EL CAMINO COLLEGE
Enrollment Services Division
PROGRAM REVIEW

For

Foster and Kinship Education

Program Description

1. Describe the program emphasizing the program's objectives and how the program supports the College's mission and vision statements, strategic initiatives, and institutional learning outcomes.

Overview of Foster & Kinship Education Programs

Foster Care has been offering services at El Camino College since 1994. Initially the charge was to provide life skills training to youth ages 16-21 years of age supporting them in emancipating successfully. The range of services then expanded to provide training to prospective and existing caregivers. Currently Foster and Kinship Care Education is charged with providing training that supports existing foster and relative caregivers. The trainings are designed for caregivers to learn the skills, knowledge, as well as identify the resources needed to be effective caregivers as they care for the children placed with their families. Foster and Kinship Education currently offer two programs that train prospective and adoptive resource/foster parents and existing resource foster and relative caregivers. The two programs are Foster and Kinship Care Education (FKCE), established at El Camino College in 1997 and Model Approaches to Partnerships in Parenting (MAPP), established in 1995. In 1995, we offered Group Preparation and Support – Model Approaches to Partnerships in Parenting (GPS-MAPP). In 2002, the curriculum for the training was updated to meet legislative requirements and El Camino College was funded by The Community College Foundation to provide Partnering for Safety and Permanence-Model Approach to Partnerships in Parenting (PS-MAPP).

The Foster and Kinship programs are funded by categorical funds, grants, and/or contracts. Each program is designed with their own set of policies, procedures, and funding guidelines. Department of Children and Family Services (DCFS), which is governed by the Board of Supervisors, contractually fund the skills training provided for youth and prospective parents. The Foster and Kinship Care Education (FKCE) program is categorical program funded by California Community College Chancellor's Office.

Foster Youth Programs:

In 1994, The Community College Foundation (TCCF) funded the Independent Living Program (ILP) at El Camino College. The program was funded through 17 community colleges, located in Los Angeles County. The purpose of the program was to provide life skills training to foster youth ages 16-21 years of age while exposing them to the Community College environment.

The overarching goal was to prepare the youth to experience a successful transition into independence. The youth attended twelve 3-hour training sessions over six consecutive weeks. The training was informative and interactive. In 2007, ILP ended and a new program was funded Youth Empowerment Strategies for Success (YESS). Youth Empowerment Strategies for Success (YESS) was also countywide and the program purpose was the same. YESS was funded by the Foundation for California Community Colleges until the end of the contract on December 31, 2013.

As of December 2013, the YESS contract officially ended, two years after its initial sunset date. Towards the end of the contract, the Board of Supervisors explored alternative service delivery methods. The approach they chose resulted in a change in methodology and there was no longer a partnership with the Community Colleges, to provide services to out-of-home care youth (foster care). Therefore, El Camino College no longer has a formal foster youth program. Although; Foster and Kinship Education does not have a formalized program for Transition Aged Youth (TAY), services are being offered through the use of the interns from the School of Social Work from both California University State, Dominquez and Long Beach.

Adult programs

Partnering for Safety and Permanence-Model Approach to Partnerships in Parenting (PS-MAPP)

In 1995, Partnering for Safety and Permanence-Model Approach to Partnerships in Parenting (PS-MAPP) was funded by The Community College Foundation. We were funded to offer Group Preparation and Support – Model Approaches to Partnerships in Parenting (GPS-MAPP). In 2002, the curriculum for the training was updated to meet the requirements of the Adoptions Safe Families Act (ASFA) and El Camino College was funded by The Community College Foundation to provide Partnering for Safety and Permanence-Model Approach to Partnerships in Parenting (PS-MAPP) and continues to provide the training service.

Partnering for Safety and Permanence-Model Approach to Partnerships in Parenting (PS-MAPP) is a 33-hour pre-service class to prepare prospective foster and adoptive parents (students). The training is comprised of 10 three-hour modules. The training goals are to increase the pool of persons eligible to foster and adopt and to assist the student in making an informed decision on whether to foster or adopt.

El Camino College is funded by The Community College Foundation (TCCF) to provide these training services to prospective foster and adoptive parents. The Community College Foundation (TCCF) is funded by Los Angeles Department of Children & Family Services (DCFS). The students are adults over 21 years of age and attended orientation with The State

Department of Public Social Services, Community Care Licensing Department. All persons interested in licensing within Los Angeles County must complete Partnering for Safety and Permanence-Model Approach to Partnerships in Parenting (PS-MAPP).

Student Area Objective (SAO)
Students attending the Partnering for Safety and Permanence – Model Approach to Partnerships in Parenting (PS- MAPP) class will gain the knowledge and skills, which enables them to make an informed selection of whether or not to foster or adopt.

Foster and Kinship Care Education (FKCE)
In 1997, El Camino was originally funded by the California Community Colleges Chancellor's Office to offer training services through the Foster Care Education program. At that time, the program only trained foster parents. In 2000, legislation was enacted that required that Kinship caregiver receive orientation through the California Community Colleges. The name of the program and the mission were changed to comply with legislation. The program name was changed to Foster & Kinship Care Education (FKCE). Foster & Kinship Care Education is a categorical program, funded by the California Community Colleges Chancellor's Office. This program trains caregivers (foster parents and relative caregivers) and professionals who provide services to youth living in out-of-home care (foster care). El Camino College has offered the Foster & Kinship Care Education (FKCE) program for twenty years. The content of the classes build the skills that enable them to provide a safe environment for the child, a sense of well-being and provide a permanent placement and/or life - long connection with the child in their care. The elements of these objectives are integrated into all subject matter taught to the caregivers. These classes are designed to meet the criteria established by the Chancellor's Office and the Department of Children and Family Services (DCFS).

Foster & Kinship Care Education Renewal Classes:
Renewal classes are continuing education classes for the licensed and relative caregivers. The caregiver who is licensed must take a required number of hours of classes each year in order to maintain their license with the County of Los Angeles Department of Children and Family Services (DCFS). The content of the renewal classes must meet content requirements set by the Chancellor's Office.

Service Area Objectives (SAO)
The service area objective (SAO) for the Foster & Kinship Care Education (FKCE) program renewal training is:
The student will demonstrate understanding of the learning objectives of the class.

Foster and Kinship Care Education (FKCE) Pre-service / Certification Classes:
Pre-service or certification classes are designed to certify the caregiver to care for children with extraordinary developmental and/or medical needs. The completion of sixteen class hours recertifies the caregiver with the Department of Children and Family Services (DCFS). Once they complete the class, the Department of Children and Family Services (DCFS) is notified. Certification must be renewed annually, requiring them to take separate renewal classes for each certification.

Each certification is assigned a rate of payment for the extraordinary costs incurred when providing care for the child. A chart with the rates and their criteria are provided to the caregiver and are available on the Department of Children and Family Services (DCFS) website (See Attachment 1 for additional descriptions).

There are potentially four types of rates for foster parents (caregivers). The type of rate or category of service that he caregiver is assigned and determines the number of hours for recertification classes they must complete. Annual certification is based on the date that they completed their pre-service or certification class. All caregivers are minimally required to complete B-Rate recertification for 12 hours annually. If a caregiver is certified for D, F or W-Rate they must complete the required number of recertification hours for each certification.

D-Rate Pre-Service
D-Rate pre-service is a total of 16 hours. This training is designed for Department of Children and Family Services' (DCFS) Resource Foster Care providers who are interested in caring for children living in out-of-home care who are experiencing severe and persistent emotional and behavioral challenges. Kinship Caregivers also are certified to care for their relatives that present with the same symptoms.

The Department of Mental Health assesses these children to the status of D-rate. A DCFS Child Social Worker (CSW) must refer the resource foster parents and kinship caregivers in order to attend the D-Rate Pre-Service Training. The resources foster parent and kinship caregiver must then complete the 16-hour D-Rate Pre-Service / Certification Training Program in order to qualify to receive the D-Rate payment for the extraordinary costs they will incur while providing care of the children.

Medical Foster Care (F-Rate)
The F-Rate certification is a 16-hour pre- service is designed for those Resource Foster and Kinship Care providers who care for children who are medically fragile. Resource foster parents must have at least two years of relevant experience be referred by the DCFS social worker in

order to qualify for the training. Each resource parent will be certified by the DCFS Medical Placement Unit to complete the 16-hour F-rate Pre-Service/Certification Training Program. Upon completing the training, they will be eligible to receive the F-rate payment to cover the extraordinary costs incurred while providing services to the children in their care. DCFS approval must be obtained before new or additional children with special medical conditions can be placed in their foster homes. Priority enrollment is reserved for DCFS homes.

Renewal Classes
B-Rate, D-Rate, F-Rate, and W-Rate Renewal Classes

To maintain certification resource parents and relative caregivers must complete their certification process for each rate before the annual date of their initial certification. DCFS' D-Rate foster care and relative providers must complete 18 hours of D-rate renewal classes. F-rate foster care and relative providers must complete 12 hours of F-rate renewal classes. B-Rate foster care and relative providers must complete 12 hours of B-rate renewal classes and W-Rate foster care providers must complete 12 hours of W-rate renewal classes (The SAO for the W-Rate is not developed).

Department of Children and Family Services (DCFS) have four different categories of services. The chart provides a summary description for basic, D-Rate, F-Rate, and W-Rate. Each category meets a different need, structured level of severity of need. Each category has a rate, dollar allocation that is paid on behalf children to the caregiver to cover the extra-ordinary needs the children experience. The following chart provides information and service descriptions are excerpted from the Department of Children and Family Services website glossary.

Category of Service	Purpose of Service	Number of Renewal Hours
Basic	Child not identified with extraordinary needs.	12 hours
D-Rate	Child who is experiencing severe emotional or mental health needs. The D-Rate is the rate paid on behalf of hard-to-place children with severe and persistent emotional and/or behavioral problems.	18 hours
F- Rate	The children are assessed placed through the Medical Placement Unit. The children qualifying for the rate are assessed to be: Medical High Risk – They need to experience one or more of the following to exist. Previous significant medical	12 hours

Category of Service	Purpose of Service	Number of Renewal Hours
	problem or chronic illness; possible contagious on medication; and/or, social problem or language barrier which could conceal an unmet medical need. **Medically Fragile** These children experience special health care needs as defined by Assembly Bill 2268. These children are diagnosed with medical conditions and symptoms that require special procedures, maybe temporarily or permanently dependent upon medical equipment and/or devices, therapies and may require ongoing medical care and assessment as determined by the child's physician. The caregiver must have been trained to provide the specialized in-home health care to these children. Receiving Psychotropic Medication Medications used as tools for producing certain chemical and physiological effects in the central nervous system.	
W-Home	The student will demonstrate an understanding of information and how it can be used to enhance the quality of care for both themselves and the youth in their care.	12 hours

SAO

The student learning objectives for the pre-service class is:

Students attending D (emotional) & F (Medically Fragile) Rate pre-service classes will be able to access resources that increase their capacity to meet the special needs of the child (ren) in their care.

The trainings and services that are offered by Foster and Kinship Education are intended to prepare potential and existing caregivers with the skills, knowledge and resources that enable them to have a the capacity to care the children placed in their care. These children have experienced trauma and have extraordinary needs. The classes are expected to meet their

learning needs and enable them to be successful in their roles as foster parents, kinship / relative caregivers and adoptive parents. To that end, the classes that we offer mirror the mission, vision statement by creating a learning environment that is student-centered and combined with quality information and education.

Mission and Vision Statements, Strategic Initiatives, and Institutional Learning Outcomes
The Mission Statement states that El Camino College offers quality, comprehensive educational programs, and services to ensure the educational success of students from out r diverse community. Foster and Kinship Education offer classes to a diverse group of students. The two programs that we offer provide a continuum of services for the Resource Foster and Relative Caregivers and potential adoptive parents. We offer Pre-service training for prospective foster and adoptive parents and ongoing or renewal classes for caregivers who have their license with the state of California and are certified by Los Angeles County Department of Children and Family Services to care for children living in out-of-home care.

Our service delivery and classes offerings mirror the Statement of Values. We strive
a. To meet the needs of the students
b. To be student focused in determining when and how we deliver services.
c. To be ethical in our management of the students and the program requirements
d. To honor the diverse students/families we serve.
e. To deliver quality and excellence as we deliver trainings to our students.

The programs support institutional learning outcomes #1, #3, and #4.

ILO #1 – The students are expected to apply critical, creative and analytical skills to identify and solve the problems that arise within their parenting process. The student is engaged with content and expected to analyze, synthesize and evaluate ideas and where needed transform existing ideas and practices into new expectations for both they and the children. This transformation is expected to support the safety, well-being, and permanency of placement.

ILO #3 - The classes that we offer supports the students-- potential and existing caregivers. We provide training that teaches skills, provides and expands knowledge and enhances their desire and capacity to be effective caregivers for the children in their care.

ILO #4 – Through classroom activities and assessment, the students are expected to demonstrate their understanding of the legal, social, and ethical aspects related to caring for children in living in out- of-home care.

2.   Describe the student population served by the program using available data.

Foster & Kinship Care Education (FKCE)

The students for the Foster & Kinship Care Education program constitute four categories of providers: Resource Foster Parents, Kinship Caregivers, Non-Relative Extended Family Members and professionals who provide services to youth living in out-of-home care. The statistics (based on self-reporting) are based on data from 2011 to 2014. Providers vary in age from their late 20's to late 60's. The demographic distribution is: African American -59%, Hispanic -.074% and Caucasian- .085%, Asian- .016%, Pacific Islander -.005% and unknown - 23%. There is a 42% are Resource Foster Parents, Relative Caregivers 25%, Non-Relative Extended Family Members .04% and Prospective Foster / Adoptive Parents .08% and others such as Group Home staff, professionals who work with youth and Social Services and Probation Staff. (See attachment).

Partnering for Safety and Permanence-Model Approach to Partnerships in Parenting (PS-MAPP)

Over the past four years, PS-MAPP has offered 15 modules. Each module averages 20 students; therefore, we have served serves approximately 300 students. The students are all 21 years or older. Based on observation, the student's academic levels range from GED to graduate leveled degrees. Demographic information is not available at this time. The funder provides the evaluation component of the program. The funding source captures their mandated data. In order to be in alignment with El Camino College the available demographic data will be captured

and provided to the Office of Institutional Research & Planning. The plan is for this activity to begin November 2014.

Youth Life Skills Training (LST):
All students who participated in the program were youth in or had transitioned from foster care. The program was funded to serve youth who were 16 - 21 years of age. During the course of the program, the students who attended were African American -80%, Latino -10%, Caucasian -5% and Asian -5%. The program did not require that we capture the demographic data of the students.

Federal Law requires the youth who attended the ILP classes were ages 16 to 21 years of age and were or had been wards of the court. Those who were 16 to 19 years of age were usually enrolled in high school. The youth attended schools in the surrounding cities: Hawthorne, Inglewood, Lawndale, and Gardena. The Transition Aged Youth (TAY) youth who were between 19 and 21 years of age either worked or attended college. For youth to receive services they were required to meet strict academic requirements. The students had to meet academic requirements. These requirements were determined through an assessment, the Wide Range Achievement Test (WRAT). The WRAT assesses the youth for their proficiency in math and language arts. Scores range from fourth grade to college level. If the youths score fell below fourth grade and above grade level, they would not be eligible to participate in the program. El Camino's student population was diverse. Some of the students are diagnosed with mild retardation and/or developmentally delayed. The demographic and WRAT assessment outcomes data remained consistent throughout the life of the program until its closure on December 31, 2013. There is no demographic data available at this time.

 3. What happens after students participate in the program's activities? If applicable, address whether students are successful in meeting their educational goals.

Foster & Kinship Care Education (FKCE)
There is no formal follow-up with the adult students beyond keeping them informed of upcoming classes by mail, tele-marketing (calling them to provide up-coming class information, website and electronic media). As a service we provide assistance by responding to their needs regarding clarifying DCFS policies and practices and/or connecting them with the appropriate resources within DCFS. We also provide consultation on appropriate classes to meet their practical concern of caregiving and parenting.

Partnering for Safety and Permanence-Model Approach to Partnerships in Parenting (PS-MAPP)

Once the prospective foster adoptive parent completes training, they must complete their Home Study. The Home Study is the assessment instrument used by the Department of Children and Family Services to assess the appropriateness of the family for becoming a resource foster parent or adoptive parent. The tool provides the structure for the social worker to assess every aspect of the applicant's family history, behavior, and readiness to adopt or foster. The process is lengthy and comprehensive, and completed by the DCFS social worker. As the participants prepare themselves for placement, they begin taking their renewal classes. They often contact staff to begin taking their classes.

Life Skill Training (LST)

The follow-up with youth who attended LST was based on their individual needs. Program personnel assisted students with navigating the college system, completing application forms and provided them with emotional support and encouragement. Students received a pre- and post-assessment, the Ansell Casey. Their Child Service Worker and Transitional Coordinators had access to their individual scores and used the information to support the youth in identifying and accessing resources. When the student expressed an interest in college and specifically El Camino, they were invited to allow the Foster and Kinship Education staff to assist them in their enrollment process. Often times the caregivers who attended the FKCE, classes brought the children to the Foster Care staff when it is time for the youth to enroll. Even though the LST program no longer exists, the Foster & Kinship Education staff continues to assist the students as they transition to college.

4. List notable achievements that were linked to the College's Strategic Initiatives that has occurred since the last program review.

The notable achievements are:

a. Developed and implemented assessment process for pre-service classes and collaborated worked with institutional research to develop measurement instruments and reports SI-A and E (See Attachments 2a & B).

b. Implemented Book Loan for one semester. SI-B

c. Implemented Field Placement for Master's in Social Work(MSW) Interns SI-B

d. Continued and fostered the existing collaborative relationships with the FYSI staff and the Financial Aid Department, EOP & S and SRC. SI-B and C

e. Maintain collaborative relationship with both the Los Angeles Department of Children and Family Services (DCFS) and the Department of Probation (DP). DCFS staff established on-campus appointment hours in order to have access to youth and to assist students who are or were wards of the court through DCFS as foster youth
Both the Social Workers and Probation Officers assist the Student Service department staff in reducing the barriers for the students. They work closely with both EOP& S and Financial Aid. SI.-B and D

f. Host Financial Aid Workshop each year. SI-B, C, and D.

g. Consistently used Student Area Outcomes and assessment to continually improve processes, programs and services of the FKCE and PS-MAPP classes.SI-A

h. Used Student Area Outcomes and assessment improve the LST program. SI-A

i. Continue to maintain a website that facilitates students learning about Foster and Kinship Care Education classes and how to enroll in the classes. SI-F

j. Initiated outreach-using Facebook, twitter, and electronic mail. SI-F

k. Provided training for trainers. SI-A, B, C and E

l. Updated the W- Rate Curriculum SI-A and B

m. Continue to provide Kinship Orientation

n. Created 18 hours Trauma Series

o. Implemented Early Start Orientation for Foster Youth SI-B

p. Offer Successful Transition to College classes for caregivers. SI-B

 5. What prior program review recommendations were not implemented, if any, and why? What was the impact on the program and the students?

The last program review was the first cycle that Foster and Kinship Education was required to submit a Program Review. The areas of Need/Weakness are provided in order to provide context. All of the needs were addressed and met.

Needs/Weaknesses:

a. Continue to strengthen the Pre-Service curricula and training.

This need was met and Pre-Service curricula were strengthened. The D-Rate and W- Rate curricula were rewritten. We are participating with the F-Rate curriculum committee to upgrade and modify the F-Rate curriculum. We have also rewritten the curriculum for Kinship Orientation. Kinship Orientation is a mandated class that we must offer through FKCE for new Relative Caregivers.

b.   Assess the caregiver / student in order to determine their needs.

The need was met. FKCE students are receiving a survey that they complete each year to determine their needs. The survey provides information regarding preference of hours and desired topics

c.   Offer classes that both present new information and new perspectives.

The need was met. At least 40 hours of new classes have been developed. Examples are a 12 hour series on 0-3 year olds Cognitive, Emotional Development, 18 hour Trauma Series, 8 hour HIV Education, 16 hour Wellness,

Care for the Child with Asthma, Recordkeeping to satisfy Community Care Lice sensing (CCL) Requirements are a few of the classes that were developed.

d.   Continue to explore strategies that appeal to relative caregivers

The need was met. Classes were developed and offered that met the needs of caregivers. Examples of trainings are: 1.) Training on AB12 legislation and implementation plan and Transitional Aged Youth (TAY) contracts agreements when youth continue to live in the home as emerging adults. 2.) Understanding the court system.

Attended community meets and conferred with providers who could enhance my knowledge and understanding of how to attract relative caregiver's classroom space for LST classes.

e.   Dedicated classroom space for LST classes.

The need was met. The Director of Student Development was approached to request the use of the West Conference Room in the Student Activity Center. The request was granted. We moved during the last module, because of the creation of the Justice Center.

The stability of the space over those two and a half years made a difference for the program.

f.   Low number of DCFS referrals for the YESS program

The need was met. We implement marketing strategies that included media, the electronic billboard, outreaching to DCFS staff and being a constant presence at community meetings.

Program Environment

1. Discuss the program environment, including the relationship among program staff and students and involvement with other programs or support areas.

   The program environment is healthy. The program environment is congenial with program personnel focused on program tasks. The program's staff members support each other and work in a collaborative manner to create a seamless customer-centered service delivery system for both students and trainers. The principle of personal leadership is a high value in the work environment.

   When providing services to Transitional Aged Youth (TAY), the Foster & Kinship Education staff often go beyond their scope of responsibility as the provide services to the students by connecting them to the resources and persons in Student Services. Foster & Kinship Education works in partnership with the Financial Aid department to connect and support the student access resources. Foster and Kinship Education staff collaborates with other on-campus programs to provide services that support the retention and success of the student. In 2013 and 2014 Foster & Kinship Education staff participated with the Financial Aid Fair, we often serve as bridge to connect the student with the Financial Aid staff. The Financial Aid department often brings the students to us when then need other resources. The relationship is collaborative and student-centered.

   The following provides you with examples of how we collaborate with on-campus programs. Many times the students are referred to by the Department of Children and Family Services or Probation and we introduce them to the services and departments on campus such as EOP&S, First Year Experience and support them in obtaining documentation for The Department of Children and Family Services that enables them to substantiate that they were wards of the court. Foster youth historically have many placements and attend often don't complete a school year in the same school resulting in them experiencing gaps in learning; they have experienced trauma and loss; they may experience severe emotional and/or mental health needs. Any of these circumstances may result in them needing an Individual Educational Plan. Because of their fear of being stigmatized they will not readily take advantage of the services at the Special Resource Center (SRC). We have the conversation to encourage and motivate them to use the services that the SRC offers and escort them to the center and support them in establishing contact. As the semester progresses and the students begin to encounter educational challenges they will share their various needs with the staff, who take advantage of teachable situations and refer them to the learning centers on campus.

2. Describe the number and type of staff and faculty. (Include current organizational chart)
   a) There are three core staff and a total of 16 instructors who train the various classes. There is one full time staff and two part-time staff. The part-time staff are cross-trained and share responsibilities for the programs
   b) There are a total of 16 instructors for the two programs. There is overlap between the two programs. All of the PS-MAPP instructors are also FKCE instructors.
      FKCE: <u>15</u>
      PS-MAPP   <u>04</u>
   c) The organizational chart is attached. The chart reflects the structure for Foster & Kinship Care Education (FKCE) and Safety and Permanence – Model Approaches to Partnerships in Parenting (PS-MAPP).
      The chart reflects staff's organizational title for El Camino College and the title for the program.
   d) Point of information: The Foster & Kinship Care Education Program assigns the names of the positions of the staff so that the titles of the positions are consistent with the purpose of the funding and be in compliance with the regulations of the Federal Government. The title of the person who directs or coordinates the FKCE program an Instructional Specialist and the assistants are Instructional Assistants.

      The PS-MAPP program refers to the program's administrator as the Program Director.
   e) The Program Coordinator position administers both FKCE and PS-MAPP and oversees all staff and is the Field Instructor for the Master's In Social Work Intern.

3. Describe facilities or equipment needs for the next four years.
   a. Space for students to sit and engage staff.
      The office is small and depending on the number of staff present, there is not space for the student to sit and engage staff. When they are working on application, auto-biographical statements and homework assignment it is a challenge because of existing space.
   b. 2 monitors for existing computers
   c. Need 2 desk computer and monitors.
      These computer and monitors will provide the technological support that the student's need when they come into the office for services and are being coached and supported as they prepare documents, are receiving support with their enrollment process or are being assisted with homework.

d. 2 office chairs

> The existing chairs do not provide good support and are not ergonomically designed.

e. 3 Tablets

> Tablets can be used to support the enrollment process in the classroom. By having the enrollment form on the tablets, the students' FKCE profiles can be captured electronically. This method increases the efficiency of data gathering and data recording process.

> Instructors can use the tablets for classroom presentations while decreasing the need for using manuals. This approach decreases the use of paper.

4. Describe how well the scheduled hours of availability meet student demand and indicate the specific hours the program operates.

   a. The Foster and Kinship has hours of operation. Saturday is the primary classroom day. Between two and three classes are offered and at least three Saturdays per month. The office is closed on Monday and Wednesday and open on Tuesday, Thursday and by appointment on Friday and Saturday.

   b. The Foster and Kinship Care Education (FKCE) scheduled class hours meet the requests and needs of the current students. Foster & Kinship sets the schedule and the days and times are based on customer request. The student population that attends El Camino College has asked for Saturday classes. In the past, weekday classes have not been well attended. It has been three years since we experimented with weekday class offerings, therefor we will offer weekday classes during the Spring Semester of 2015, as we explore potential resources. If we can identify families who can attend weekday classes we will expand our customer base. In the same spirit, we will also offer at least two Spanish classes.

   c. The PS-MAPP classes are usually offered on Saturdays from 9:00 a.m. to 4:00 p.m. The class schedule is determined by demographic needs established by the Department of Children & Family Services (FKCE) and The Community College Foundation (TCCF).

5. Describe the influences that external factors such as state laws, changing demographics, and the characteristics of the students served have on the program and services and how the program addresses these factors.

The programs provided by Foster & Kinship Education are government funded. When there is a cutback in public funds, the program can be affected. Most recently the Foster & Kinship Care Education Program received a 6% decrease in funding because of decreased available funds. The PS-MAPP program has maintained the same level of funding. The Department of Children and Family Services has a direct need to increasing the pool of available resource families. There is a shortage of suitable homes therefore, there are more children needing homes than there are homes. Training of prospective foster and adoptive parents is a high priority. The Board of Supervisors is the governing body that provides municipal oversight and becomes involved at all levels of the program's operation.

Adults

The following factors have influenced services:

Changes in demographics:

The adult demographics have been stable in numbers, however the age range has widened and the foster parent population is aging. The relative caregiver's age range is also widening. There are persons in their 20's that are caring for their minor siblings and / or family members.

Technology:

It is not uncommon for the prospective student to contact the office after they have looked at the class offerings on the website and desire consultation to make an informed decision. The use of technology in this manner has enabled us to decrease the cost of mailing class schedules.

In order to meet the needs of all of the learner's technology is now used in the classroom more frequently. Even with financial constraints we have maintained the goal to create PowerPoint presentations, use technology in the classroom and explore creative approaches to deliver the curriculum.

Course Content:

In order to respond to student's needs and legislation we have created new topic areas that address legislation that is intended to normalize the children's need to have normal recreational and social experiences. The Prudent Parenting course is designed to educate the student to the child's needs, legal right and legal responsibilities to keep them safe. AB12-California Fostering Connections to Success Act was passed September 10, 2010; it changed the dynamics of transition for youth in foster care by creating options for their process. With the intention to set-up the youth and the caregiver for success with offered classes that

expanded the caregiver's understanding of the Transition Aged Youth's (TAY) needs and behavior using a developmental approach. We found that increased understanding of the youth's developmental history increased the caregivers' level of empathy and willingness to embrace the transition experience. We developed and offered the Child Development: Socio- Emotional & Cognitive Development series and specific trainings that taught the caregiver how to set boundaries and be consistent with an emerging youth versus child. Foster & Kinship Care Education has also remained current with the changes in the policies, practices and resources changes. That is demonstrated by having updated and refined the curricula for D, F and W-Rate classes.

Training-for Trainers

Based on consultation received by an external body, the structure of the PS-MAPP training team was changed from a three-member team to a two-member team. The requirements for evaluation increased, decreasing the margin for error and increasing anxiety. A review of evaluations resulted in the decision to provide in-service training to strengthen the trainers and enhance their skills. Training was created to address program drift and staff changes. The intent of the training was to support the trainers better understand the dynamics of the training activity as co-leaders and have the self-awareness that enables them to perform at their highest level, communicate effectively with their co-leaders, and deliver their material seamlessly. Trainings offered were the art of Co-leading, Knowing your Needs, Strengths, and Resources as a trainer. We also trained practitioners Trauma 101 for Practitioners. This curriculum was adapted from the Trauma curriculum.

The overarching goal was to provide the opportunity for the trainer to reaffirm their sense of efficacy and reconstitute their commitment to excellence. It is observed that the instructors who attended the training-for-trainers demonstrate a greater level of flexibility with the adjustment to the team structure and dynamic in the classroom.

Youth Services

As previously stated the Life Skills Training (LST) program contract ended December 31, 2013. The Los Angeles County Board of Supervisors decided on a new approach for providing services to TAY. The new model uses community based organizations to administer the service and an individual coaching model to support the skills acquisition of the TAY. In the past former foster youth often engaged the LST staff for services that supported them adjust to campus life, access on-campus services and address personal needs. This need persists.

In the summer of 2014, we observed an increase number of youth needing assistance navigating the services and systems on campus as El Camino. As a result, we continue to provide support to the students that come to our office with services that enable them to access services and support their retention. The services we offer are: assessing their needs, assisting them in identifying what is needed to resolve their perceived challenge, referring them to on-campus resources and providing encouragement, emotional support and academic assistance in the form of completing forms, assistance with writing letters and papers, etc.

We provide these services informally. Our staff is small our capacity to provide the services are limited and impact operations. In order to increase our capacity we host Master's in Social Work (MSW) interns.   The title of the intern is Student Advocate and the role of the intern is to provide the services previously mentioned and provide case management to the student. A critical part of their roles is to be a connection on campus that the TAY can access when they have a need. The interns also assist with the regular activity of the office; co-facilitate the annual Financial Aid Workshop offered in partnership with DCFS and Financial Aid Department on campus.

Student Area Outcomes (SAO)
1. Describe how program personnel are engaged in the creation, discussion, and review of SAO
    - statements, assessment results, and reports.

Department meeting and individual supervision are used as opportunities to engage the program personnel in the creation, discussion, and review of SAO statements, assessments, and reports. The process of reflection is both formal and informal. After each program activity or class there is the discussion based on reflection considering:
    a. Assesses how well the outcomes were met
    b. Assesses the strengths and needs of the staff's performance
    c. Determines what changes need to be made in order for develop effective continuous improvement strategies.

2. How does the program ensure that SAO's are assessed consistently?

Foster & Kinship Care Education (FKCE)

Pre-Service: Pre / post assessments are administered with each class and processed by institutional research. The assessment process is part of the training process.

Renewal: Evaluations are conducted at the end of each class. The feedback from the evaluations is used to influence course content offerings and assess trainer performance.

PS-MAPP

This program is evaluated at several levels during each module. The evaluations are used to assess trainer and administrative staffs' performances.

The program manager is responsible for tabulating the results for the SAO's.

Youth

The data for the LST was not available at this time. As previously stated the students in the LST classes took a pre and post assessment – the Ansell Casey Assessment. These scores provided a profile of what areas of needed strengthening. This data was confidential, a deliverable and was entered into the Foundation for Community Colleges (FCCC) database. El Camino team used the data to assess their performance. The aggregate score of the group could not be below 85%. We assessed the data to determine trends in need and adjusted our focus so that we increased learning opportunities in those content areas.

3. Have the SAO assessment results indicated the need to change or modify components of the program? If so, were the changes implemented?
    a. FKCE: The SAO was initiated to standardize the learning objectives for certification classes.

    Yes. The SAO served as motivation to update the W-Rate curriculum (W-Rate for resource parents caring for parenting teens). However, the evaluation through institutional research was not initiated. Evaluation for W-Rate will be initiated the spring of 2015. The programs with the greatest demand and need (D & F-Rate) were completed first. Students must complete certification classes in order to care for children who meet these criteria.

There is no data at this time for W-Rate.

Program Improvement

1. What activities has the program engaged in to improve services to students?
    a. Continue to collaborate with student services to meet the needs of the students and potential students who need our support.
    b. Maintain and enhance the website to support independent access to the schedule of classes and ease of registration.
    c. Identified sources to assist students in obtaining books and materials.
    d. Increased staff support by using work-study students and MSW interns.
    e. Increased pre/post assessment practices

2. How have program personnel used metrics to improve program services? (Provide metrics from the last four years).

Data has been gathered and it has not been captured through Institutional Research and Planning. The process has been initiated and the assessment tool for FKCE renewal classes will begin November 2014 and the process for gathering demographic data for PS-MAPP is in process and will also be implemented by December 2014.

Foster and Kinship Education have begun to capture the data for the students we are servicing in CON. It is anticipated that we will have a rich body of data to provide in the near future.

a. The metrics have provided information regarding seasonal variations in student enrollment. For the adult classes this information has supported planning course offerings and teaching methods and approaches.

b. Motivated expansion of resources for outreach methods.

3. If applicable, explain any patterns in student success, retention, and persistence in terms of student characteristics and program objectives and discuss planned responses or changes.

A higher number of students and coming to the Foster Care office and they are in need of various services. The highest number are seeking Financial Aid services, others are in need of books and materials. These needs directly affect their retention and persistence.

In response to these needs, the following four activities are already implemented and are being refined and expanded. Staffing is in place to support the activity needed.

a. Classes for caregivers are continuing education and our goal is to build a customer base—that is a group of caregiver primarily seeks out their classes at El Camino. These are our repeat customers/students.

b. MSW interns and staff provide navigation, support, and referrals for potential and enrolled students who are former foster youth or Transition Age Youth (TAY).

c. Workshops are planned to with topic to support the students be effective in college and adapt to the college culture and academic rigor.

d. Conducted two Early Start / Orientation to College for foster youth event in spring semester.

e. Initiating discussion to identify resources with DCFS to meet the book and material needs of the students.

f. Pursuing Technical support and funds to support the foster youth access the college and take advantage of priority registration.

Customer Service

1.   Administer a customer service survey and list the major findings. Describe exemplary services that should be expanded or shared with other programs.

We conduct a customer survey and use it for continuous improvement purposes.

   a. Keep them abreast of DCFS policy and practices.
   b. Classes offered at times that are good for them
   c. Sense of connection with DCFS and other caregivers.
   d. Able to bond with other caregivers in a friendly environment.
   e. Able to network with other with similar experiences.

See Attachment 5.

2.   What aspect of the program's service needs improvement? Explain how the program will address service improvements

   a. Outreach & Recruitment
   b. Space for storage of materials and supplies.
   c. Continuing to organize the program around retention and student success.
   d. Increased staffing to support the administration of the programs.

Conclusions and Recommendations

   1. Summarize the program's strength and areas that need improvement.

All components of Foster & Kinship Education

Strengths:

   a. Providing training to hard-to-serve populations.
   b. Forging collaborative agreements with stakeholders on campus and in the community.
   c. Increasing the quality of collaboration with DCFS to serve relative caregiver. Services are client-centered.
   d. Flexibility/Continuous Improvement—when appropriate, the staff responds to customer's demands, by modifying existing practices and structures to meet their needs.
   e. The quality of content offered in the classes.
   f. Commitment to excellence in trainings and classroom environment
   g. Knowledge, skills, and passion of the instructors.
   h. Offering relevant courses to caregivers that develop and strengthen their knowledge, skills, and sense of capacity.
   i. Willingness and capacity to update and improve curriculum – Continuous improvement of the adult FKCE pre-service curricula.
   j. Responding to evaluation input for continuous improvement
   k. Strengthened communication, coordination, and collaboration with services on campus.

l. Member of work groups for Kinship, F-Rate, W-Rate, and Kinship Orientation Curricula.

Needs:
a. Continue to strengthen the pre-service curricula and training.
b. Continue to assess the caregiver / student in order to determine their needs individually and collectively.
c. Offer classes that both present new information and new perspectives.
d. Continue to explore strategies that appeal to relative caregivers
e. Create the schedule of classes at least one semester in advance.

2. List prioritized recommendations. (Provide proposed organizational chart if appropriate).

FKCE
a. Continue to explore strategies that appeal to relative caregivers that support their needs and encourage their participation and empowerment.
b. Continue to work with DCFS to update and strengthen the pre-service curricula and trainings.
c. Create the schedule of classes at least one semester in advance.
d. Continue to assess the caregiver / student in order to determine their learning needs.
e. Offer classes that both present new information and new perspectives for parenting and working with the systems.

PS-MAPP
a. Maintain close monitoring of PS-MAPP training modules

Youth Advocacy Program/MSW Intern Training
a. Forging collaborative agreements with stakeholders on campus and in the community.
b. Identify and develop resources that will meet their needs for books and materials
c. Workshops /small group learning opportunities that support students adapt to college life and academic rigor—Best practices.
d. Provide support.

Administrative
Continue to capture demographic information of students and use the data for reporting purposes.

FKCE
a. Focus outreach recruitment efforts with Kinship organizations to increase enrollment and attendance of Kinship caregivers.

b. Continue to strengthen the relationship with DCFS in order to expand the services to relative caregivers.

c. Use the data obtained in the evaluations to determine how to best serve the students.

Youth Advocacy Program/MSW Intern Training

a. Expand relationships with DCFS and Probation that expand the quality of agreements that support the Student Service's staff in the EOP&S, Financial Aid, and First Year Experience departments as they provided services to the students who are either alumni or still residing in out-of-home care who attend El Camino College.

b. Outreach to faculty who are interested in the educational needs of the students that we serve.

c. Continue to outreach to students and link with other departments to increase visibility.

d. Participate in Flex-day training

3. <u>X</u>   Continue Program

Attachment 1

Glossary

Glossary

Home Study	The Home Study is the assessment instrument used by the Department of Children and Family Services to assess the appropriateness of the family for becoming a resource foster parent of adoptive parent. The tool provides the structure for the social worker to assess every aspect of the applicant's family history, behavior, and readiness to adopt or foster.
D-Rate	The D-Rate is the rate paid on behalf of hard-to-place children with severe and persistent emotional and/or behavioral problems
Foster and Kinship Care Education (FKCE)	Foster and Kinship Care Education is a categorically funded program that offers training to resource parents and relative caregivers.
Foster and Kinship Education	Foster and Kinship Education are the types of services provided to caregivers and youth in out-of-home care.
Foster Parents	Foster parents are also known as resources parents they are caregivers for youth in out-of-home care.
Independent Living Program (ILP)	Independent Living Program provides workshops, and experiential exercises in life skills to youth ages 16 to 21 living in out-of-home care.
Medical **High Risk**	They need to experience one or more of the following exist: Previous significant medical problem or chronic illness; possible contagious disease; on medication; and/or, social problem or language barrier which could conceal an unmet medical need.
Medically Fragile	These children experience special health care needs as defined by Assembly Bill 2268. These children ae diagnosed with medical conditions and symptoms that require special procedures may be temporarily or permanently dependent upon medical equipment and/or devices, therapies and may require ongoing medical care and assessment as determined by the child's physician. The caregiver must have been trained to provide the specialized in-home health care to these children.
Partnering for Safety and Permanence-Model Approach to Partnerships in Parenting (PS-MAPP)	Partnering for Safety and Permanence-Model Approach to Partnerships in Parenting (PS-MAPP) is a 33-hour pre-service class to prepare prospective foster and adoptive parents (students).
Renewal Classes	Renewal classes are continuing education classes for the licensed and relative caregivers.
Transition Aged Youth (TAY)	Transition Aged Youth are youth in out-of-home care that are of age to transition out of the Foster Care system.
Psychotropic Medication	Medications used as tools for producing certain chemical and physiological effects in the central nervous system
W-Homes	Provide foster care to dependent teen parents and their non-dependent children, while assisting the teen parent has to develop the skills they will need to provide a safe, stable, and permanent home for their children.
Pre-service classes	Pre-service classes are designed to certify the caregiver to care for children with extraordinary developmental and/or medical needs.

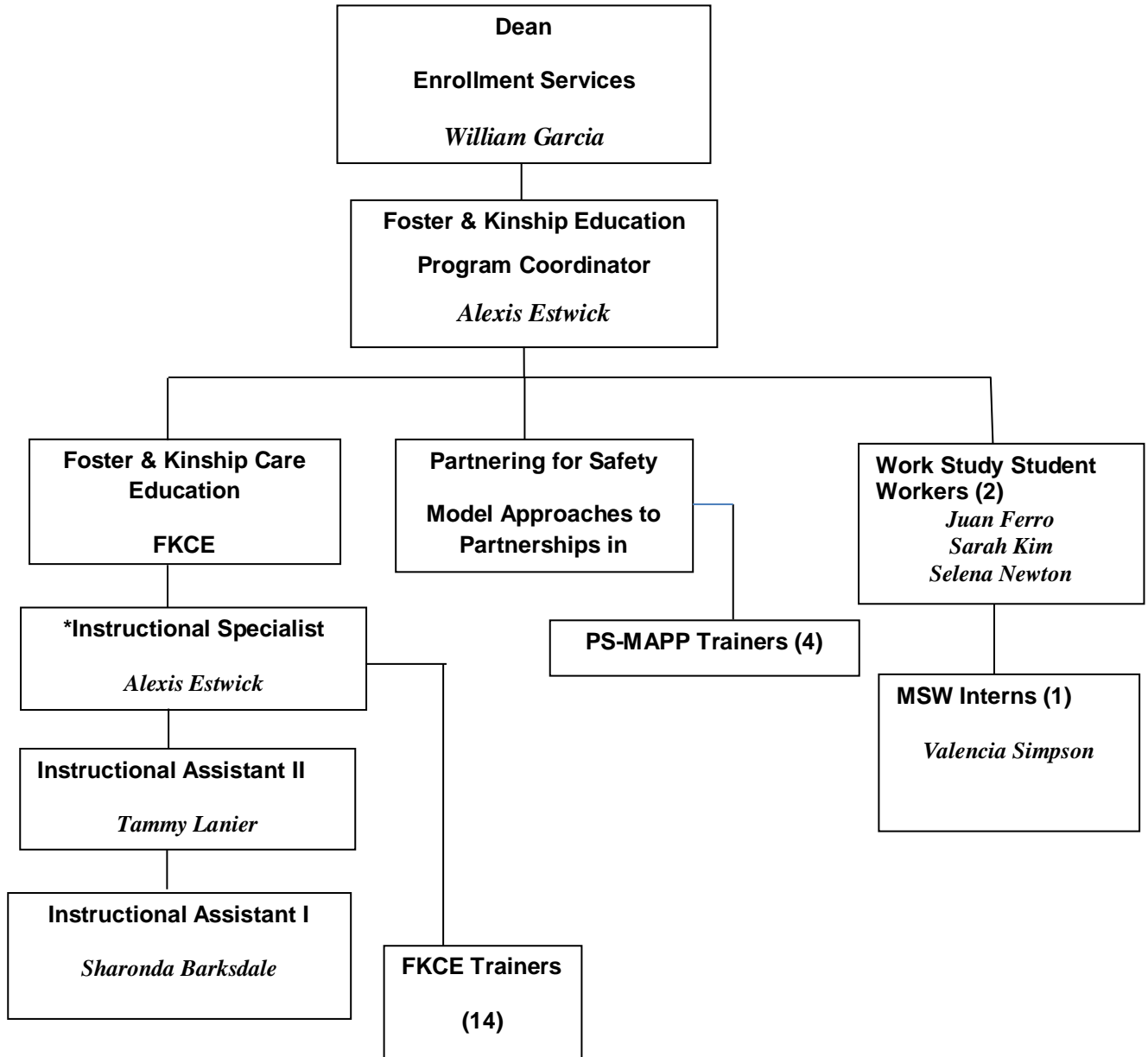|	
Certification classes	Certification classes are designed to certify the caregiver to care for children with extraordinary developmental and/or medical needs.
Child Social Worker (CSW)	Department of Children and Family Services employ Child Social Worker. They are responsible for providing case management, resources, and guidance to youth in out-of-home care.

Attachment 2
Organizational Chart

EL CAMINO COLLEGE
Enrollment Services Division
PROGRAM REVIEW

Foster & Kinship Education& PS-MAPP

Organizational Chart

```
                    ┌─────────────────────────┐
                    │          Dean           │
                    │   Enrollment Services    │
                    │     William Garcia       │
                    └─────────────────────────┘
                               │
                    ┌─────────────────────────┐
                    │ Foster & Kinship Education│
                    │   Program Coordinator    │
                    │     Alexis Estwick       │
                    └─────────────────────────┘
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Foster & Kinship Care Education FKCE	Partnering for Safety Model Approaches to Partnerships in	Work Study Student Workers (2) *Juan Ferro* *Sarah Kim* *Selena Newton*

*Instructional Specialist

Alexis Estwick

PS-MAPP Trainers (4)

MSW Interns (1)

Valencia Simpson

Instructional Assistant II

Tammy Lanier

Instructional Assistant I

Sharonda Barksdale

FKCE Trainers

(14)

*The Instructional Specialist is supervised by the Dean of Enrollment Services.

Attachments 3
Foster & Kinship Care Education Program
Pre-Service Pre and Post Results

Attachment 3A
Foster & Kinship Care Education Program
D-Rate Pre-Service Pre and Post Results
February 2014 and June 2014

The following figures depict participants' knowledge of various areas in the Foster & Kinship Care Education Program before and after D-Rate Certification training. The various areas included special education, attention deficit hyperactivity disorder, Erikson's stages of development, the process for qualifying a child for D-rate services, anxiety disorder, managing different types of behavior, your rights as a caregiver, the Department of Children Services Discipline Policy, and how to identify signs of physical, sexual, and emotional abuse in children. Overall, after the training, there was a reduction in the percentage of individuals who reported no knowledge of these areas before the training.

Overall Knowledge
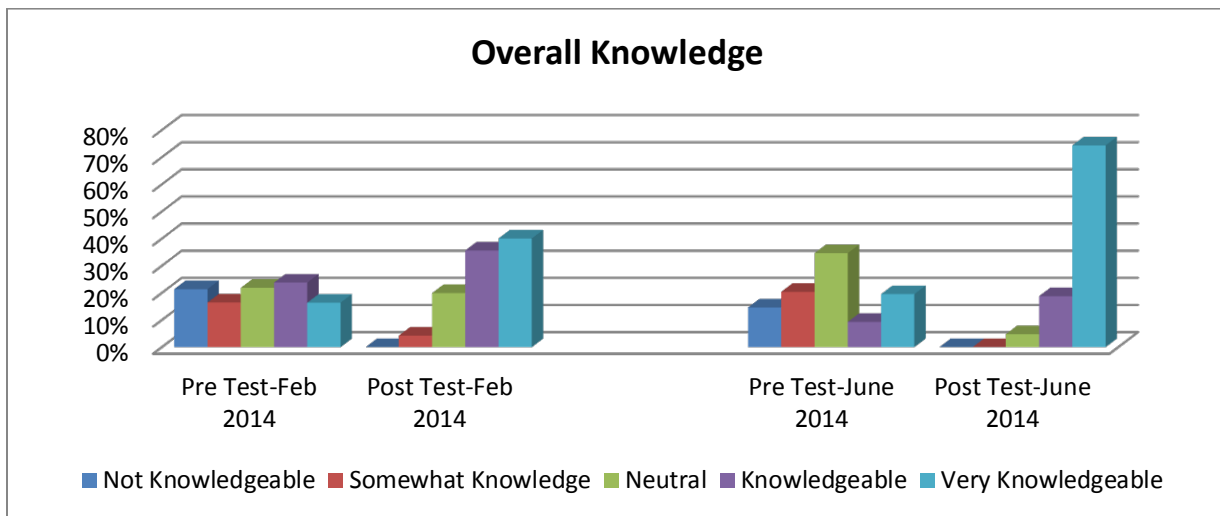
Feb 2014

	Not Knowledgeable	Somewhat Knowledge	Neutral	Knowledgeable	Very Knowledgeable
	1	**2**	**3**	**4**	**5**
Pre Test	21%	16%	22%	24%	16%
Post Test	0%	4%	20%	36%	40%

June 2014

	Not Knowledgeable	Somewhat Knowledge	Neutral	Knowledgeable	Very Knowledgeable
	1	**2**	**3**	**4**	**5**
Pre Test	15%	20%	35%	9%	20%
Post Test	0%	0%	5%	19%	74%

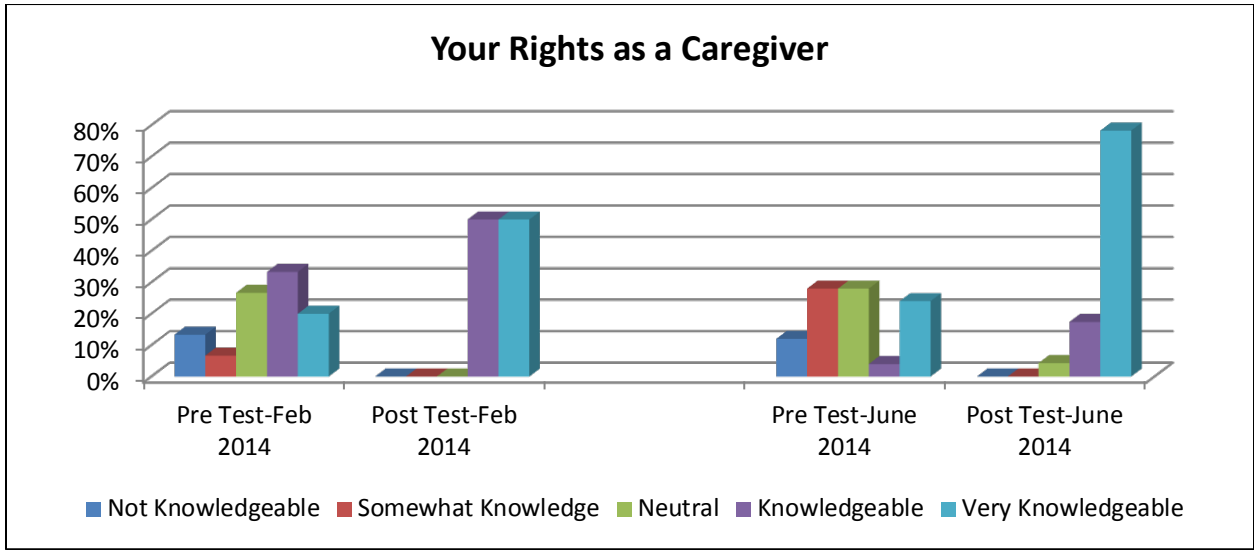**Please rate your _knowledge_ in the following areas:**
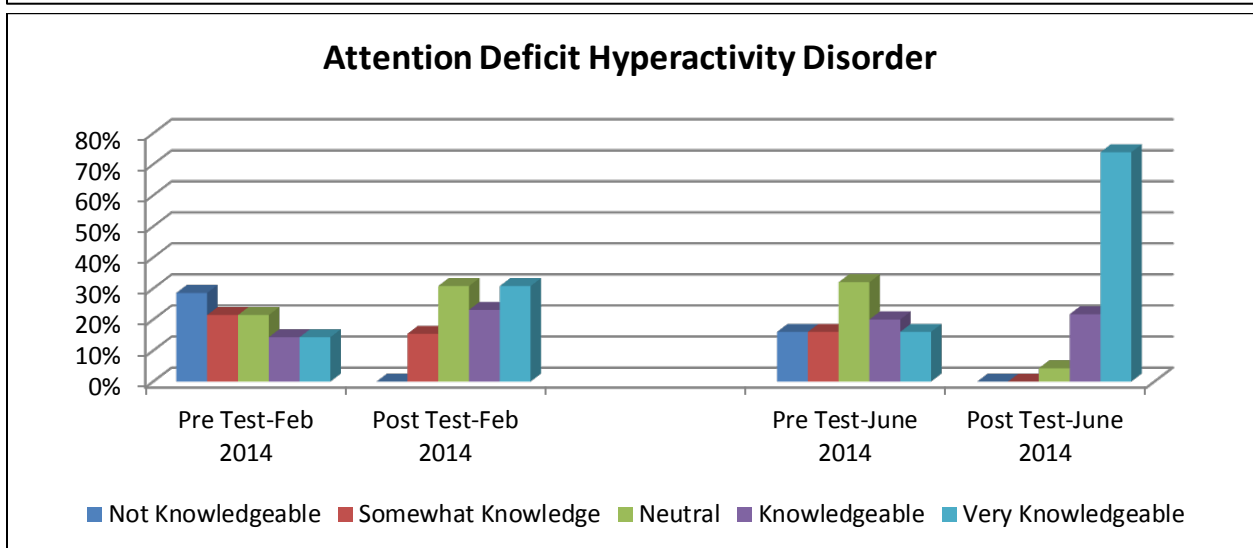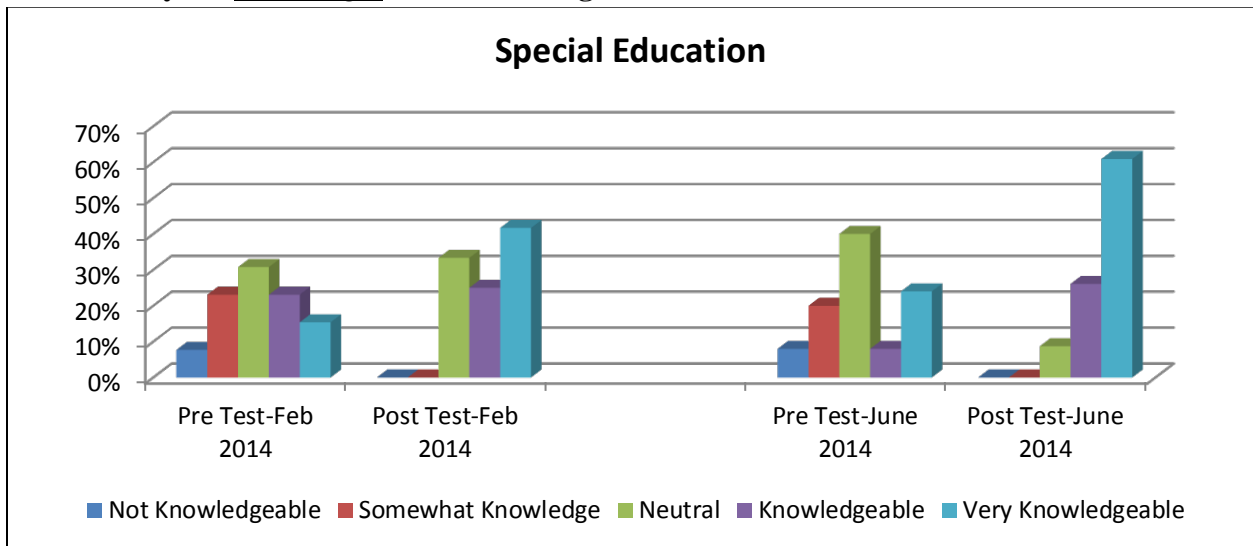
Erikson's Stages of Development
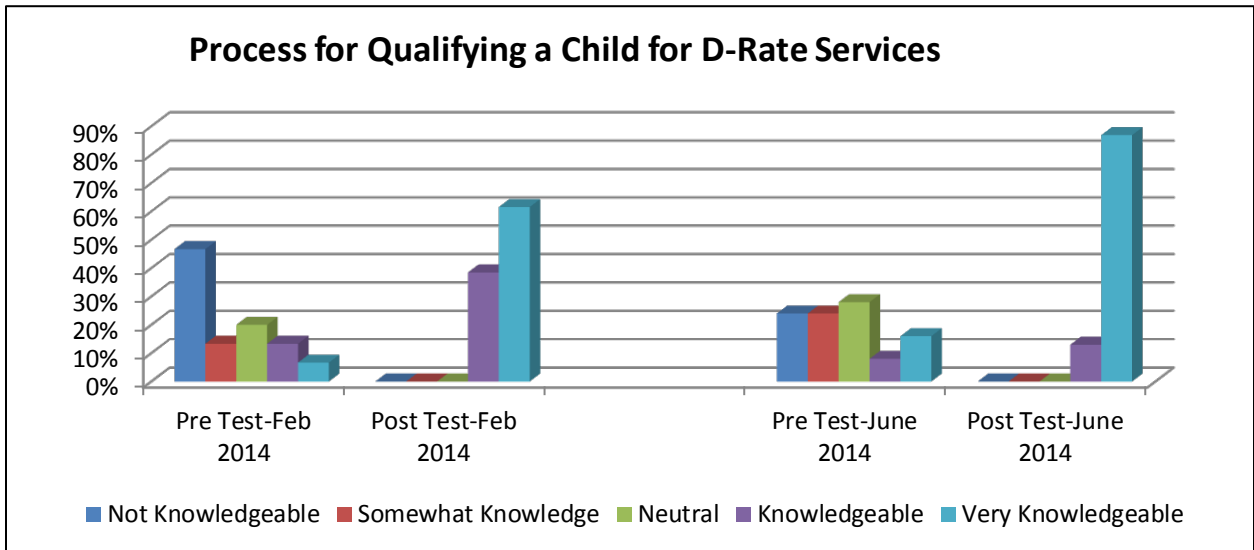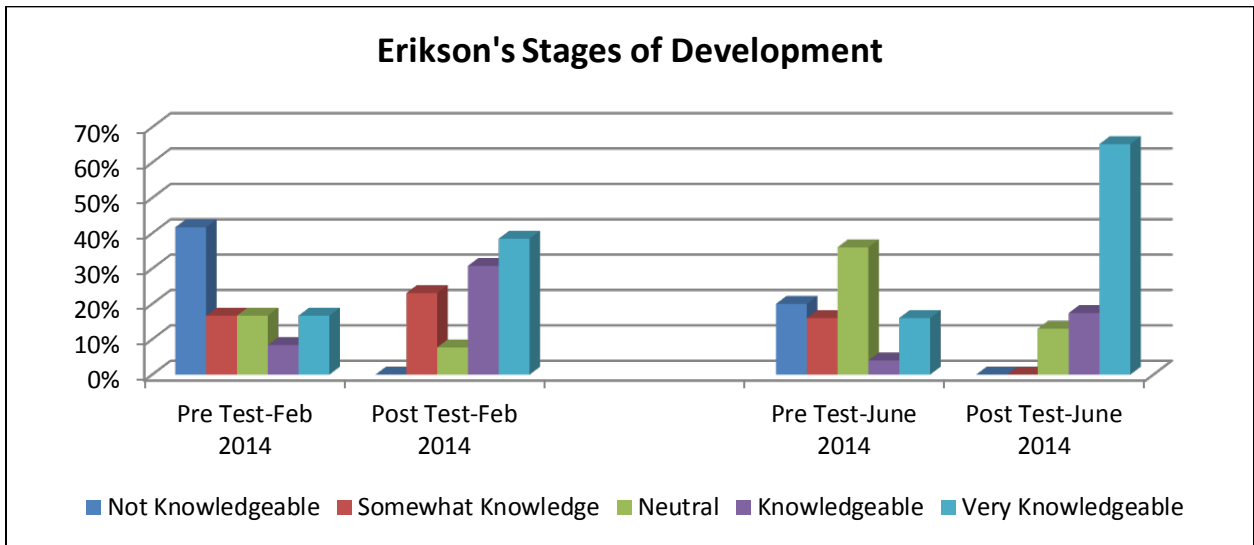
Legend: Not Knowledgeable, Somewhat Knowledge, Neutral, Knowledgeable, Very Knowledgeable

Process for Qualifying a Child for D-Rate Services

Legend: Not Knowledgeable, Somewhat Knowledge, Neutral, Knowledgeable, Very Knowledgeable

Anxiety Disorders

■ Not Knowledgeable ■ Somewhat Knowledge ■ Neutral ■ Knowledgeable ■ Very Knowledgeable

Managing Different Types of Behavior

■ Not Knowledgeable ■ Somewhat Knowledge ■ Neutral ■ Knowledgeable ■ Very Knowledgeable

Your Rights as a Caregiver

Legend: Not Knowledgeable, Somewhat Knowledge, Neutral, Knowledgeable, Very Knowledgeable

The Department of Children Services Discipline Policy

Legend: Not Knowledgeable, Somewhat Knowledge, Neutral, Knowledgeable, Very Knowledgeable

How to Identify Signs of Physical, Sexual, and Emotional Abuse in a Child
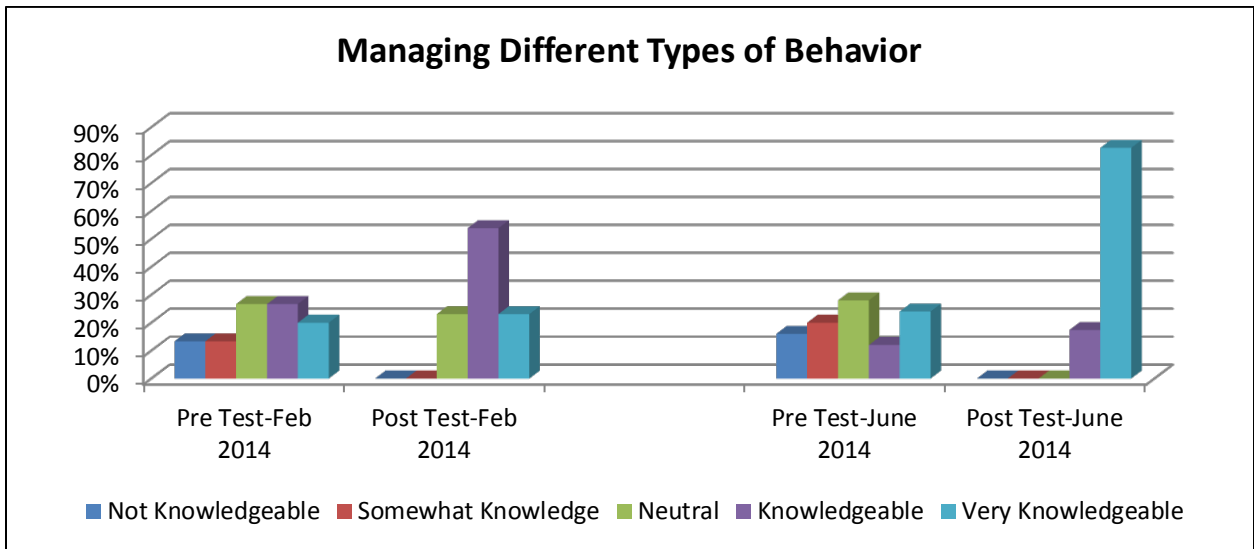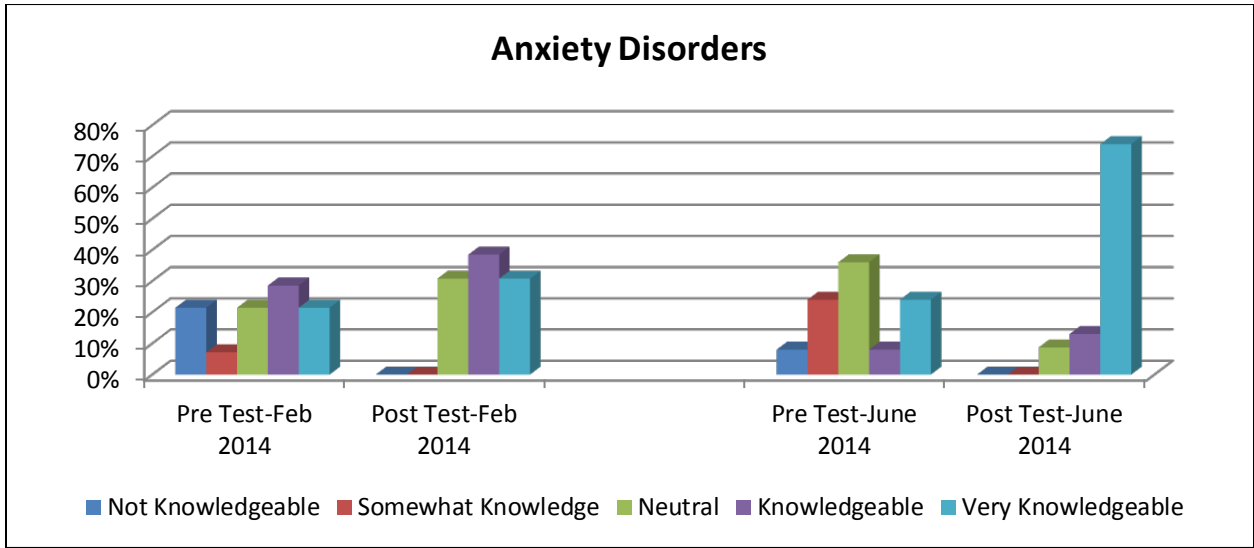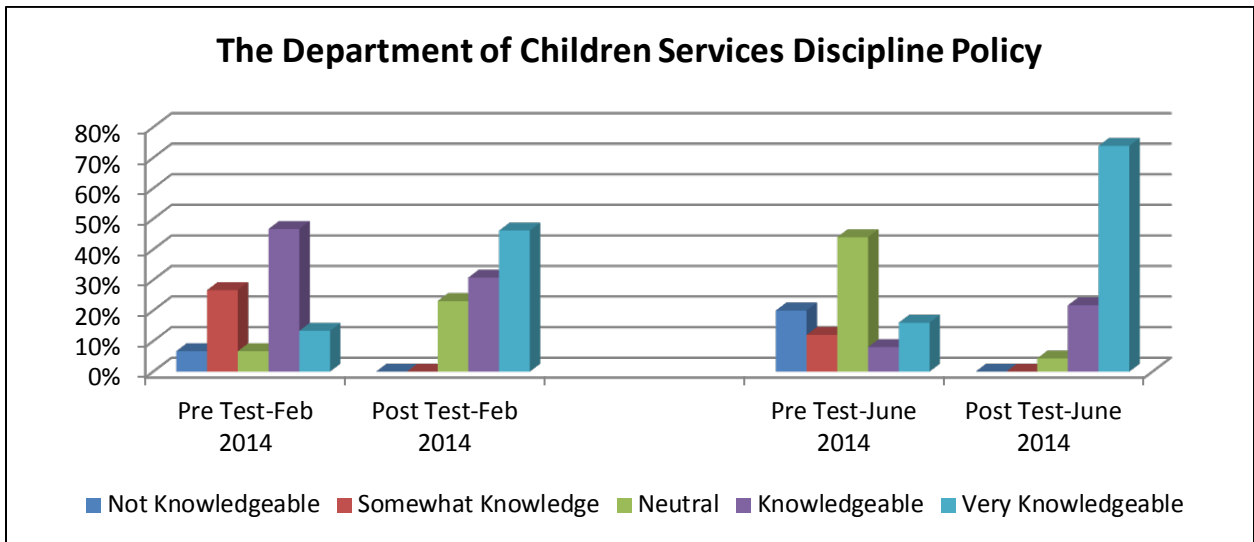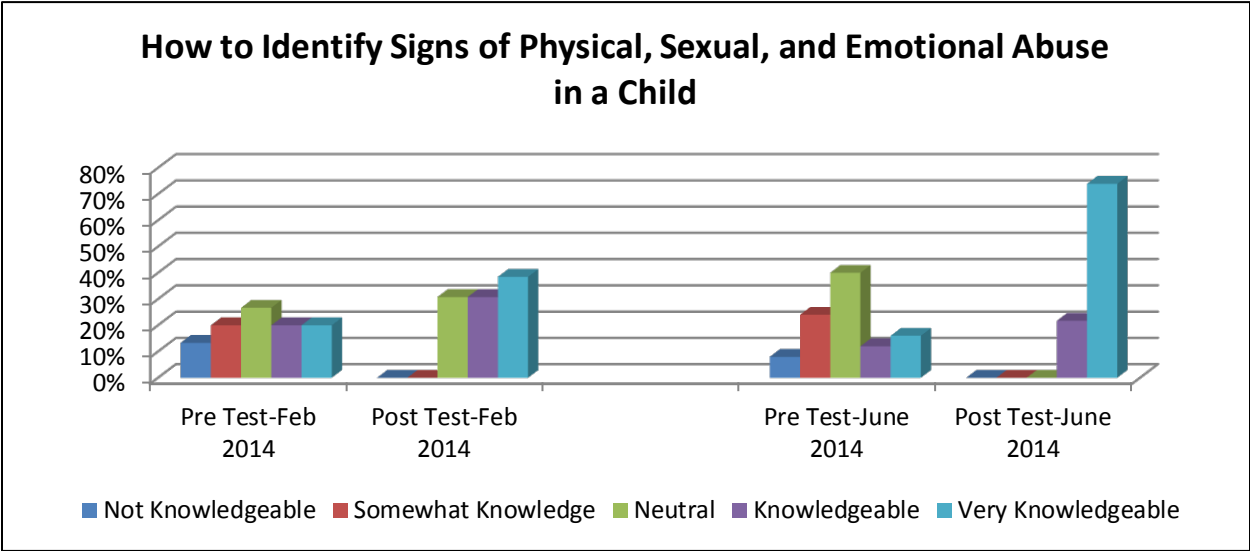
Attachment 3B
Foster & Kinship Care Education Program
F-Rate Pre-Service Pre and Post Results
February 2014 and June 2014

The following figures depict participants' knowledge of various areas in the Foster & Kinship Care Education Program before and after F-Rate Certification training. The various areas included The Bates Bill, the process for qualifying a child for F-rate services, medically fragile children, different types of seizures, care for a baby infected with HIV, gastronomy feeding, cancer, cerebral palsy, asthma, and the Department of Children Services Discipline Policy. Overall, after the training, there was a reduction in the percent of individuals who reported no knowledge of these areas before the training.

Overall Knowledge
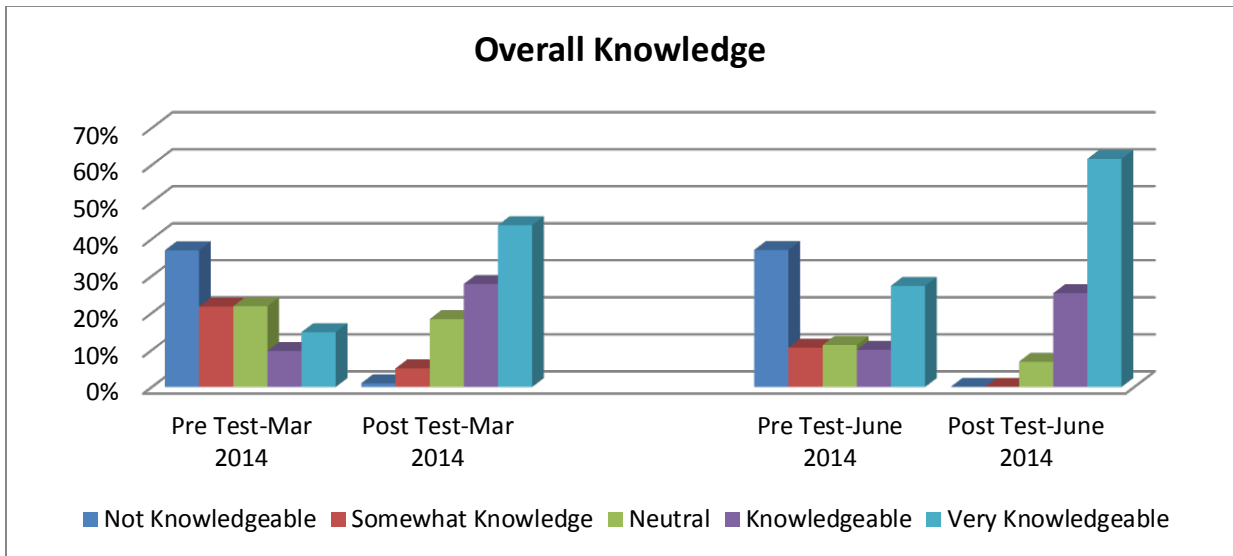
March 2014

	Not Knowledgeable	Somewhat Knowledge	Neutral	Knowledgeable	Very Knowledgeable
	1	2	3	4	5
Pre Test	37%	22%	22%	10%	15%
Post Test	1%	5%	18%	28%	44%

June 2014

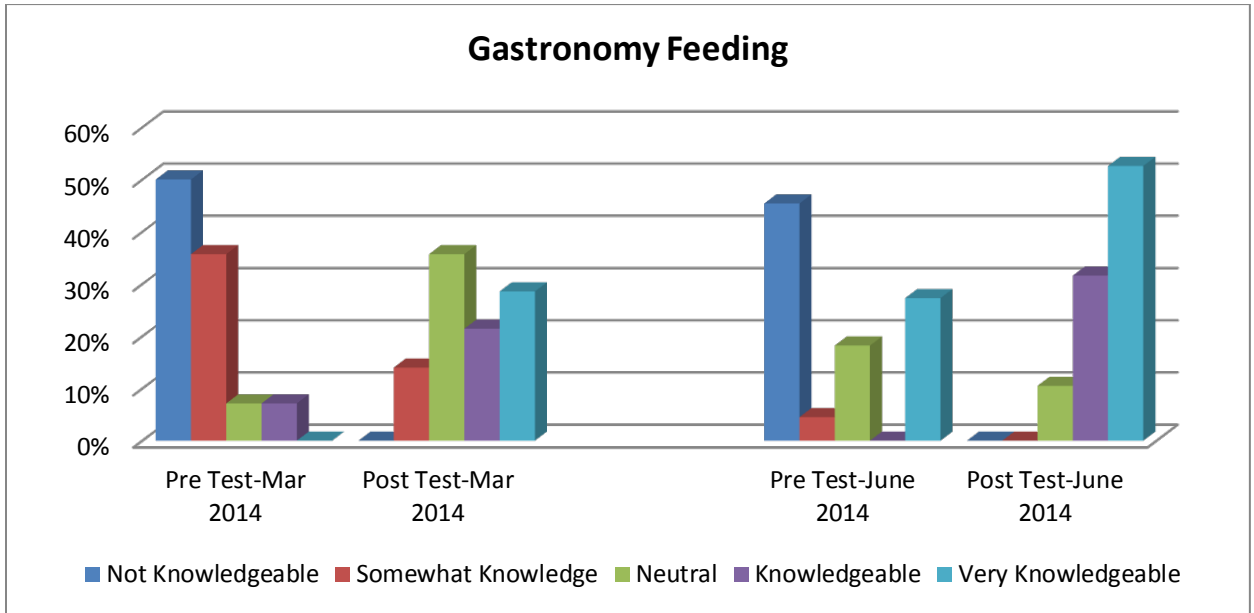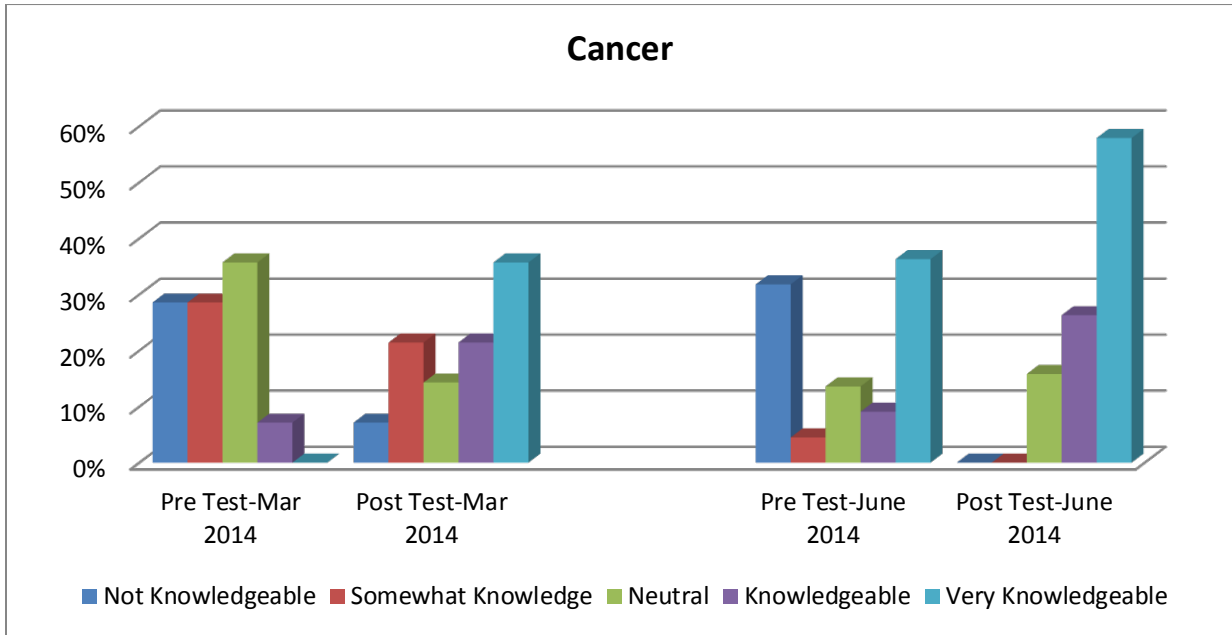|	Not Knowledgeable	Somewhat Knowledge	Neutral	Knowledgeable	Very Knowledgeable
	1	**2**	**3**	**4**	**5**
Pre Test	37%	11%	11%	10%	27%
Post Test	0%	0%	7%	25%	62%

Please rate your _knowledge_ in the following areas:
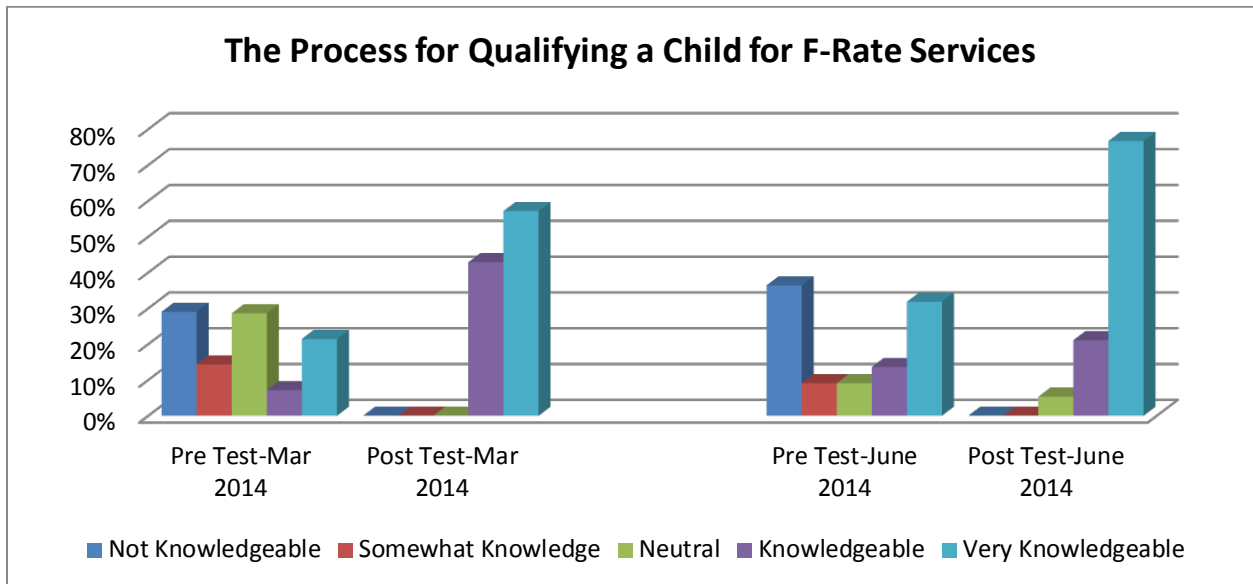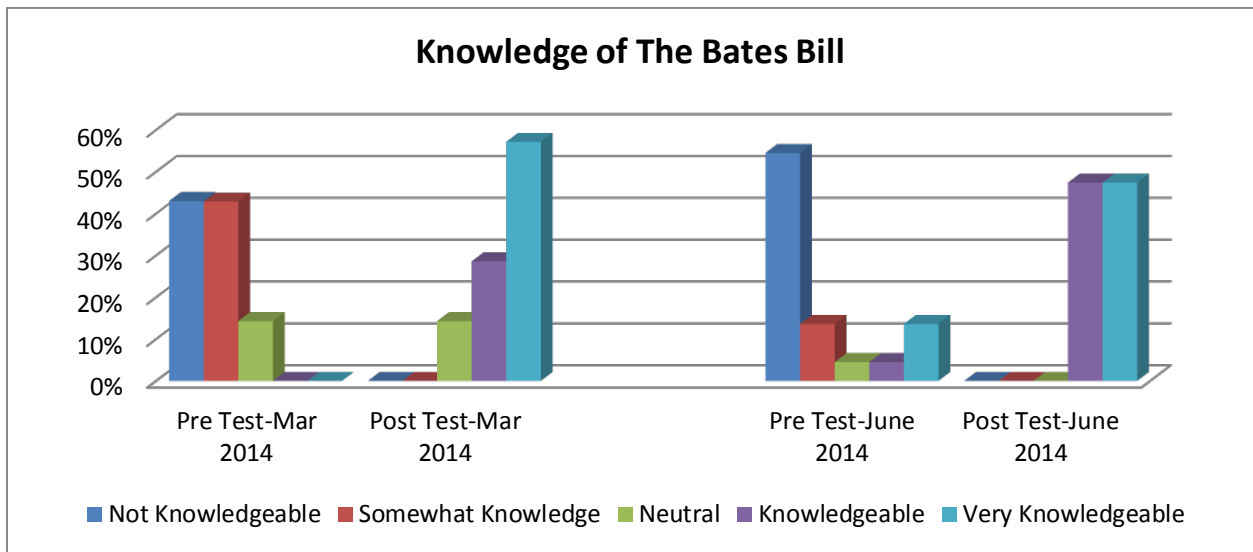
Knowledge of The Bates Bill

The Process for Qualifying a Child for F-Rate Services

Medically Fragile Children

Legend: ■ Not Knowledgeable ■ Somewhat Knowledge ■ Neutral ■ Knowledgeable ■ Very Knowledgeable

Different Types of Seizures

Legend: ■ Not Knowledgeable ■ Somewhat Knowledge ■ Neutral ■ Knowledgeable ■ Very Knowledgeable

Care for a Baby Infected with HIV

Legend: ■ Not Knowledgeable ■ Somewhat Knowledge ■ Neutral ■ Knowledgeable ■ Very Knowledgeable

Gastronomy Feeding

Legend: ■ Not Knowledgeable ■ Somewhat Knowledge ■ Neutral ■ Knowledgeable ■ Very Knowledgeable

Cancer

Cerebral Palsy

Asthma

Legend: ■ Not Knowledgeable ■ Somewhat Knowledge ■ Neutral ■ Knowledgeable ■ Very Knowledgeable

Department of Children Services Discipline Policy

Legend: ■ Not Knowledgeable ■ Somewhat Knowledge ■ Neutral ■ Knowledgeable ■ Very Knowledgeable
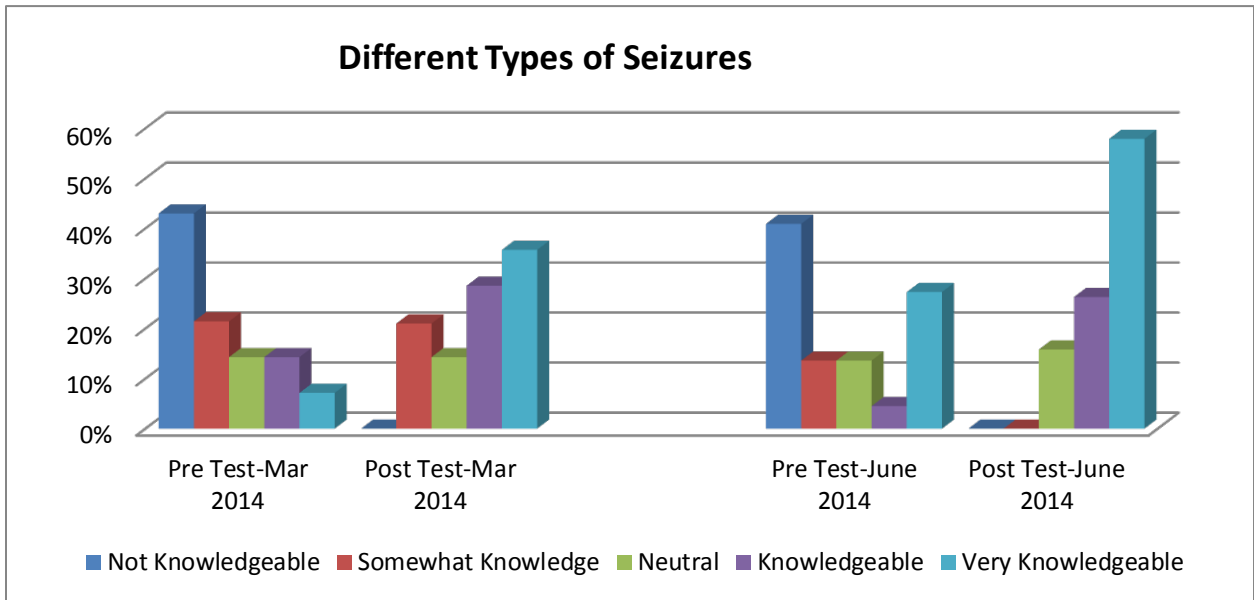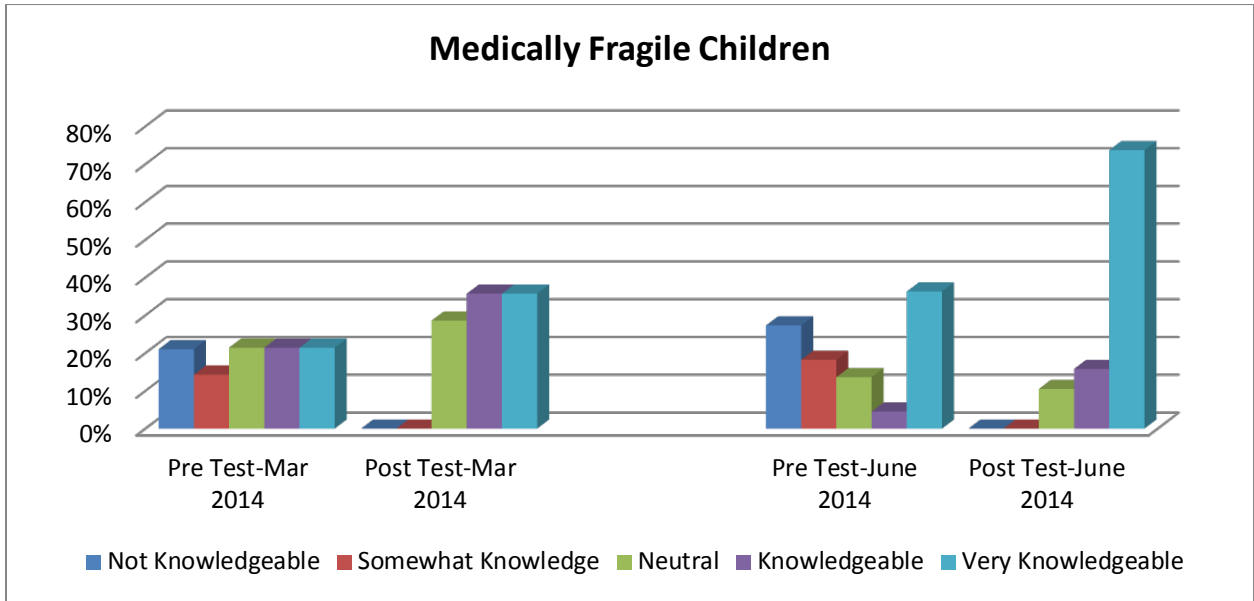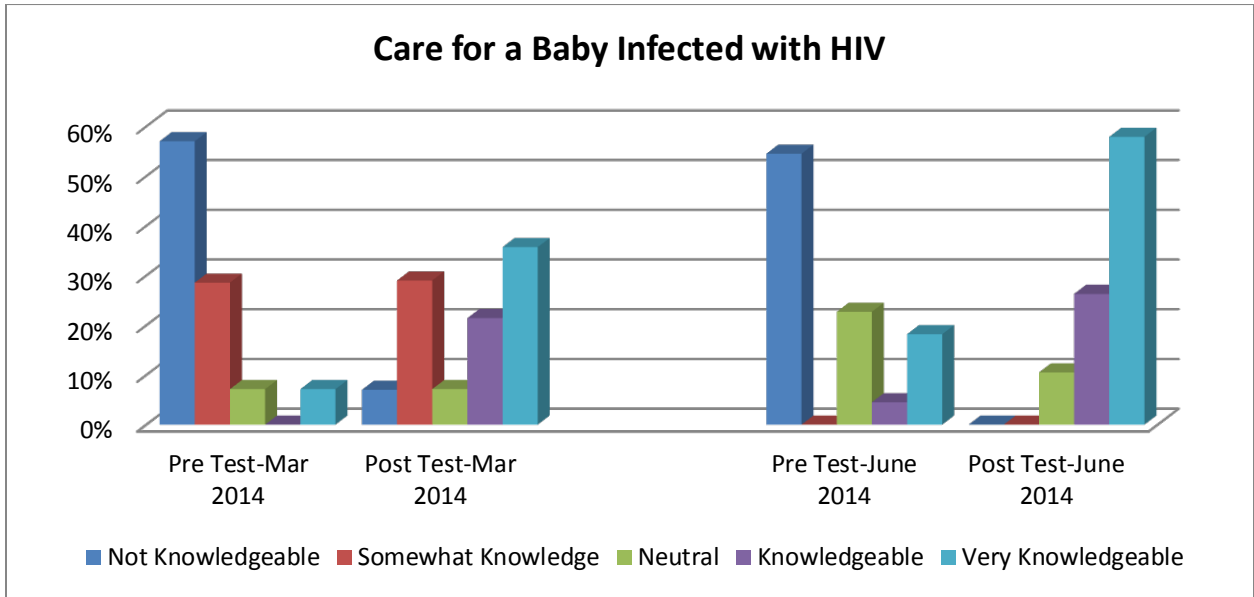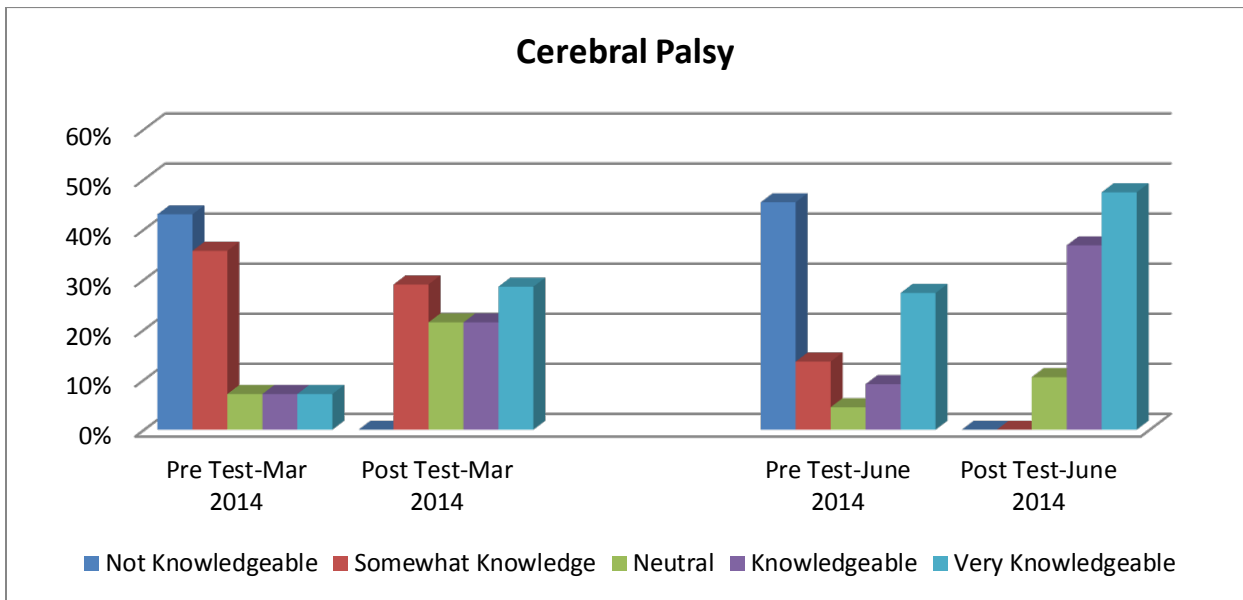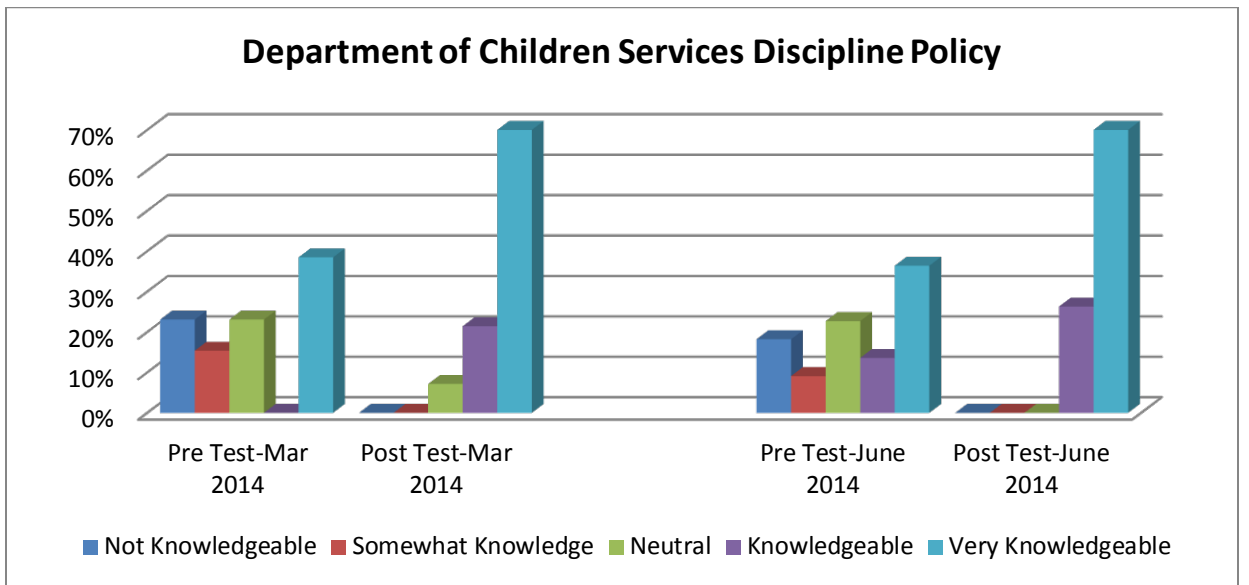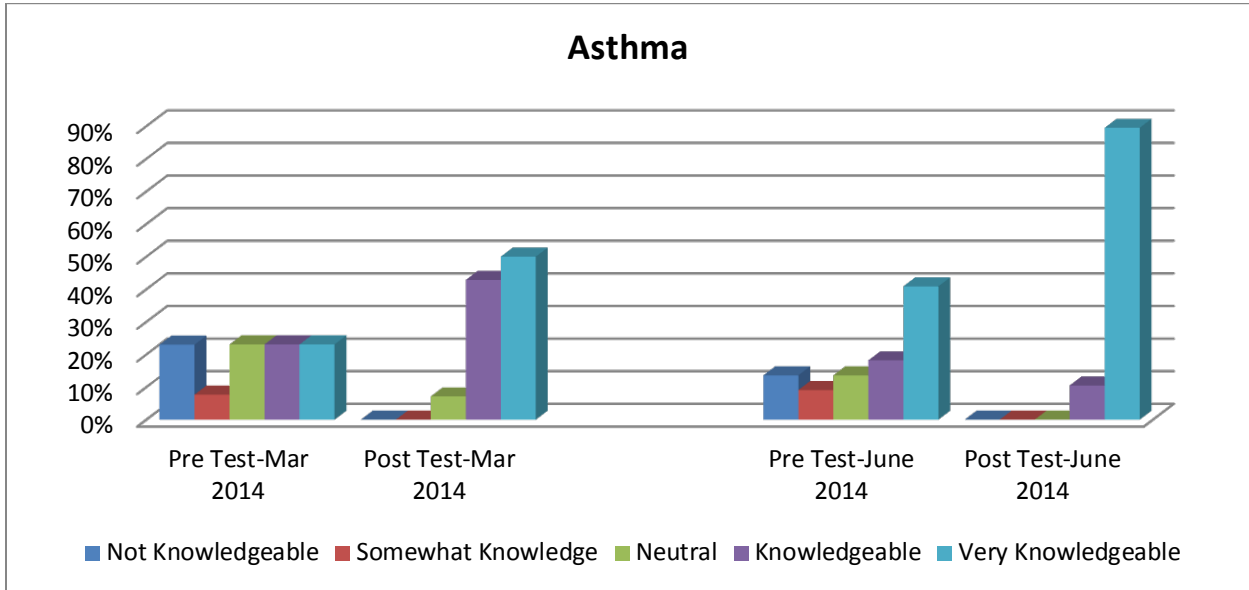
Attachment
SERVICE AREA OUTCOMES (SAO) Assessment Reports

4A

El Camino College **Service Area Outcomes (SAO) Assessment Report**		
College Mission: *El Camino College offers quality, comprehensive educational programs, and services to ensure the educational success of students from our diverse community.*		
SCA/Administrative Unit	Foster & Kinship Education	**Date of Report:** 9/30/2014
SAO Statement(s)	FKCE Renewal –Demonstrating renewal class learning objectives - Students who attend Foster and Kinship Education renewal classes will demonstrate understanding of the learning objectives for the learning objectives of the class.	
SAO is Aligned with Strategic Initiatives (check all that apply):		
A√ ☐　　　　B √☐　　　　C ☐　　　　D ☐　　　　E√ ☐　　　　F ☐　　　　G ☐		
SAO is Aligned with Institutional Learning Outcomes (check all that apply):		
ILO 1 √☐　　　　ILO 2 ☐　　　　ILO 3 √☐　　　　ILO 4 √☐		
Participants in SAO Assessment	Each instructor will administer the assessment.	
Method(s) Used To Measure SAO	☐ **Data Analysis**　　☐ **Focus Group**　　**√**☐ **Pre-/Post-Test** ☐ **Survey/Questionnaire**	
Target/Standard For SAO	It is expected that 80% of the students will increase in their perceived sense of capacity by 2.5%.	
Frequency/Timeline of Assessment	Fall 2014 and Spring 2015	
Assessment Results and Analysis	Data gathering will begin November 1, 2014.	
Target Met/Not Met	☐ **Yes**　　☐ **No**	
Planned Actions as a Result of Assessment & Analysis		
Follow-Up on Previous Planned Actions		

4B

El Camino College **Service Area Outcomes (SAO) Assessment Report**		
College Mission: *El Camino College offers quality, comprehensive educational programs, and services to ensure the educational success of students from our diverse community.*		
SCA/Administrative Unit	Foster & Kinship Education	**Date of Report:** 9/30/2014
SAO Statement(s)	FKCE Pre-Service –Accessing resources for special needs children - Students attending D (emotional) & F (Medically Fragile) Rate pre-service classes will be able to access resources that increase their capacity to meet the special needs of the child (ren) in their care.	
SAO is Aligned with Strategic Initiatives (check all that apply):		
A√ ☐　　　　B √☐　　　　C ☐　　　　D ☐　　　　E√ ☐　　　　F ☐　　　　G ☐		
SAO is Aligned with Institutional Learning Outcomes (check all that apply):		
ILO 1 √☐　　　　ILO 2 ☐　　　　ILO 3 √☐　　　　ILO 4 √☐		
Participants in SAO Assessment	Tammy Lanier, Foster Care staff provided the data and Carolyn Pineda, Institutional Research is conducting the analysis.	
Method(s) Used To Measure SAO	☐ **Data Analysis**　　　☐ **Focus Group**　　　√☐ **Pre-/Post-Test** ☐ **Survey/Questionnaire**	
Target/Standard For SAO	It is expected that 80% of the students attending D & F - Rate pre-service classes will increase their capacity to effectively access and resources by 5%.	
Frequency/Timeline of Assessment	Fall 2014 and Spring 2015	
Assessment Results and Analysis	Data gathering will begin November 1, 2014.	
Target Met/Not Met	☐ **Yes**　　　☐ **No**	
Planned Actions as a Result of Assessment & Analysis		
Follow-Up on Previous Planned Actions		

EL CAMINO COLLEGE
Enrollment Services Division
PROGRAM REVIEW

4C

El Camino College Service Area Outcomes (SAO) Assessment Report		
College Mission: *El Camino College offers quality, comprehensive educational programs and services to ensure the educational success of students from our diverse community.*		
SCA/Administrative Unit	Foster & Kinship Education	**Date of Report:** 9/30/2014
SAO Statement(s)	Students attending the Partnering for Safety and Permanence – Model Approach to Partnerships in Parenting (PS- MAPP) class will gain the knowledge and skills that enables them to select whether or not to foster or adopt at this time.	
SAO is Aligned with Strategic Initiatives (check all that apply):		
A√ ☐ B √☐ C ☐ D ☐ E√ ☐ F ☐ G ☐		
SAO is Aligned with Institutional Learning Outcomes (check all that apply):		
ILO 1 √☐ ILO 2 ☐ ILO 3 √☐ ILO 4 √☐		
Participants in SAO Assessment	Foster & Kinship Education Care staff will administer the pre-/post assessments.	
Method(s) Used To Measure SAO	☐ **Data Analysis** ☐ **Focus Group** √☐ **Pre-/Post-Test** ☐ **Survey/Questionnaire**	
Target/Standard For SAO	It is expected that of the students attending the 33 hour pre-service class to become a Resource or Adoptive parent will learn the skills and gain the knowledge required to be a licensed with Los Angeles County Department of Children and Family Services. It is anticipated that they will increase their skills and knowledge by 3%.	
Frequency/Timeline of Assessment	Fall 2014 and Spring 2015	
Assessment Results and Analysis	Data gathering will begin October 4, 2014	
Target Met/Not Met	☐ **Yes** ☐ **No**	
Planned Actions as a Result of Assessment & Analysis		
Follow-Up on Previous Planned Actions		

Attachment
CUSTOMER SERVICE SURVEY

EL CAMINO COLLEGE
FOSTER & KINSHIP CARE EDUCATION PROGRAM

FOSTER PARENT / KINSHIP CAREGIVER
Needs Assessment

Date _____/ _____/ _____
      Month   Day   Year

Name: _____

1. Is this your first time attending El Camino College for training? Yes_____ No_____

2. Please check the following:
   Are you a Foster Parent? Yes_____ How many years? _____
                          How many children are currently in your home? _____
                        No_____
   Are you a Relative Caregiver? Yes_____How many years? _____
                          How many children are currently in your home? _____

3. Are you considering adoption? Yes_____ No____

4. Have you adopted any of the children in your home? Yes_____
   How many? _____

5. Are you considering legal guardianship? Yes_____ No_____

6. What information / workshop topics can we provide/offer that will assist you in meeting the needs of the children in your care?

   _____

   _____

7. What information / workshop topics can we provide/offer that will assist you in meeting your needs as a caregiver?

   _____

   _____

8. What other resources do you need? _____

9. Do you know how to get what you need and want from the DCFS? Yes___No___

10. What days and times of the week are best for you to come to classes (Please give at least two)?
    1st Choice: Day:_____ Time:_____
    2nd Choice: Day:_____ Time:_____

Are you satisfied with the service that we provide? Yes_____ No _____

11. Additional Comments:

   _____

   _____

If needed you can write on the back of this form. Check here if you have comments on the back.
_____

Thank you for your participation.

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