or client

satisfaction?

- Due to the lack of staff and limitation of hours allocated to work in a week has impacted the program. The impact the program ability to establish PC student club, integrate PC student club as a requirement, utilize college's peer mentor training, foster peer mentors from formerly, incarcerated students, have a PC student adopt an incoming incarcerated PC student, refer students for critical needs such as food, housing, and transportation assistance. To measure student success.

What have you been unable to accomplish due to resource requests that were not approved?

- The program ability to establish PC student club, integrate PC student club as a requirement, utilize college's peer mentor training, foster peer mentors from formerly, incarcerated students, have a PC student adopt an incoming incarcerated PC student, refer students for critical needs such as food, housing, and transportation assistance. To measure student success.

6B. Disproportionately Impacted Students Affects: How have these resources (or lack of resources) specifically affected disproportionately impacted students/clients?

- The lack of staff has disproportionately affected the impact of students by sequestering and disenfranchise their ability to have access to information and sustainability with equitable social change during their experience at Cañada College.

7. SAOs & SLOs: SAOs and SLOs

State your Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs).

- Project Change SAOs has been stagnated due to the lack of staff and hours allocated of one part-time staff (Director/Coordinator) to perform operation as the program is evolving with growth and development annually. It becomes challenging to maintain the outcome goals per cycle.
Describe how your program assessed your SAOs and/or SLOs.
- Project Change evaluation/access process consist of career finding and interest.

8. SAO/SLO Assessment Results & Impact: Summarize the findings of your program's SAO/SLO Assessments.

- Project Change has discovered most students that has participated in the process so far has identified interest in academic careers with the option of transferring and same amount so far in non-credit or trade courses. However, we have had students register and leave the program to not return. However, attrition is expected of students during the first phase of building program inclusively with staffing challenges.

What are some improvements that have been, or can be, implemented as a result of SAO/SLO Assessment?

- The improvements that have been implemented as result of SAO assessment consisted of the introduction of the Elevation application to students and PC website availability for user-friendly registration application and contact information to PC. In addition to strategies that can be implemented as a result of SAO consist of provide career interest testing through assessment center or career planning class, establish a referral system with EDD and San Mateo County work force services, attend employer recruitment presentations, and employment resources in PC office, career café and online job search center.

Looking Ahead
9. SAOs & SLOs for the Next Review Cycle: Describe how you will address identified opportunities for improvement.
As the Program Director/Coordinator addressing opportunities for improvements as the PC grow in a robust program.

Project Change is requesting allocation to make the program operation functions manageable.
- Currently, requesting full-time position for Director/Coordinator
non-instructional (not-approved)

- Currently, requesting a full-time counselor instructional, secretary non-instructional, instructor instructional and part-time stipends for peer support staff with lived experience interns/mentors non-instructional (not-approved)
Discussion how you will address anti-racism in the next program review cycle.
- Continue to discover every student in PC has an enormous amount to teach us. As we strive to learn from, to adapt

both the style and content of every human being in the program. To reflect diversity of each individual contributing to anti-racism. This has included mundane but important steps like learning to actively listen more effectively to non-native English speakers. As well as, to create content for a more diverse environment such as BIPOC, LGBTQIA+, 1st Gen, Foster, Homeless, Undocumented, Veteran, Low-Income, etc. In organizing Project Change, through an anti-racism lens we were able to attract and communicate more effectively to broad audiences. By bringing in a wide variety of perspectives, a more diverse program, and more memorable learning experience allowed us to construct a new culture for human kindness.

Discuss how you will address equity in the next program review cycle.

•   Continue to define as program Director/Coordinator what dedicated means to serve its students population. As the PC Director/Coordinator collaborates with dedicated internal on campus staff to assisting PC students with registering for school, referring students to campus support services including, counseling, financial aid assistance and employment resource identification, and connecting students to off campus resources. Also acting as an integral part of providing support for PC and liaising with probation officers. In addition to the Elevate Application to eliminate the equity gap.

10. Program Improvement Initiatives: What change could be implemented to improve your program?
As the Program Director/Coordinator addressing opportunities for improvements as the PC grow in a robust program. Project ham requesting allocation to make the program operation functions manageable.

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non-instructional (not-approved)

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How might an anti-racism lens be considered in the proposed changes?

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How might an equity lens be considered in the proposed changes?

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How will you address the opportunities for improvement that you identified throughout the prior sections of this Program Review?

Creating a matrix and narrative that explain the annual challenges and improvements made within the program.
What additional Anti-Racism training do you/your program need in the upcoming year?
Additional training for program defining Anti-racism in the scope of Social Determinant of Health.
What research or training will you need to accomplish these plans?
PC is requesting training in the scope of exploring research and training as it applies to the Social Determinant of Health Nationally, Stately and Locally.
What supplies, equipment, or facilities improvements do you need?
PC need applies to facilities requesting available office space for providing services on campus and other campus locations.

Program Review Narrative Status: Complete
Related Documents & Links:
ProgramReviewStandalone

SSPRForm-1.docx
New Faculty Position Proposal (6) Revised.docx
Classified-Hiring-Justification (3)[8] Revision.docx

Goal Description: Project Change

Provide support for 35 students in Student Support Service for Formerly Incarcerated Students and Services to incarcerated students' program on new innovative technology Elevate Application - total virtual access including, android and apple phone, and program-based curricula,

Continue providing support for the 35 students so they can transition into the Canada College,
Non-Academic program Academic program will provide all students to a dedicated team with confidentiality maintained among formerly incarcerated group includes referrals to community resources that includes housing, transportation,

Goal Status: 1 - New (PR)
Relevant Program Review Cycle: 2021-2022
Estimated Start Date: 07/01/2022
Estimated Completion Date: 06/30/2025
Who's Responsible for this Goal?: Project Change Team/Director
Please select the college goals with which your program goal aligns.: Community Connections - Build and strengthen collaborative relationships and partnerships that support the needs of, reflect, and enrich our diverse and vibrant local community.
Please select the college strategic initiatives with which your program goal aligns.: Implement Guided Pathways