COMPREHENSIVE PROGRAM REVIEW REPORT

Resilience Education Program

Program Context

<u>**Mission (100 word limit)**</u>
1- How does your program align with the college and district mission? https://smccd.edu/dpgc/files/dsgc-DistrictMission.pdf https://canadacollege.edu/about/mission.php

Cañada College's mission is to engage and empower students in transforming their lives and communities through quality education. Our college does this by providing equitable education such that students from diverse backgrounds are able to achieve their educational goals and benefit the world. Project change specifically promotes the college values of Social Justice and Racial Justice, transforming lives, transparency and authenticity, adaptability and resilience, student centeredness, and cultural empathy. The Project Change program also aligns with the SMCCCD mission of collegiality and shared responsibility, and with the objective of sustaining open access for students and being responsive to community needs. To this end we focus on SMCCCD goal number 5, in providing a range of student services to assist students in attaining their educational and career goals, through college and community partnerships and excellent programming to support Project Change students.

<u>**Program Description (500 word limit)**</u>
2- Who does your program serve?

Project Change serves students who "have experienced incarceration;" are or were "in state [or] federal prisons, county jails, reentry facilities, [or] juvenile detention facilities;" if they "have been arrested, detained, or referred to probation as a youth," as defined by the Rising Scholars Network. Project Change students are typically coming from our Black and brown communities, are facing financial, food, and housing insecurities, and have had exposure to the carceral system from a young age directly, in their communities, and/or have family also in the system. The students join Project Change based on self or peer referral, meaning they are looking to access education as a way to move forward in their lives and are committed to succeeding.

a.   **How many students are served by your program?**
Project Change at Cañada is currently serving nine students, a growth from three students Spring 2024. Although we have more than doubled the number of students, the most impactful part is that they have been retained in spring, summer, and now into fall semesters. We anticipate our program numbers to continue growing within the next academic year, reaching our program expectations in 2025.

b.   **How does your program intentionally serve underrepresented, disproportionately impacted or racially minoritized students (ie. Black and/or Indigenous People of Color; Gay, Lesbian, Bisexual, Transgender, Queer, Intersex, and Asexual; 1st Gen; Foster; Homeless; Undocumented; Veteran; Low-Income; or other disproportionately impacted student populations identified in our Student Equity data, etc.)?**

Per the parameters of the Project Change - Rising Scholars grants, our program must serve students who are currently or formerly incarcerated. Students qualify for Project Change if they "have experienced incarceration;" are or were "in state [or] federal prisons, county jails, reentry facilities, [or] juvenile detention facilities;" if they "have been arrested, detained, or referred to probation as a youth," as defined by the Rising Scholars Network. As we all know, our incarceration system specifically targets black and brown people and disproportionately impacts low-income communities. The program seeks to provide resources to guide these students through the educational system, which has previously been inaccessible to them. Project change provides specialized academic and career counseling, monthly support services, and creates a community for change for the Project Change students. Project Change has dedicated staff with experience in carceral systems that

demographics, as we find those who wish to work with formerly incarcerated students come from similar communities and situations. This also means that our staff and programming for students is cognizant and sensitive to the needs and challenges they face as students and members of targeted communities.

Looking Back

7- Describe major accomplishments since the last program review cycle.
Since the last program review cycle, the Project Change team has grown to add a PSC and has also grown in student numbers. We have had success with student resilience and are actively working on supporting students in their connections with on-campus resources to further support them. We are also developing a presence on campus through presentations, communications with other programs on and off campus, as well as peer referrals. Through this Cañada College faculty/staff/students are increasing awareness of our program and connecting system impacted students with Project Change staff.

a.   How did your accomplishments help to close the opportunity gap for disproportionately impacted, underserved or racially minoritized students?
Given that our students are primarily Latinx (67%) and Black (22%), Project Change is providing them with access to resources and opportunities necessary to succeed on our campus and thrive within our community. Our program encourages students to step into leadership roles, speak more confidently about their needs and goals, and creates a safety net and support team for them. Having dedicated Project Change staff has also created an environment of trust where we are able to provide wraparound services to fully support the student. Recently, one of our Project Change students is the student representative for the hiring committee of our new Cañada College Vice President of Student Services. The impact of our staff on the Project Change students has been substantial. Students are encouraged to challenge their expectations and strive for their educational goals.

8- Describe major challenges since the last program review cycle. Have these challenges contributed to the expansion of or continuation of equity gaps?
Since the previous review cycle, Project Change was placed on a pause for a short time. The major challenge being the COVID-19 shutdown that created inconsistent presence of staff due to work-from-home mandates, limited access to students due to online learning, and although some outreach was done to community partners, this also was insufficient. There were attempts to incorporate a student ambassador, but this was unsuccessful due to lack of capacity.
There currently isn't a single full-time staff for the program, all staff are limited in their hours and role due to budget allocations. There is a lack of a consistent Project Change space. Presently, the PSC position is only 50% and is split between two office locations; one of which is a shared space with non-program staff and doesn't provide adequate privacy for student appointments, meetings, etc. Without changes to program staffing hours, space, and positions we foresee an expansion of the equity gaps for students in Project Change.

Impact of Resource Allocations Process (250 word limit)

9- 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.
There was no request for resources in the previous Comprehensive Program Review from 2021.

a.   What impact have these resources had on your program/department/office and measures of student success or client satisfaction?
N/A

Program Review

b.   What have you been unable to accomplish due to resource requests that were not approved?
N/A

c.   How have these resources (or lack of resources) specifically disproportionately impacted students/clients?
N/A

SAOs and SLOs (100 word limit)

10- State your Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs).
In the previous review cycle, our predecessor did not provide sufficient SAOs and instead:
- requested full-time position for Director/Coordinator non-instructional

- requested a full-time counselor, secretary, instructor and stipends for peer support staff with lived experience interns/mentors non-instructional , and

- recommended continuing to discover every student in PC has an enormous amount to teach us

- Recommended continuing to define what "dedicated" means to serve its students population

11- Describe how your program assessed your SAOs and/or SLOs.
We were not able to assess these SAOs as they are not outcomes but rather a wishlist of staffing changes and a staff directive. It was not possible to meet these recommendations due to a lack of staffing during the subsequent years as the program went dormant.

12- Summarize the findings of your program's SAO/SLO Assessments.
Unfortunately, the previous SAOs were more wishes and directives rather than true Service Area Outcomes. However, we were able to meet some of the requests via the Rising Scholars Grant, written in 2022 and approved in the summer of 2024. This grant allows us to allocate funding for Project Change classified staffing, counseling and instruction as well as dedicated funds for student books, transportation, and food vouchers.

a.   What are some improvements that have been, or can be, implemented as a result of SAO/SLO Assessment? Please include meaningful action plans to improve student access and success.
Since the reinstatement of the Project Change program at Cañada in Spring 2024, we have been able to:
- Hire a part time Director at 20%

- Hire a part time Counselor at 12 hrs per week during the academic year

- Hire a part time Program Services Coordinator at 50%

- Hire a part time office assistant at 10 hrs per week

- Initiate a book and transportation voucher system to support students in-facility as well as those on Cañada's campus in Spring and Summer of 2024

- Continue the book and transportation vouchers through Fall 2024, as well as initiate the food voucher system via the college bookstore

b.   How did your program's SAO/SLO assessment address antiracism?
Through the initiation of program goals regarding hiring staff that reflects the student makeup, access to education, and resources to be self-sustaining, Project Change is helping to combat the systems that affect and oppress our formerly incarcerated, disproportionately impacted black and

brown students. By continuing to support students throughout their education and graduation, it helps reduce the impact racist systems like the Cradle-to-Prison Pipeline and stigma of incarceration.

c.   How did your program's SAO/SLO assessment address equity?

Through the development of recurring financial resources and partnership with support programs like Sparkpoint, Project Change is increasing access to resources that have historically been limited to formerly incarcerated, system-impacted students. These include resources to safe and stable housing, consistent food and meals, mental health and medical care, transportation, books and supplies, and a network of a community that is understanding and empathetic to their needs.

Looking Ahead

<u>**SAOs and SLOs for the Next Review Cycle (100 word limit)**</u>

13- State your SAOs and SLOs for the next review cycle. Describe how you will address identified opportunities for improvement. Discuss how you will address antiracism in the next program review cycle. Discuss how you will address equity in the next program review cycle.

For the next review cycle, we seek to accomplish the following SAOs:

- Reduce financial barriers for formerly incarcerated and system-impacted students through textbook assistance, food assistance, and transportation assistance. Success will be measured through the following, "Success Metric: At least 90% of Project Change students will have utilized at least one direct support."

- Provide dedicated counseling for Project Change students through at least one Project Change identified counselor.

- Create a network of on and off campus resources

Provide resource opportunities that meet their needs in a timely manner, based on anti-racism practices of our campus. Through our network of resources, students connect with equitable resources that meet their specific needs. Through direct support Project Change students are able to co-create their educational and career path.

<u>**Program Improvement Initiatives/Resource Requests (250 word limit)**</u>

14- With an equity and antiracism lens, what changes could be implemented to improve your program? Please include meaningful action plans to improve student access and success.

We seek to hire Project Change Peer Mentors or Student Ambassadors, within the next year, that come from the communities Project Change students are a part of, providing a mentorship and leadership opportunity. This will create opportunities for students to share their lived experiences and identify/utilize their transferable skills.

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

As a part of the Rising Scholars Grant, Project Change seeks to "Reduce financial barriers for currently and formerly incarcerated students in order to increase college access, persistence, and completion. Direct support to students will include: textbook assistance, food assistance on-campus, transportation assistance." This is an opportunity to directly impact the students' needs that are most pressing. Students cannot focus on school if they are experiencing food and housing insecurity. Additionally, mental health and substance abuse are also pressing issues and a basic need to foster student success and retention efforts. Supporting students through the reduction of these barriers will directly impact the way they see their opportunities and connect with resources on and off campus.

Program Review

a.   What additional antiracism training do you/your program need in the upcoming year?

All of our staff and faculty have taken part in Unconscious Bias Training, which is required for district participation in hiring. However, we would like to participate in other trainings that challenge our biases and can lead to "train the trainer" opportunities. This would allow us to have a solid foundation for hiring and training Project Change Peer Mentors, which is part of our Grant commitments. We would like assistance from our Director of Equity or Brave Spaces Collaborative to work with us to find opportunities for this kind of training.

b.   What research or training will you need to accomplish these plans?

There is currently a learning community for Project Change through the Rising Scholars Network that is offering Quarterly training for professionals working with formerly incarcerated students. All of these trainings are currently online, however, many colleagues across the state are developing different in-person professional development opportunities that would be beneficial to our Project Change faculty, staff, and students. Through regular staff meetings, joining the Rising Scholars Listserv, and connecting with professional organizations our plan is to keep our faculty and staff up to date on the latest issues and solutions our peers are addressing.

c.   What supplies, equipment, or facilities improvements do you need?

There is currently no single physical space for students, staff, or faculty to meet regularly for Project Change. Students often remark to our staff "where are you today?" This shows not only are we feeling the lack of programmatic meeting space, our students are distinctly feeling a lack of a "home." We are requesting physical office space that includes private offices and communal space for staff, faculty, and students to meet regularly where they will always find a place that they belong. Additionally, this means that our counselor and program services coordinator will not have to fight for the adjunct "drop in" office spaces and can utilize the Project Change location as a space to regularly counsel students in the program. This also will create a space where students can consistently check in and follow through with planning regarding their confidential legal matters, meet with case managers from community partners, Probation/Parole Officers, and other necessary agencies without fear of being overheard in shared spaces. It also means that whatever equipment or files are utilized by the program will also remain in one location instead of being moved from office to office each day.

If your program is requesting resources, please go to "STEP 2: Resource Request (OPTIONAL)" and submit your specific requests there.

Non-Personnel Item (2024 - 2025)

Requested Year
2024 - 2025

Program Requesting Resources
Project Change

Item Requested
Dedicated Program Space

Item Description
Private Office Space and Communal Space for Students, Faculty, and Staff to Meet

Program Goals this Request Supports
At least 90% of Project Change students will have utilized at least one direct support

Status
New Request - Active

Type of Resource
Facilities Requests

Cost
5,000

One-Time or Recurring Cost?
One-time Cost

Critical Question: How does this resource request support closing the equity gap?
By providing resource opportunities that meet their needs in a timely manner, based on anti-racism practices of our campus the program will help close equity gaps. Through our network of resources, students connect with equitable resources that meet their specific needs. Through direct support Project Change students are able to co-create their educational and career path.

Critical Question: How does this resource request support Latinx and AANAPISI students?
Per the parameters of the Project Change - Rising Scholars grants, our program must serve students who are currently or formerly incarcerated. Students qualify for Project Change if they "have experienced incarceration;" are or were "in state [or] federal prisons, county jails, reentry facilities, [or] juvenile detention facilities;" if they "have been arrested, detained, or referred to probation as a youth," as defined by the Rising Scholars Network. Project Change supports Cañada College as an HSI and AANAPISI designated institution by serving students who are members of those designated groups. As we know, there is a disturbing trend in the law enforcement and carceral state towards those who are identified as Black and Latinx. Therefore, we see the demographics of our Project Change students reflected in this trend. Our staff and programming for students is cognizant and sensitive to the needs and challenges they face as students and members of targeted communities.

Map Request to College Goals and Strategic Initiatives

Which of Cañada College's Goals does this resource request support?
Equity-Minded and Antiracist College Culture
Community Connections
Student Access and/or Success and/or Completion

Which of Cañada College's Strategic Initiatives does this resource request support?
Ensure students (particularly part-time students) experience a sense of belonging and connection to the College that helps them persist and complete
Improve the financial stability of students
Create and sustain an inclusive and/or antiracist and/or equity-minded campus culture

Resource Requests

Help meet the basic needs of Cañada students and other community members
Help students explore and find employment in fields of their choice
Better share what Cañada offers
Connect students to the academic program(s) and classes they need