Comprehensive Student Services Program Review Criteria- 2017/2018

Note to Preparers:

Please complete this form that includes the Program Review criteria for the comprehensive student services program review. One of the major functions of Program Review is to ensure that all work units of Evergreen Valley College are aligned with its goals. The college's goals are set forth in its Mission and Strategic Initiatives, which are expressed in the narrative below.

College data- 3 years- is provided in this template. If you need additional program relevant data, please email the Dean of Research, Planning and Institutional Effectiveness.

Additional information, including a submission timeline (**Due December 1st for feedback)** and samples of recent Program Reviews, are available on the college website http://www.evc.edu/discover-evc/institutional-effectiveness/program-review. If you have any questions, please feel free to contact any member of EVC's Institutional Effectiveness Committee (IEC).

After your submission to IEC, members of the committee will provide feedback to assist you in preparing a final version. The review committee will consist of IEC members and an optional external reader of your choice. The review committee will make a recommendation and your Program Review will precede to College Council and the EVC President for his/her final approval. Completed/approved Program Reviews will be eligible to participate in resource allocation through the College Budget Committee.

Evergreen Valley College's Mission:

With equity, opportunity and social justice as our guiding principles, Evergreen Valley College's mission is to empower and prepare students from diverse backgrounds to succeed academically, and to be civically responsible global citizens.

Strategic Initiatives:

1. Student-Centered: We provide access to quality and efficient programs and services to ensure student success. Areas of focus are:
   - Access
   - Curriculum and programs
   - Services
2. Community Engagement: We will transform the college image and enhance partnerships with community, business and educational institutions. Areas of focus are:
   - Increase visibility
   - Develop strategic partnerships
   - Building campus community
3. Organizational Transformation: We create a trusting environment where everyone is valued and empowered. Areas of focus are:
   - Communication
   - Employee development
   - Transparent Infrastructure

Department/Program Name: Equity Plus/Youth Empowerment Strategies (YESS)

Year of Last Comprehensive Review: N/A

Year of Last Mini Review, if applicable:

Preparers' Name(s): Sarai Minjares, Cam Martian, Jazmine Garcia, Julie Vo, Song-Ho Tran

Area Dean: Adriana Ayala

Overview of the Department/Program

1. Provide a brief summary of your program, including program components, function and purpose. Please include a brief history and discuss any factors that have been important to the program's development.

EQUITY PLUS & YESS (Youth Empowerment Strategies for Success)

The Equity Plus program was proposed in 2015 under the Student Success and Support Program (SSSP). Factors that contributed to the programs development were consultation with the Student Success Advisory Committee and the Early Alert/Probation Follow Up Committee. The program also developed alongside close consultation with former interim Dean of Student Success, Angelina Duarte. Thanks to the contributions of these administrators and committees, the program was successfully implemented Fall 2015.

The program is located on the 1st floor of the Student Services Building in place of the former Trio and FASTRACK programs. The Equity Plus Program, also known as Student Success Equity Plus, aims to support at risk, vulnerable, underrepresented students that have a high need for extra support or are at risk of dropping out. The program provides targeted student populations the opportunity to work with dedicated professionals in an environment that is conducive to their growth and development. Not only does the space offer a quiet place for homework, tutoring and academic counseling, it is unique in that it also serves a students need for community and social well-being in a warm and caring atmosphere.

Targeted Student Population include:

- Foster Youth

- Students in Probation or Dismissal Academic Standing

- Early Alert Students

- Other at-risk students including

  o Non-Credit

  o Students with Disabilities(DSP)

  o Other low income, 1st generation students that may not qualify for other support programs (ex) low income, first generation students that do not qualify for EOPS because they do not meet the full time criteria or have timed out of EOPS services)

To enroll, a student needs to submit an Equity Plus application, or can be referred by an academic counselor, another support program including Early Alert and Probation Dismissal referrals.

The Youth Empowerment Strategies for Success (YESS) Program serves foster youth to ensure that they have a supportive and nurturing environment as a foundation on which to build successful emancipation. We provide foster youth with educational and community resources to ensure that they have every opportunity to succeed. Our YESS program is a collaborative effort involving our on campus resources and off campus partners.   The program includes two main pathways for youth, both of which build on a solid training and skills development program. We encourage all foster youth who participate in our training and skills development to consider future educational goals leading to either certificated vocational education completion or four-year university transfer. While our program focuses on current and emancipated foster youth, all foster youth participate in training that includes mentoring, life skills enhancement, and community resources and linkages. Our comprehensive and specialized training courses draw on our demonstrated experience with providing foster youth with educational, employment, life skills, and financial literacy training.

Through our collaboration with the Santa Clara County Department of Family and Children's Services, Connected by 25, Silicon Valley Children's Fund, One Stop Career Center, San Jose State University, and many foster youth agencies such as The Bill Wilson Center and Unity Care, the YESS Program has a resource referral system that connect youth with the appropriate resources and solutions specifically tailored to their needs.

The cornerstone of our YESS Program is our very individual approach to goal setting and planning in concert with youth, Coordinator, and caseworkers, to achieve short and long-term goals for each foster youth. Our YESS Program will include a complete assessment of each student's current situation including their educational level, living arrangements, transportation, support system, and other potential challenges that build on the Pre & Post Youth Survey(Assessment). Based on our initial and continued support, the foster youth and Coordinator will work together to design both short and long term plans to address each of the areas and any challenges to achieving their educational and emancipation goals. To ensure success, we also refer students to supportive college student services programs such as EOPS and DSP.

If Evergreen Valley College continues to invest in academic supports & interventions, matriculation supports & interventions, social emotional skill development, and resources to remove barriers, then there will be an increase in the number and percentage of students who meet Student Academic Progress (SAP) requirements, persist from term to term, earn degrees and successfully complete the transfer process.

Services Provided:
- Academic Counseling including the Abbreviated and Comprehensive Education Plan
- Textbook lending library
- One-on-one mentoring for academic probation and foster youth
- Individual tutoring
- Computer Lab and free printing services
- Homework and study space
- Celebration of accomplishments
- Referrals to on/off campus resources
- Community Event tabling/outreach and presentations

- Assistance with FAFSA application/BOGFW or any other college forms
- Assistance with class registration
- Equity Plus/YESS Orientation
- Assistance with Transfer Application and process
- Campus Field Trips such as UC/CSU Tour
- Early alert and academic progress monitoring and follow up
- Peer Mentor Support
- Special Program Ceremony for graduates and transfers

- YESS ONLY - EVC Campus Tour
- YESS ONLY - Enrollment Services such as college application, assessment, orientation, and ed. Plan
- YESS ONLY - Scholarship resources EX. YES Scholarship through SVCF
- YESS ONLY - Parking Permits
- YESS ONLY – Emergency loans
- YESS ONLY – Cafeteria Meal Vouchers
- YESS ONLY- Textbook Purchase

Program Duties:
- Provide supportive academic services that focus on student retention services
- Serve as faculty and staff mentors
- Track a student's progress and persistence
- Provide resources and services
- Referrals to resources on campus and in community
- Provide student success workshops, including the Probation 1 and 2 workshops
- Closely monitor Probation/Dismissal and Foster Youth on a case by case basis
- Collaboration with other campus programs to offer enhanced learning opportunities
- Collaboration with community based organizations.
- Educate faculty & staff members on resources available for Equity Plus, Probation/Dismissal and Foster Youth in sessions such as Spooktacular, visiting Division meetings, PDD workshops or fairs, or other events

YESS receives a grant from the California Foundation of Community Colleges but to meet the requirements of our YESS and RISE grants, our program must provide a minimum of 48 hours of student workshops that include topics such as:
- Financial literacy,
- life skills training,
- job readiness,
- alternative secondary education options, and
- workshops that focus on transition preparation that promotes a youth's more successful transition to adulthood.

Our program has worked with other special programs on campus to offer workshops related to these topics throughout the year. We also encourage students to enroll in Counseling 14: College Success, which also satisfies the requirements of the grant and better prepares them for their college experience.

Probation and Dismissal: We also work with the counseling department to offer workshops for our probation and dismissal students. Students are informed of the ramifications of their status and how to return to good academic standing.There are a number of reasons why a student may be on academic probation/dismissal. Sometimes life stresses can become overwhelming and/or a student may not have the right tools to succeed in courses. Education on this topic is imperative to guide students back to good academic standing and to prevent them from being "dismissed" from the college.

2. Please provide an update on the program's progress in achieving the goals (3 years) set during the last comprehensive program review.

The Equity Plus program launched Fall 2015 and is completing the program review for the first time. We have been delivering services and collecting data in the interim to establish baseline goals.

Through collaboration with the Silicon Valley Children's Fund, we have established baseline objectives after extracting and reviewing our program data. We would like to begin working towards the following for foster youth:
- Ensure that foster youth are maintaining their priority registration by meeting their Satisfactory Academic Progress (SAP)
- Increase retention of foster youth
- Increase access for foster youth to the YESS (EVC) Program. Our goal is to reach 100% of EVC foster youth population

In examining data on our probation and dismissal students, we have seen an increase in services utilized, specifically with the number of one-on-one counselor meetings and probation "Back to Success" workshops.

In Equity Plus, our goal is to be able to continue to see an increase in Probation/Dismissal student participation with these follow up services. Our program would like to continue to support these efforts and increase services to Probation/Dismissal students.

3. Please state any recent accomplishments for your program and show how it contributes to the College's mission and success.

The services we deliver through our program are framed with equity, opportunity, and social justice in mind to ensure that we empower and prepare students who come from disadvantaged backgrounds to succeed, not only in their educational goals, but also in their personal development.

The YESS Program was recently recognized in October 2017 as a "Bright Spot College" from the California College Pathways Institution. We are featured in the "Accelerating Success: Turning Insights into Action for Foster Youth at California Community Colleges" report. In this report we are highlighted as a program that delivers "high touch" services that have been proven to increase success rates among foster youth.

For Probation students we have seen an increase in student participation in one-on-one meetings with a counselor and workshop attendance.

From fall 2016 to spring 2017, we were able to increase the amount of students that attended the probation 2 workshop by 8% overall. Percentages went from 10% in fall 2016 to 18% in spring 2017. We were also able to increase the amount of students that attended the probation 1 workshop by 20%. Our attendance increased from 44 students to 53 students from one term to the next.

Through work with the RISE grant and in partnership with Silicon Valley Children's Fund, recent accomplishments have been in areas of data collection and analysis on foster youth at Evergreen Valley College. We were able to establish baseline data on areas of demographics, GPA, and academic programs. It is important to have data that will help us make data driven and student centered decisions.

4. Please describe where you would like your program to be three years from now (program goals) and how these support the college mission, strategic initiatives and student success.

Three years from now, we would like our program to have reliable data in order to make decisions regarding budget, services, student learning outcomes, student progress and outreach efforts. We have made great progress collecting data for our foster youth, but the data for the Equity Plus is unstable. It is an important goal that we clean up this data collection process so that we are not underreporting our numbers. Staff transitioning has caused a mismatch of numbers served recorded. For this first year, we are analyzing where there are gaps in the data collection process.

To align with strategic initiatives the program has identified the following goals for the next three years.
In order to scale up on our student-centered services we would like to establish an annual program budget to continue to provide support to at risk students. Under areas of access and services, with an established budget our program would be able to increase services. Equity Plus does not have any funding to provide direct aid to students. Currently, we collaborate with other support programs on campus to maximize our limited resources that help us provide services that contribute to a student's personal and academic development. Such programs are EOPS, DSP, Sparkpoint, and the Tutoring Center. Foster youth are part of the targeted groups on the college's Integrated Plan and fall under basic skills, equity and student success groups. Our priority is to ensure that foster youth are maintaining their priority registration by meeting their SAP (Satisfactory Academic Progress) requirements and mandates.

In order to establish an institutionalized budget, one of our goals is to develop a program proposal plan, with supporting data for the need to create an institutionalized support program for foster youth. By institutionalizing such a program, it shows our commitment to embrace our guiding principles of equity, opportunity and social justice.

We also would like to develop Student Learning Outcomes (SLO's) for Equity Plus/YESS. SLO's will be administered in the form of a student survey. We will then assess our SLO's based on survey data. As of today, there has been constant staff transitions within our program which has placed the development of our SLO's to a halt for Spring 2018. Once staff transitions stabilize we will resume SLO development.

Our outreach efforts are also critical to the program. If our goal is to reach 100% of foster youth on campus, we need to increase our in-reach efforts just as much as our outreach efforts. We want to increase our program visibility within our community as well as our college campus. We would like our college members to know that there is such a program supporting foster youth. There is a need to continue building and strengthening strategic partnerships for our foster youth's best interest and creating opportunities in the areas of educational, career, financial and personal development.

5. Describe current program staffing by listing the current number of positions currently in the program. If the position is vacant, please indicate the vacancy.

Position type	Number of positions
Full time faculty	VACANT
Part-time faculty	.5
Full time Classified	2
Part-time Classified (permanent)	1
Part-time Classified (hourly)	VACANT
Administrators	0
Student workers	1

A. Program Quality

1. Describe the impact of the program's service offerings to the students and the campus.

The impact of our program reaches up to 1500 probation and dismissal students, 1400 early alert students and 100 foster youth on campus. Our work encompasses services on campus as well as a marriage between academic and student affairs.

Collaborative Outreach & Recruitment Services
One of our stronger areas is collaborative outreach and community engagement. We participate in the FYSI – Foster Youth Strategic Initiative, where we collaborate with various community, social service, and educational organizations. Community and educational partners include Santa Clara County Department of Family and Children's Services, Silicon Valley Children's Fund, The Bill Wilson Center, The HUB, Independent Living Program, Unity Care, CASA- Court-Appointed Support Advocates, Santa Clara County Office of Education, YearUp, and other community colleges in the local area.

Our primary partnerships include Silicon Valley Children's Fund (SVCF) and Bill Wilson Center HUB. Through the RISE MOU agreement, we have a RISE coach that offers case management support to foster youth at Evergreen Valley College. The YESS program also currently is working with SVCF through a RISE grant to improve services and success rates of foster youth on campus. Twice a month, Evergreen Valley College travels to The HUB, under The Bill Wilson Center, where we provide college and financial aid information and assistance to foster youth under the age of 24. The Independent Living Program is also housed in the same location where we collaborate and work with ILP case managers to enroll students into Evergreen Valley College.

Student Success and Support Services

The Equity Plus program has become a safety net for at-risk students. We provide a safe space for our students. We recently conducted a survey to our students on our program and services. We found out that the majority of students surveyed accessed the space at least once a week.

Our services are designed to help students overcome barriers while in college. Services that students receive include academic counseling, tutoring, books, meal vouchers and more. Students expressed computer lab, food, books and tutoring as their top 4 services that they favored. When asked what they liked the most about the program the top result was the program's "helpfulness".

"All support services provided help for me to stay afloat during the semester".
"Counseling was what helped me get through Evergreen. Being able to talk to someone who cares about me."
"They ask me how I'm doing in class."
"I like being able to always talk to someone. They always ask if I needed help."
"Thank you YESS for all the love and support."

One of our services is referrals to on/off campus resources. We asked students to name the most valuable resources we have connected them to. Their top responses included connections to financial aid, tutoring center, EOPS, and counseling.

Our program is unique in that it offers case management to foster youth and probation/dismissal students. Foster youth receive case management from our program assistant (NON-CREDIT), our program coordinator and the RISE Coach. Our Probation/Dismissal students have case management from the Probation/Dismissal Team and the Equity Plus counselor. Students on Probation/Dismissal develop a plan to improve academic standing & follow up throughout the semester with the Equity Plus/YESS counselor. Through our survey, our foster youth reported the most follow up interaction with the program assistant and coordinator.

2.   Describe recent local, State and/or Federal changes that significantly impact the services to students.
Recent changes that directly impact our Probation/Dismissal Students is the implementation of the Loss of the BOG Fee Waiver and Priority Registration for students throughout the San Jose Evergreen Community College District.

Loss of Priority Registration
Per Title 5, section 58108, students shall lose their priority registration status when placed on Academic or Progress Probation or any combination thereof for two consecutive primary semesters, or have completed 100 or more degree-applicable semester units within the SJECCD. The loss of priority registration shall remain in effect until the student is no longer on probation or the student has successfully appealed their loss of priority registration status.

Loss of BOG Fee Waiver
Per Title 5, section 58621, beginning Fall 2016, students shall lose their BOG Fee Waiver eligibility when placed on Academic or Progress Probation or any combination thereof for two consecutive primary semesters. The loss of BOG Fee Waiver eligibility shall remain in effect until the student is no longer on probation or the student has successfully appealed their loss of BOG Fee Waiver eligibility. *Foster Youth, as defined in Education Code 66025.9(b), shall not be subject to loss of BOG Fee Waiver under section 58621.*

Senate Bill 12 (SB12)

The goal of SB 12 is to increase the rate of college retention and completion among current and former foster youth in California by increasing access to the Pell Grant. In California, foster youth are 29% less likely than non-foster youth to persist at least one year in Community College.1 By age 26 just 8% of former foster youth have achieved an Associate's degree or higher as compared to 47% of the same-age population of non-foster youth.

The three provisions of the bill:

• Increased assistance: SB 12 would require every county child welfare agency to identify a person to assist the foster youth in the financial aid application process, starting at age 16.

• Automated verification: SB 12 would streamline the financial aid verification process for foster youth who apply through FAFSA by replacing the current paper-based system with a data match between the California Department of Social Services and the California Student Aid Commission.

• Expanded campus support: SB 12 would expand an existing on-campus based support program known as CAFYES from the current level of 10 community college districts to up to 20 districts, thereby enabling more foster youth to receive the support they need to succeed.

Assembly Bill 214- AB 214 (Weber) College Student Hunger Relief Act of 2017

AB 214 would build upon previous legislation to address the growing crisis of hunger on California's college campuses. Its purpose is to further improve access to federal antihunger benefits for California's low-income college students by:

- Clarifying education policies and definitions to simplify the administration of CalFresh for college students.
- Codifying the policies identified in the AB 1930 workgroup.
- Requiring the California Student Aid Commission to inform students of information that could help them verify their eligibility for CalFresh.
- Clarify definitions of on-campus food retailers required to participate in the CalFresh Restaurant Meals Program.

AB 705- Seymour-Campbell Student Success Act of 2012: Assessment

AB 705 helps more students succeed in completing a degree, certificate or transfer by ensuring that they have access to college-level courses when they first enter a community college. In order to maximize the likelihood that students will complete college-level coursework in English and math within a one-year timeframe (a key indicator of student success), AB 705:

- requires colleges to use high school transcript data, and it sets a standard for how community colleges use high school transcript data, in the placement of students into math and English courses,
- allows more students to enroll directly into college-level courses in which they can be successful. AB 705 leaves room for colleges to exercise local control over placement in response to research with their own student body. AB 705 does not dictate specific placement rules or criteria, rather sets standards that colleges must use in their local decision-making. These standards are designed to ensure that placement decisions maximize a student's likelihood of completing math and English milestones.

3. If applicable, describe a change in specific program compliance requirement with state, federal or accreditation agencies and how your program shifted their processes to ensure compliance.

The establishment of the BOGFW Loss & Priority Registration Appeal committee. This committee was established to review appeals from Probation/Dismissal students that have lost their priority registration, BOGFW or both due to academic or progress probation. First established along with the implementation of new policy, Equity Plus plays a vital role on the committee. Our Equity Plus center is a hub for Probation/Dismissal students that need to submit an

appeal or need assistance with their appeal. The committee is formed by members of Student Success, Equity Plus, Special Programs such as EOPS, Admissions & Records and Financial Aid. The committee reviews the appeal, Financial Aid and Admissions & Records re-bill or reestablish priority registration and Equity Plus or Student Success follows up with student.

AB 705 is another tool to assess our students and correctly place them into college level Math and English courses and to decrease the amount of time our foster youth take to complete their educational goal. Our Equity Plus counselor served on the committee for Multiple Measures and is in expert in the subject. This will positively impact our foster youth to complete their degrees and certificates in a timely manner.

To address AB 214, our staff received CalFresh trainings to support our Equity Plus and foster youth students. The training course covered CalFresh eligibility requirements for community college students, assisting a student through the application process, helping a student gather the proper documentation for Social Services verification, and additional paperwork needed to complete the CalFresh process and maintain eligibility.

Under SB12, the Cooperating Agencies Foster Youth Educational Support (CAFYES) program would extend from the existing 10 community college districts to up to 20 community college districts. The SJECCD is currently not one of the colleges that is hosting the CAFYES program. Our goal as a program is to assist with the application process should the district decide to apply for this additional support to foster youth.

4. Describe how the program measures success.
   a. For example, tracking and improvement in the number of educational plans completed for students.

To support our program goals and outcomes, through work with Silicon Valley Children's Fund, the YESS program has established the following progress indicators, short term outcome goals and long-term program outcomes to track the effectiveness and success of the program.

Progress Indicators:
- **STUDENT CENTERED-ACCESS: percentage of foster youth at Evergreen Valley College who are aware of YESS services each term.**
  Currently we are emailing all foster youth identified with information about our program. We want to maintain this at 100% of foster youth every year. Implementation of this indicator involves the proper tracking of all foster youth on campus. The data from OpenCCC apply, the FAFSA application/CHAFFEE grant, and our internal program data become crucial for the measurement of this indicator. If we want to ensure all foster youth are reached at Evergreen Valley College, we need to make sure that all foster youth are properly identified to reach out to. Included on our outreach plan, we reach out to students multiple times per semester, primarily before the start of each semester (summer and winter) to enroll them into our program, complete the matriculation process, and/or register them into courses.
- **STUDENT CENTERED-CURRICULUM & PROGRAMS: Percentage of new incoming foster youth who are meeting SSSP mandates/matriculation.**
  For 2016-2017, 55% of our foster youth met with our Equity Plus counselors to complete their educational plan. We want to increase this by 5% each year for the next three years.

To increase student success, align with college goals, Student Success Services Program and to remove barriers for our foster youth, the YESS Program serves as a "one stop shop" where all SSSP mandates can be completed "in house" at the convenience of the students. With the new launching of the online platform for the EVC Orientation, this SSSP mandate is now easier to conduct "in house" versus previously where it was carried out as a group or one-on-one orientation with an academic counselor. This mandate can be completed at home by the student or in our program computer lab space and is set up as a first step at the time of registration.

Through our YESS grant contract, we are also mandated to conduct the college assessment "in-house" as well. The program coordinator and specialist received training with *Accuplacer*, the new assessment tool at Evergreen Valley College as an exclusive service for new foster youth on campus. Only foster youth are able to take the assessment in our office by appointment. The new implementation of Multiple Measures also allows are program academic counselor to use the appropriate assessment tool to place our foster youth in the appropriate level courses.

The SSSP mandates also call for the completion of an abbreviated and comprehensive educational plan. At the time of enrollment into the college, foster youth are set to meet with our counselor to set up an abbreviated educational plan for their first semester. We follow up with our student's mid-semester or at the end of their first term to set up a counseling meeting for the completion of the comprehensive educational plan.

- **STUDENT CENTERED-SERVICES: Percentage of foster youth and Equity Plus students who received an Early Alert, received notification and support from our program.**
  For 2016-2017, 65% of students passed their early alert course. We want to continue to increase this percentage by 2% each year for the next three years. Our goal is to continue to follow up and contact 100% of our Early Alert students.
  Our participation and collaboration with EVC's Early Alert is crucial to the success of our students and program outcomes. It's follow up with at-risk students directly supports our program goal of increasing persistence from term to term and course completion rates. The goal of Early Alert is to identify, notify, follow up, and provide support to at-risk students who are currently struggling to successfully pass their course(s). It is a partnership between instructors, staff, special & academic programs, academic counselors, and most importantly, the at-risk student. Our role as a program in this process, once the student is identified and notified, we then contact all our Early Alert students and provide them resources tailored to their specific case. Follow up services include but are not limited to academic counseling, one-on-one tutor support, referrals to psychological services and other on campus & online resources to support the successful completion of their course(s). Success is measured at the end of the term when final grades are posted to review the final grade outcome or if the student dropped the course.

- **STUDENT CENTERED-ACCESS: Percentage of eligible foster youth who are receiving Priority Registration:**
  For Fall 2017, 68% (52 out of 77) of foster youth on campus received priority registration. Only foster youth under the age of 24 are eligible. We want to increase this percentage by 5% every year.

  "In 2011, groundbreaking legislation, known as Assembly Bill 194 (AB 194) was enacted, granting current and former foster youth priority registration for enrollment in classes at California State University and

Community College campuses and requesting that University of California campuses do the same. First implemented in January of 2012, AB 194 remains relatively new, and campuses are continuing to refine the most effective mechanisms for implementation of the law. Students who are currently in foster care or who are emancipated from foster care and up to 24 years of age" are eligible for priority registration on California's community colleges and CSU's (CA College Pathways)." This legislature provides an exemption to all eligible foster youth, regardless of SSSP mandate completion. All foster youth on campus do not necessarily self-identify, apply for financial aid, or enroll into our program. It is our goal to improve this by expanding our outreach efforts to also provide information about priority registration. For foster youth currently receiving priority registration, our duty as a program is to track all existing eligible foster youth and offer assistance with the registration process. One of our program activities that support this goal is our "Priority Registration Week Event". During priority registration week, there is an event in our office space to invite students to come in, register for courses and utilize their priority registration. Students receive registration assistance, we offer walk-ins with our academic counselor to clarify courses for next term, and provide a welcoming social event in the space where there is food for students and a sense of community and peer connections.

Short Term Outcomes: Assessed at the end of each term

- **Percentage of YESS & Equity Plus students who meet with a counselor at least once per semester.**
  Last year, 55% percent of our foster youth met with a counselor. Our goal is to increase this by 5% each year.
  Equity Plus/YESS students sign a responsibility agreement at the beginning of each term. In this agreement, students agree to work with a counselor to develop an education plan and to meet with a counselor at twice per semester. They are also asked to submit a progress report and attend one campus event or workshop. Though we ask students to see a counselor twice per semester, the program measures success by ensuring that our students meet with a counselor at least once per term. Ideally, in the first term a student meets with our counselor to develop their abbreviated education plan. The second or third term they are encouraged to complete their comprehensive education plan. After this is completed we still want our students to meet with their counselor to discuss their academic program and progress, discuss classes and requirements, follow up on any early alert or probation status, plan for transfer or graduation, or discuss next steps to graduation. Though students are required to meet with a counselor twice to remain eligible, not all students may be able to complete both visits due to living or work situations and other daily living issues. Therefore, our measure remains at ensuring students are meeting their academic counselor at least once.

- **Percentage of students who persisted from term to term.**
  Our persistence rate for last academic year was at 70%. We want to increase this to 75% of our students.
  Another outcome we strive for is the persistence rates of our Equity Plus & YESS students. To support our program goal of increasing the number of youth who are completing their educational goals, graduation, and/or transfer goals we would like to increase the number of students who persist from term to term. Foster youth are often placed or try to settle in unstable or unsupportive housing and this increases the chances of our youth dropping out of courses or creating gaps in their education. Our goal is to support them in our program to remove these barriers and offer these supports so that they can persist from term to term.

- **Percentage of foster youth that are completing courses with a "C" or better.**
  In Spring 2017, approximately 46% of all foster youth complete at least one course with a "C" or better. Our goal is to increase this rate by 5 percent each year.
  We offer academic support, early alert follow-up, one-on-one tutoring and tutor referrals to the Tutoring Center and other on campus resources as well as other supports to ensure that a student successfully completes the course. Along with our program progress report, we can track early on if an instructor recommends extra support for the student to increase the chances of success.
- **Percentage of foster youth and Equity Plus students engaged in Equity Plus/YESS services.**
  In Spring 2017, 57% of our foster youth on campus were engaged in YESS activities and services.
  Students that apply to our program may only come in once a semester to meet with our counselor. Our goal is to increase access to support services. We want to reach EVC foster youth that are not in the YESS program.

- **Percentage of our students meeting SAP- Satisfactory Academic Progress requirements at the end of each term. Last year, 53% of our foster youth met SAP requirements. We want to raise this percentage by 3% each year for the next three years.** To maintain financial aid eligibility, students must maintain a level of sixty-seven percent (67%) overall completion rate. Our goal as a program is to support students in completion of their courses so that they may continue to receive financial aid and persist from term to term. We believe if a student maintains their SAP status in good standing they can continue to complete courses, persist, and make successful progress toward their academic goal.

Long Term Program Outcomes: Over a three year period

- **Incrementally increase the number of our YESS foster youth graduating from Evergreen Valley College by 2-3% each year.**
- **Incrementally increase the number of our YESS foster youth transferring to a university by 2-3% each year.**

  The Department of Education College Scorecard (2016) reports EVC's graduation rate at twenty-four percent (24%). California College Pathways recently reported that the statewide average was less than three percent (3%) of foster youth graduate from college in California. Currently the percentage of YESS foster youth graduating is at twelve percent (12%).

5. Please review program information reported in MIS and shared with the community through the website, catalog, schedule of classes, brochures, etc. Is the program information accurate and consistent? What actions does your program take to ensure accuracy and consistency?

Currently, a brochure only exists for the YESS program but there are no materials for Equity Plus. A goal for this program would be to create a combined brochure for Equity Plus/YESS and update students on all services, staffing, and new staff contact information.

We found inconsistent information on foster youth counts at Evergreen Valley College. Foster youth status is reported in the OpenCCCApply college application, FAFSA application/ CHAFEE recipient list, and in person with YESS participants.

To ensure accuracy, the YESS program reports foster youth in Colleague. Though we report in Colleague it is not clear if our data is considered when the college or district reports to other agencies, organizations on our foster youth number. We would like to participate in these reports to ensure that we are not under-reporting our foster youth numbers. For example, during the Fall 2015 term, the YESS program had 55 foster youth actively participating for that term. This does not include foster youth on campus that were not enrolled in our program, yet during that same term only 21 youth were reported into CCCO's Data Mart.

Discrepancies in Foster Youth Headcount

Data Source: No. Identified as foster youth at EVC	Fall 2015	Spring 2016
CCCCO DATA MART- MIS	21	28
Call-Pass Plus	84	
EVC- Student Equity Plan 2015	303	
Institutional Self-Evaluation Report of Educational Quality and Institutional Effectiveness 2016	303	

During our collaborations with the Early Alert & Probation/Dismissal programs, we have discussed many discrepancies or differences with reporting on foster youth and other special groups. The Colleague WebUI mnemonic "CORM" has not been an effective place to report our foster youth. We along with many special programs have discussed a need for the creation of another place in Colleague to accurately identify students from term to term or in different cohorts. There has also been discussion of creating or organizing a "data group" or "data team" that would be able to address these issues, collectively find a solution, and work with college and IT staff to be able to address these issues with data. These efforts are aligned to Student Services Workplan and the Integrated Plan.

6. Describe how the program addresses the needs of the diverse student body, including students with disabilities and providing services by alternative delivery methods (for distance education students).

With our personalized services using a case management approach, the Equity Plus and YESS programs are able to meet the specialized needs of specific at-risk populations. Our program primarily serves foster youth, probation and dismissal students, students with disabilities, and other at-risk students on campus who do not qualify for other support programs. In Equity Plus/YESS we consider our services more hands on, intrusive, and on an individual case management approach.

We deliver services based on a research proven special program delivery model. Evergreen Valley College has been a pioneer in advocacy for foster youth in Santa Clara County. The YESS program has been on campus for over 10 years. Every day at EVC we hear the triumphs and challenges that YESS student's experience. We are amazed at the resilience and strength that our students have. Despite past trauma, grief and loss many persevere and overcome adversity, adversities that many adults couldn't handle. Between the program coordinator, academic counselor, RISE Coach from Silicon Valley Children's Fund, and program assistant our case management becomes a team effort. We communicate on a foster youth case through meetings, emails, maintenance of case notes in a student's program folder, and counselor notes in Colleague.

The Equity Plus/YESS program is one of the few special programs on campus that offers one-on-one tutoring in our dedicated student center. This one-on-one approach is also supportive of our case management approach. It has helped us better address the needs of our diverse populations. In our program, our one-one-one tutors have worked with students with disabilities, foster youth, low income, first generation, ESL, single parents, and much more. The

ability to be able to work with students with a case management approach has helped our students feel safe and be more successful.

We are also able to serve the needs of some students who take distance education or online courses by connecting them to resources such as PrepSTEP and our EVC online tutoring resource. PrepSTEP is an interactive online learning platform that provides academic and career-related resources for our students to get assistance with classes, career topics and study skills. We advertise this resource in our program and in the probation/dismissal workshops as well. We are also fortunate that EVC has online tutoring as well. Our foster youth are referred to the online tutoring resource and can find this link on our webpage (http://www.evc.edu/current-students/support-programs/yess) under our "Quick Links" tab.

7. Describe the communication within the program, with the students served and with other departments including Academic Affairs. What is working well and what can be improved?

The Equity Plus/YESS team participates in the Early Alert Program. Our communication with Academic Affairs is via progress reports and most importantly through our work with Early Alert. The Early Alert program is a "marriage" between Academic Affairs and Student Services. Faculty are able to communicate to the Early Alert Team which of their students need extra help. The Early Alert Team then does the follow up to the student. Our program follows up with our specific students and when final grades are posted, the Early Alert Team then reports back to instructors. Thus, closing the communication loop.

Communication to our students is primarily through email communications of campus & program events, workshops, and orientations. Students also receive informative emails on any new college policies and procedures that may directly affect them. We are also fortunate enough to have SARS Messaging that allows us to send text message reminders of their counseling appointments. Students also are invited to download the GradGuru App that is customized for EVC. Equity Plus/YESS, Early Alert and Probation Dismissal have their own cohorts so that we are able to send customized notifications directly to our student's phone screens.

Our collaboration and communication with other special programs is effective but can be improved. We have been collaborating with EOPS for many years to provide workshops to our students in areas of financial literacy and educational areas. With this collaboration, we are able to offer four to six workshops per year. We also work with CALWORKS and International programs to offer college tours to our college students. Though we have been able to communicate effectively with these programs to spark collaboration there is a desire to improve communication with other special programs. Our largest collaboration event every year is the Special Programs Award Ceremony with all Special Programs. In this event we work with Honors, Transfer, DSP, EOPS, Veterans, AFFIRM, ASPIRE, OASISS & CALWORKS to offer students participating in these special programs a graduation & transfer recognition event. To coordinate and maintain clear communication between all programs we attend committee meetings on a monthly basis during the spring semesters to keep communication and ensure progress. This committee is currently led by Associate Dean Victor Garza and has been a helpful means of communication.

During team meetings, we identified that follow-up work needs to be tightened for our students to ensure they are meeting our program requirements and track their progress throughout their time at Evergreen Valley College. There

has also been a foster youth population identified that have not accessed our services, we would like to continue to outreach to these students and have more of a presence on campus.

B. Program Access

1. How many students received program services between F13 – F16? Use the table below to review the demographics of students served and how these compare to campus demographics.

Program Demographics F13-F16		Pct Of Total	Campus Demographics
Gender	**Students served**	**Pct of Total**	**EVC Headcount/Pct Total**
Female	193	68%	4,748/**53.9%**
Male	90	32%	4,029/**45.7%**
No Value Entered			31/**0.4%**
Age	**Students served**	**Pct of Total**	**EVC Headcount/Pct Total**
17 & Below	9	5%	474/**5.4%**
18-24	114	64%	5,262/**59.7%**
25-39	28	16%	2,071/**23.5%**
40 & Over	27	15%	998/**11.3%**
Unknown			11/**0.12%**
IPEDs (Race Ethnic Classification)	**Students served**	**Pct of Total**	**EVC Headcount/Pct Total**
American Indian	0	0	47/**0.5%**
Asian	40	23%	3,453/**39.2%**
Black or African American	16	9%	239/**2.7%**
Hawaiian/Pacific Islander	0	0	44/**0.5%**
Hispanic	81	47%	3,380/**38.4%**
Two or More Races	6	4%	220/**2.5%**
Unknown	21	12%	826/**9.4%**
White	7	4%	600/**6.8%**

a. Based on the **students served** and Pct change year to year, is the program growing or declining? If so, what do you attribute these changes to and what changes will the program implement to address them?

The numbers above are based on limited data we had on foster youth and does not include all students that have been served in Equity Plus. One of our goals for the next three years, as stated above is to clean up this

data and to continue to collect data on the number of probation and dismissal and other Equity Plus groups, not just foster youth. This goal is also presented in the questions above. Every term, there are on average 1500 probation students that are referred for Equity Plus services. Last year, our two Equity Plus counselors met with over 500 students in the 2016-2017 academic year. The 500+ students included a combination of foster youth, probation and dismissal students and other at-risk students as defined above. For this school year, we anticipate our numbers to drop slightly because we no longer have a full time counselor. We will analyze this data at the end of the year.

The data also shows that our largest age group served in our program is students aged 18-24 years. This also reflects our YESS program because we primarily serve emancipated foster youth until the age of 24. Our program still serves them after this age, but the definition of foster youth may change due to age.

b. Are there any gaps in the students served compared to the college demographics?

The gaps that need to be addressed are the low number of males served in our program and serving other demographics aside from Hispanic and African American students. There is a significant difference in the number of males served versus the college percentage. The college demographic on male to female ratio can be rounded to almost a 50/50 split. In our program there is a gap between the number of male served versus the college number. We serve a higher number of female students served in the program.

Our data also shows that our Asian ethnicity race classification is a smaller demographic in our program. Our largest ethnicity race groups served are Hispanic and African American at a higher rate than the college demographic.

c. Based on your findings, what interventions can the program implement to address any gaps in services?

A big task for the coming year will be reviewing the structures for which we collect data. The program team is aware that our processes need to be revamped to ensure we maintain accurate data.

As mentioned in our program goals, one of the ways we would like to address the gaps in services would be through our outreach efforts to increase access to male students and other lower represented ethnic groups. To increase access to these students we want to develop an outreach plan that would effectively reach these targeted populations. The program coordinator will also be working on strengthening and building external partnerships that also work with foster youth.

In addition, the team will be considering other college program models that may have addressed some of these gaps.

C: Curriculum- If applicable

1. Identify any updates to curriculum since the last comprehensive program review, including any new programs and indicate the six year timeline for scheduled course outline revision.

N/A

2. Identify all the courses offered in the program and describe how these courses remain relevant in the discipline and real life experiences for students. Please include the list or diagram (program major sheet) of the courses reflecting course sequencing in the major and how often the courses within the program have been offered.
N/A
3. Identify and describe innovative strategies or pedagogy your department/program developed/offered to maximize student learning and success. How did they impact student learning and success?
N/A
4. Discuss plans for future curricular development and/or program (degrees & certificates included) modification.
N/A
5. Describe how your program is articulated with High School Districts, and/or other four year institutions. (Include articulation agreements, CID, ADTs…)
N/A
6. If external accreditation or certification is required, please state the certifying agency and status of the program.
N/A

PART C: Student Learning Outcomes and Assessment

1. List the Program SLOs, and how they relate to the GE/ILOs (http://www.evc.edu/discover-evc/student-learning-outcomes-%28slos%29).

The program has not developed SLOs, but it is an emerging program goal. The team will be discussing SLO development during weekly team meetings during the Spring 2018 semester or as soon as staff transitions stabilize.

2. Since your last program review, summarize SLO assessment activities and results. Please include dialogue regarding SLO assessment results with division/department/college colleagues and/or GE areas. Provide evidence of the dialogue (i.e. department meeting minutes or division meeting minutes…)

NA

3. What plans for improvement or changes have been implemented to your program as a result of SLO assessment? Please share one or two success stories about the impacts of SLO assessment on student learning.

NA

PART D: Faculty and Staff

1. List current faculty and staff members in the program, areas of expertise, and describe how the positions contribute to the success of the program.

Staff Assistant (Non Credit, Equity Plus/YESS): Teneka Cornish helps provide a safe space and warm welcoming environment for at risk students. She serves as a resource to students and provides referrals to appropriate services on campus. She also provides assistance and information on the financial aid process, how to fill out the application, and connects them to Annette in the Financial Aid office. She is knowledgeable in resources specific to foster youth and Probation/Dismissal students such as CHAFFEE information or the BOGFW Appeal; she also serves on the BOGFW appeal committee. She also provides care for equipment, replenishes handouts, and performs other clerical duties as needed, including booking appointments to meet with academic counselors. Teneka is knowledgeable in the following areas: Probation/Dismissal Policies, Student Success Follow Up Services, On/Off Campus Resources, Non-Credit Program and Procedures, Enrollment & Class Registration processes & procedures. Teneka is a key staff member to the program. Because she was a former EVC student, she is relatable and students trust and constantly look to her assistance. She is personable and approachable and connects with the foster youth. She is also informative and outgoing and this has helped our foster youth feel welcomed and taken care of.

Program Specialist (Equity Plus/YESS): There has been recent transitions with this position. As of the Spring 2018 term, Yazmin Duarte is the program specialist in Equity Plus (formerly Cam Martian's position). Yazmin provides follow up to Early Alert & Probation/Dismissal students, maintains student data along with data of services provided such as

book loans, counseling appointments, event attendance, & success rates & indicators. Yazmin has expertise in Probation Dismissal Policies, Follow Up Services and Campus Resources, Early Alert, BOGFW and Priority Registration policies, and Excel. Yazmin also serves as a key staff who serves on the Early Alert & Probation/Dismissal Teams, Student Success Advisory Committee, and serves on the BOGFW Appeal Committee. She is also knowledgeable with data collection and MIS reporting, Colleague Email Blast and Mail Merge. She is the expert and key person for Grad Guru and assisting programs to establish a cohort in Grad Guru. She has assisted in planning various campus activities and workshops in areas of transfer, Days at the Green, and other campus workshops. She is also personable and relatable to students and assist students with campus resources and referrals as well as online resources such as PrepStep and EVC Net Tutor.

Program Coordinator (Equity Plus/YESS): This position is currently vacant (formerly Tina Iniguez' position). The coordinator manages program contracts, provides outreach & implements outreach plan, manages program budgets, provides case management to students. Our coordinator is knowledgeable on community organizations such as Bill Wilson, The Hub, CASA, FYSI, YESS Contract, RISE Contract, Student Success Plan, Student Equity Plan, Integrated Plan, Student Success Follow Up such as Probation/Dismissal and Early Alert programs. Our program coordinator is also the liaison between community partners and the Foster Youth Strategic Initiative (FYSI). They are also responsible for grant writing and searching for external funding resources. This work contributes to the success of the program to ensure funding is in place and services are maintained.

Academic Counselor (Equity Plus/YESS): Harvey Gipson monitors academic progress for our students, helps students with their Abbreviated Educational Plan & Comprehensive Educational Plan. He uses multiple measures to assess a student's Math and English placement; he served on the committee that developed practices at EVC. He provides case management and follow up to all foster youth and is a mentor to many students, faculty and staff on campus and in the community. He assists with the transfer process, graduation petition and requirements, and much more. Harvey is personable, patient and informative to the student's he serves. Harvey meets with probation/dismissal students and creates a tailored plan of action to get back on track. Students that meet with Harvey want to continue to meet with him because he makes them feel like they have been heard and assisted in the best way possible. His services contribute to our "high touch", case management approach. Our counselor is knowledgeable in the Early Alert program, Probation Dismissal Policies, Student Success Services & Mandates, Student Equity Plan, served on the Multiple Measures committee and served/s on advisory boards for special programs such as EOPS. He is well respected and is sought to for advice and is a great asset to our students.

Equity Plus Peer Mentor: Joshua Marquez assists students with general college and program questions, assists students with applications such as the BOGFW, FAFSA, CSU Mentor, and many other college program applications, provides information on college resources such as campus tutoring center. Joshua has worked as a student mentor for EOPS and YESS. He is an active club member of SACNAS and has experience with event planning for the SACNAS club. He is an engineering major and is very knowledgeable and assists students with questions, and refers our students to the appropriate services. He is patient and sensitive to the populations he works with. Joshua's peer mentoring contributes to the success of students.

2. List major professional development activities completed by faculty and staff over the last six years. In particular with regards to students success, equity, distance education, SLO assessment, guided pathways

and/or innovative teaching/learning strategies. Please also discuss department orientation/mentoring of new and adjunct faculty.

With the college's strategic initiatives in mind, under organizational transformation, Equity Plus staff development is important. With new initiatives, such as Guided Pathways, and legislatures, such as AB-705, our staff need to stay informed and understand how this will affect our work and our students.

The program coordinator and specialist participate in Early Alert, Student Success & Student Equity Advisory Board. This participation helps maintain knowledge on new policies in Student Success programs.

The program specialist (Cam Martian) is currently taking a course on distance education and working with Nasreen Rahim to learn how to develop an online course that may help our Probation/Dismissal program develop an online platform for the required COUNS-014 course. It may also be great for us to develop workshops on an online platform as well. The program specialist has also had super user training on CROA to develop and create reports and gather data on our programs. They have also attended the Blueprint for Success: Foster Youth this fall semester and has had multiple training with SARS Products.

Our academic counselor served as a lead in the Assessment/Multiple Measures committee that developed and implemented training to all academic counselors on this new mandate.

Our faculty and staff have also attended various Professional Development workshops such as
- How Do We Meet the Challenges of Building Community? Student Panel
- Understanding Maxient and Student Conduct
- Assisting the Emotionally Distressed Student: Guidelines for Support and Intervention
- Safety on Campus
- Guided Pathways
- Active Shooter Training
- Analyzing Disproportionate Impact -- Disaggregating Student Data to Eliminate Opportunity Gaps
- CROA Basics: Using Colleague Reporting and Operational Analytics for Enrollment Analysis

PART E: Budget Planning

1. With your Dean, review the department Fund 10 budget and discuss the adequacy of the budget in meeting the program's needs.

Interim Dean of Student Success, Adriana Ayala, is aware of the budget needs and during meetings has helped us explore ways of leveraging resources that are already on campus. She attends our RISE advisory meetings and gives feedback on options for a budget.

Currently, fifty-percent (50%) of the Program Specialist, who is critical to collecting and extracting data, is funded through the Fund 10 budget. With RISE grant funding ending in Spring, our Fund 10 budget needs may be increasing if we do not secure other monies.

2. Identify an external (fund 17) funding the department/program receives, and describe its primary use.

Ongoing Fund 17 budget is received through the YESS grant and contract. Its primary focus is to serve emancipated foster youth at the community college level. Ongoing grant requirements call for at minimum 48 hours of daily living, education, career and financial literacy via college course or program workshop.

We recently received a two year RISE grant through Silicon Valley Children's Fund effective March 2016 and ending March 2018. The purpose for this funding is to provide direct support to foster youth through services such as books, tutoring, food vouchers, school supplies, and more.

This grant also has worked to develop a data driven infrastructure that would help the institution improve foster youth identification, tracking progress and persistence, and outreach to all foster youth on campus.

It is also important to mention that the salaries of our team are funded through Fund 17. Individuals that hold these positions are critical to serving the specific needs of our students. Our staff assistant is funded out of the Basic Skills Initiative (40%) while, part of the program coordinator position is funded through the YESS grant (17%) and student success. Our academic counselor is funded through student equity and student success funding.

We are currently increasing efforts to search for external grants. We have established and online account, through the RISE grant, which would give us access to a database of potential funding sources.

PART F: Technology and Equipment

1. Review the current department technology and equipment needed and assess program adequacy. List any changes to technology of equipment needs since the last program review.

Our YESS/Equity Plus center has four (4) desktop computers that students utilize to work on homework, conduct research, print important documents, and manage their class registrations. The program is requesting 4-5 updated desktops due to general wear and tear. We also have one student printer and five (5) headphones that have also experienced general wear and tear and need to be replaced.

In addition to updated technology equipment, we are requesting calculators that students can utilize during study time, workshops, and/or loan out for class time. The program would also like to request the purchase of a camera to allow us to document our program events and students.

Having the latest technology and software will better prepare our students for their education and help them be more competitive in the workforce. Foster youth may also not be able to easily access these needs elsewhere.

PART G: Additional Information

Please provide any other pertinent information about the program that these questions did not give you an opportunity to address.

With grant monies going away, the college will need to consider alternatives to continue supporting foster youth and students on probation/dismissal. As this is a key population in the equity plan, our recommendation would be to explore leveraging student equity funding opportunities.

It should also be mentioned that the program is operating with no budget for our probation/dismissal students. Although, we would like to have a more high-touch experience for these students, we are limited by our resources. The YESS and RISE grants are specifically targeted for providing foster youth with services.

PART H: Future Needs and Resource Allocation Request:

Based on the areas noted below, please indicate any unmet needs for the program to maintain or build over the next two years. Please provide rationale on how the request connects back to SLO/PLO assessment, strategic initiatives or student success. If no additional requests are needed in any of the areas, put N/A.

Faculty and staffing requests	Ongoing Budget Needs: • Academic Counselor • Academic Tutors $6,000 • Program Coordinator (Range 96) $57,000 - $69,822 • Program Specialist (Range 89) $53,408 - $65,189 • Staff Assistant (Range 54) $3,688-$45,955 One-time Expenditure:	Strategic Initiatives: Student Centered, Improving Student Success Rates • All of the wrap-around services provided by our team members are critical to the success of the student. Our population requires additional assistance in completing typical college tasks. Regular check-ins and follow-up are essential in keeping students on the right track and developing habits for future success.
Facilities	NA	NA

Technology	Ongoing Budget Needs:
	
	One-time Expenditure:
	• Desktop Computers (5)
	  o $760 ea x 5 = $3,800
	• Student Printer (1) $400
	• TI-84 Calculators (10)
	  o $150 ea x 10 = $1,500
	• Headphones (5)
	  o $15 ea x 5 = $75
	• Camera $6,200
		Strategic Initiatives: Student Centered, Improving Student Success Rates
		• All technology requested will be utilized by students to complete homework, conduct research, manage registrations and explore careers in a dedicated space.
		• The camera will be utilized to document program activities and student success stories. These images will be used to help in development of new marketing materials.

Equipment/Supplies	Ongoing Budget Needs: • Office Supplies $2,000 • Textbooks $28,000 • Cafeteria Vouchers $3,000 • Graduation Sashes $600 One-time Expenditure:	Strategic Initiatives: Student Centered, Improving Student Success Rates, Community Engagement • Office supplies will be for student use and for the creation of new marketing materials for on-campus and off-campus events. • Textbooks, cafeteria vouchers and graduation sashes are to remove

		any barriers our foster youth face that may be keeping them from completing their educational goals.