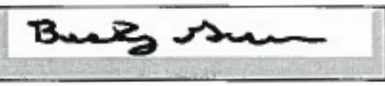




**IMPERIAL VALLEY COLLEGE
PROGRAM REVIEW
NON-ACADEMIC PROGRAMS**

DATE: 2/13/2013

DEPARTMENT/PROGRAM:	Child, Family, and Consumer Sciences: Foster and Kinship Education Program
----------------------------	--

PREPARED BY:	Becky Green	
	Name	Signature

AREA DEAN/DIRECTOR:	Efrain Silva	
	Name	Signature

AREA VICE PRESIDENT:	Kathy Berry	
	Name	Signature

**IMPERIAL VALLEY COLLEGE
MISSION STATEMENT**

The mission of Imperial Valley College is to foster excellence in education that challenges students of every background to develop their intellect, character, and abilities; to assist students in achieving their educational and career goals; and to be responsive to the greater community.

Institutional Goals

Educational Master Plan 2012-15

Approved by Board of Trustees May 16, 2012

Goal One (Institutional Mission and Effectiveness): The College will maintain programs and services that focus on the mission of the college supported by data-driven assessments to measure student learning and student success.

Obj.	Objectives for EMP Goal 1
1.1	Develop systems and procedures that establish the mission of the college as the central mechanism for planning and decision making.
1.2	Develop an institutional score card to assess student learning that drives integrated planning and resource allocation.
1.3	Develop systems and procedures to ensure that the college maintains a collegial and self-reflective dialogue that improves effectiveness.
1.4	Develop systems that are inclusive, cyclical, and understood by all stakeholders.

Goal Two (Student Learning Programs and Services): The College will maintain instructional programs and services which support student success and the attainment of student educational goals.

Obj.	Objectives for EMP Goal 2
2.1	Ensure that all instructional programs, regardless of location or means of delivery, address and meet the current and future needs of students.
2.2	Review program learning outcomes annually (or biennially) to assure currency, improve teaching and learning strategies, and raise student success rates.
2.3	Ensure that all Student Services programs, regardless of location or means of delivery, address and meet the current and future needs of students.
2.4	Ensure that all Student Services programs engage in a process of sustainable continuous quality improvement by annual review of Service Area Outcomes, annual Program Review, and Comprehensive Program Review every three years.
2.5	Ensure that the Library meets as closely as possible the "Standards of Practice for California Community College Library Faculty and Programs" of the Academic Senate for California Community Colleges.
2.6	Ensure that instructional labs continue to collaborate in sharing financial and human resources, thus maintaining continuous quality improvement.

Goal Three (Resources): The College will develop and manage human, technological, physical, and financial resources to effectively support the college mission and the campus learning environment.

Obj.	Objectives for EMP Goal 3
3.1	Develop and implement a resource allocation plan that leads to fiscal stability.
3.2	Implement a robust technological infrastructure and the enterprise software to support the college process.
3.3	Build new facilities and modernize existing ones as prioritized in the facility master plan.
3.4	Design and commit to a long-term professional development plan.
3.5	Raise the health awareness of faculty, staff, and students.

Goal Four (Leadership and Governance): The Board of Trustees and the Superintendent/President will establish policies that assure the quality, integrity, and effectiveness of student learning programs and services, and the financial stability of the institution.

Obj.	Objectives for EMP Goal 4
4.1	Review all Board policies annually to ensure that they are consistent with the College mission statement, that they address the quality, integrity, and effectiveness of student learning programs and services, and that they guard the financial stability of the institution.
4.2	Maintain a clearly defined Code of Ethics that includes appropriate responses to unprofessional behavior.
4.3	Ensure that the Board of Trustees is informed and involved in the accreditation process.
4.4	Ensure that processes for the evaluation of the Board of Trustees and the Superintendent/President are clearly defined, implemented, and publicized.
4.5	Establish a governance structure, processes, and practices that guarantee that the governing board, administration, faculty, staff, and students will be involved in the decision making process.



IMPERIAL VALLEY COLLEGE
PROGRAM REVIEW
NON-ACADEMIC PROGRAMS

I. PROGRAM/DEPARTMENT DISCRIPTION (include Vision; Mission; Services-Functions; Funding Sources Statement)

The Foster and Kinship Care Education program was established in the California Community College Chancellor's Office in 1984 following the passage of Senate Bill 2003, known as the Foster Children and Parent Training Act. This act designated the Chancellor's Office as the agency to administer the program and provide funding to the community colleges for the provision of education and training to potential and existing foster parents.

Mission Statement

The Foster and Kinship Care Education Program provides quality education and support opportunities for care givers of children and youth in out-of-home care so that these providers may meet the educational, emotional, behavioral and developmental needs of children and youth

II. SERVICE AREA OUTCOMES (identify outcomes; methods, implementation of assessment process; results; decisions & recommendations)

The development of Foster and Kinship Care Education is guided by the belief that children and youth will achieve their fullest potential when:

- Children/youth feel they belong to families that are strong, safe, and nurturing.
- There is consistency in care.
- Care providers are qualified, caring and knowledgeable.
- Care providers are retained.
- Care providers are linked to and collaborate with community support services.

· There is permanency that is in the best interests of the child.

Foster Care Education

Outcomes Pre-service:

Potential Foster Care Providers will discuss and identify

- The child protective system
- The effects of child abuse and neglect on child development
- Positive discipline and the importance of self-esteem
- Health issues in foster care
- Accessing education and health services available to foster children
- The right of a foster child to have fair and equal access to all available services, placement, care, treatment, and benefits, and to not be subjected to discrimination or harassment on the basis of actual or perceived race, ethnic group identification, ancestry, national origin, color, religion, sex, sexual orientation, gender identity, mental or physical disability, or HIV status.

Outcomes Post-placement

Foster Care Providers will describe

- Age-appropriate child development
- Health issues in foster care
- Positive discipline and the importance of self-esteem
- Emancipation and independent living skills if a foster parent is caring for youth
- The right of a foster child to have fair and equal access to all available services, placement, care, treatment, and benefits, and to not be subjected to discrimination or harassment on the basis of actual or perceived race, ethnic group identification, ancestry, national origin, color, religion, sex, sexual orientation, gender identity, mental or physical disability, or HIV status.
- AB 3062, Chapter 1016, Statutes of 1996, established pre-service and post-service training requirements of foster parents; and,

- SB 916, Chapter 542, Statutes of 1997, added a requirement that foster parents obtain education/training on the importance of self-esteem in pre-service training and added positive discipline and the importance of self-esteem as required topics for post-placement training of foster parents.
- AB 2307, Chapter 745, Statutes of 2000, requires that community colleges with foster care education programs expand their training to include kinship care providers. AB 2307 identified specific topic areas that must be included in kinship care provider "orientation and training." Some of these areas overlap with the curriculum areas for foster parents.
- AB 458, Chapter 331, Statutes of 2003, prohibits discrimination in the foster care system on the basis of actual or perceived race, ethnic group identification, ancestry, national origin, color, religion, sex, sexual orientation, gender identity, mental or physical disability, or HIV status. AB458 mandates initial and on-going training for foster parents and kinship care providers on these areas as they relate to the rights of foster youth.

Kinship care education

Outcome Kinship

Kinship Providers will describe;

- The role, rights, and responsibilities of a relative care provider caring for a relative child in foster care.
- Age-appropriate child development.
- An overview of the child protective system.
- The effects of child abuse and neglect on child development.
- Positive discipline and the importance of self-esteem.
- Health issues in foster care.
- Accessing education and health services that are available to foster children.
- Relationship and safety issues regarding contact with one or both of the birth parents.
- Permanency options for relative care providers, including legal guardianship, the Kinship Guardianship Assistance Payment Program and kin adoption.

- Information on resources available for those who meet eligibility criteria, including out-of-home care payments, the Medi-Cal program, in-home supportive services, and other similar resources.

- Emancipation and independent living.

- The right of a foster child to have fair and equal access to all available services, placement, care, treatment, and benefits, and to not be subjected to discrimination or harassment on the basis of actual or perceived race, ethnic group identification, ancestry, national origin, color, religion, sex, sexual orientation, gender identity, mental or physical disability, or HIV status.

AB 2307

III. **DATA** (use data pertinent to your program/department; include qualitative and quantitative data; survey-evaluation results; and other relevant data to assess program/department effectiveness)

Class Records

Demonstrate 100% coverage of legislative required topics

Attendance Records:

Our attendance varies from class to class with an average of 10 participants

Participant evaluations:

Participants have evaluated the program 100% successful

The only request has been for Spanish translation which we have.

Contract Hours:

The program has increased the hours of service and contract funds due to the need in Imperial County.

IV. **ANALYSIS** (evaluate the strengths, challenges, opportunities and needs of your program/department provide thorough interpretation of data and complexity of analysis)

Strengths:

The program is open to anyone in the community. We provide services to a variety of people from different backgrounds, cultures, religions, economic levels, ages and genders,

We translate all classes into Spanish

Challenges:

The lack of awareness by the college staff and faculty.

Campus parking

Requirement enforcement by Imperial County Social Services.

Lack of staff

- V. **FINDINGS & FUTURE DIRECTION** (summarize findings and indicate how the findings have shaped decision making; areas of concern are addressed; provide recommendations for future direction of your program/department and address applicable needs (funding, facilities, staffing technology, professional development, marketing.)

This Program is legislatively required. Our program has grown over the past years. California has increased the requirements over the years on what we include in our program. The program is healthy and we are the only qualified agency in Imperial County that meets the State requirements.

- VI. **PROCESS IMPROVEMENT OPPORTUNITIES** (Identify three processes for improvement in terms of: 1) Work efficiency, 2) Cost reductions, and 3) Contributions to student enrollment and/or success. Identify one or more institutional goals supported by each process.)

The Staff Secretary position needs to be made full time in order to assist with the data entry and with all other duties that position entails.

This Program is one that benefits the community as a whole and is not specific to our students.

It is also a legislative requirement.

Resources

Staff

Full time secretary II: Part time foster. Needs to be 50% Foster 50% District Coordinator Foster Care: This position needs to return so that the Director's position returns to original duties. Director's position needs to be 100% in order for this to happen.

Marketing

Assistance in marketing the program