

Kinship Care Education/Independent Living Program

Annual Update **(2017)**

LASSEN COMMUNITY COLLEGE

(Kinship Care Education/Independent Living Program: Nathan Jersey Coordinator, Tiffany Stone Administrative Assistant)

Accepted by Cabinet: (insert date)
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CONTENTS

SECTION 1: INSTITUTIONAL EFFECTIVENESS PLANNING	1
I. PROGRAM OVERVIEW AND OBJECTIVES.....	1
DESCRIPTION/EVALUATION:	1
PLANNING AGENDA:	2
II ADMINISTRATIVE UNIT AND/OR STUDENT LEARNING OUTCOMES ASSESSMENT	3
STUDENT LEARNING OUTCOME ASSESSMENT	3
DESCRIPTION/EVALUATION:	3
PLANNING AGENDA:	4
III. EQUIPMENT	4
DESCRIPTION/EVALUATION:	4
PLANNING AGENDA:	5
IV. OUTSIDE COMPLIANCE ISSUES (IF APPROPRIATE FOR PROGRAM).....	5
DESCRIPTION:	5
EVALUATION:	6
PLANNING AGENDA:	6
VI. PRIORITIZED RECOMMENDATIONS.....	7
A. PRIORITIZED RECOMMENDATIONS FOR IMPLEMENTATION BY PROGRAM STAFF	7
B. PRIORITIZED RECOMMENDATIONS FOR INCLUSION IN THE PLANNING PROCESS	7
PRIORITIZED RECOMMENDATIONS FOR INCLUSION IN INSTITUTIONAL EFFECTIVENESS MASTER PLAN	ERROR! BOOKMARK NOT DEFINED.
PRIORITIZED RECOMMENDATION FOR INCLUSION IN STUDENT SERVICES MASTER PLAN	7
PRIORITIZED RECOMMENDATIONS FOR INCLUSION IN EDUCATIONAL MASTER PLAN	7
SECTION TWO: HUMAN RESOURCE PLANNING.....	8
I. PROGRAM STAFFING.....	8
DESCRIPTION/EVALUATION:	8
PLANNING AGENDA:	8
II. PROFESSIONAL DEVELOPMENT	8
DESCRIPTION/EVALUATION:	8
PLANNING AGENDA:	9
III. ADMINISTRATIVE UNIT AND/OR STUDENT LEARNING OUTCOME ASSESSMENTS.....	9
DESCRIPTION/EVALUATION:	9
PLANNING AGENDA:	9
IV. PRIORITIZED RECOMMENDATION	9
PRIORITIZED RECOMMENDATIONS FOR IMPLEMENTATION BY PROGRAM STAFF.....	9
PRIORITIZED RECOMMENDATIONS FOR INCLUSION IN THE PLANNING PROCESS	ERROR! BOOKMARK NOT DEFINED.
PRIORITIZED RECOMMENDATIONS FOR INCLUSION IN HUMAN RECOURSE MASTER PLAN	ERROR! BOOKMARK NOT DEFINED.
SECTION THREE: FACILITIES PLANNING	11
I. FACILITIES.....	11

DESCRIPTION/EVALUATION:	11
PLANNING AGENDA:	12
II. PRIORITIZED RECOMMENDATIONS	12
PRIORITIZED RECOMMENDATIONS FOR IMPLEMENTATION BY PROGRAM STAFF	12
PRIORITIZED RECOMMENDATIONS FOR INCLUSION IN THE PLANNING PROCESS	ERROR! BOOKMARK NOT DEFINED.
PRIORITIZED RECOMMENDATIONS FOR INCLUSION IN THE FACILITIES MASTER PLAN	ERROR! BOOKMARK NOT DEFINED.
SECTION FOUR: TECHNOLOGY PLANNING	ERROR! BOOKMARK NOT DEFINED.
I. INSTITUTIONAL TECHNOLOGY	ERROR! BOOKMARK NOT DEFINED.
DESCRIPTION/EVALUATION:	ERROR! BOOKMARK NOT DEFINED.
PLANNING AGENDA:	ERROR! BOOKMARK NOT DEFINED.
II. PRIORITIZED RECOMMENDATIONS	ERROR! BOOKMARK NOT DEFINED.
PRIORITIZED RECOMMENDATIONS FOR IMPLEMENTATION BY PROGRAM STAFF	ERROR! BOOKMARK NOT DEFINED.
PRIORITIZED RECOMMENDATION FOR INCLUSION IN THE PLANNING PROCESS	ERROR! BOOKMARK NOT DEFINED.
PRIORITIZED RECOMMENDATIONS INCLUSION IN INSTITUTIONAL TECHNOLOGY MASTER PLAN .	ERROR! BOOKMARK NOT DEFINED.
APPENDIX A:	ERROR! BOOKMARK NOT DEFINED.
APPENDIX B:	ERROR! BOOKMARK NOT DEFINED.
APPENDIX C:	ERROR! BOOKMARK NOT DEFINED.
APPENDIX D:	ERROR! BOOKMARK NOT DEFINED.
APPENDIX E:	ERROR! BOOKMARK NOT DEFINED.
ATTACHMENT C	17
LASSEN COMMUNITY COLLEGE MASTER PLAN OVERVIEW	17

Kinship Care Education/Independent Living Program

SECTION 1: INSTITUTIONAL EFFECTIVENESS PLANNING

I. Program Overview and Objectives

The purpose of the Kinship Education program is to offer needed training and support to kinship care providers in the Lassen Community College District. The choice of caring for a sibling, grandchild, niece, nephew, or non--relative minor may present unique challenges. Lassen College Kinship Care Education program recognizes these challenges and strives to support the dedicated people that open their hearts and homes to these children. When it is unsafe for children to live with their parents, or when their parents are unable to care for them, children need an alternate living environment to help them continue to grow and learn.

In most cases the best option for these children is to live with family members, an arrangement called Kinship Care. For every formal placement by the court, there are 6 informal placements with family members. Kinship homes make up 48% of the foster placements in California.

Our Program helps Kinship Caregivers sharpen their parenting skills and expand their knowledge by providing free specialized training workshops among the topics offered are: Parenting skills, Effects of Removal & Placement, Feeling Transference, Habits of Abused Children, Re--Unification, Effects of Fetal Alcohol Syndrome, How to build healthy relationships, Child development, Teen Issues, Resolving Family Conflict and Anger Management, Working effectively with birth parents, Guardianship Advantages, Depression, Cultural Diversity, and many more.

The Independent Living Program has the mission to serve the foster youth from ages 15-18 years old with educating them on the basics of life skills. Basic subjects such as budgeting, sexual health, goal setting, substance abuse, laws, education, interviewing skills, etc.... The population of foster youth in California struggle with the basics of moving through life and making decisions that people are forced to make each day. Foster youth whom have been raised in a group home setting do not get the same nurturing and education that a child who was raised in the traditional nuclear family would receive. Consequently, foster youth fill our California prisons by 60%-70% and have a great impact on our criminal justice system. LCC has provided the CARS 151/153 class in order to offer these basic life skills as the topics for the curriculum. Furthermore the ILP Coordinator is located on campus and works as a case manager for all current and former foster youth who choose to attend LCC or are a resident of Lassen County.

Description/Evaluation:

Template: 8th Edition – NIPR Handbook Spec

Kinship Care Education/Independent Living Program

The Kinship Education Program aligns with the LCC and their mission to focus on the community with offering a higher level of education and making the campus accessible to all community members. Kinship invites community members that are not currently enrolled with the College to engage with a college level workshop on the LCC campus. This gives a one on one experience to these community members and exposes them to the LCC campus and accessibility to them. This process of holding these workshops on campus is showing to be affective in recruitment for more students to LCC. The state of California has instituted mandatory reform of the foster youth education system and Kinship is a major stakeholder in this process. Starting on 1/1/2017 the Kinship workshops has seen a direct increase with attendance due to the families and Kin-care providers being mandated to attend education hours every year to maintain their status as a “Foster Family”.

The Independent Living Program holds a non-credit course (CARS 151/153) in order to instruct the youth in the area of life skills. The idea is to invite youth of high school age or younger who are often living in a local group home for male foster youth, a chance to experience life on a college campus at no charge to them. This population has a less than 2% chance of completion of a college degree; the IL Program increases their chances with exposing them to LCC specific programs and introducing them to the FYSI Liaison, Nathan Jersey. Beginning 1/1/2017, these youth have now been forced to relocate if they are not “placed” within 6 months of being entered into a local Group Home. This will increase the rotation of youth into the classroom and expose more youth to the culture at LCC.

Planning Agenda:

Kinship Education has adapted to the 2017 RFA per the state of California. This has included offering an ongoing “curriculum” every 90 days offering the same availability for workshops due to incoming and recruiting Foster Families, offering a total of 24 hours of educational workshops. The families will need to attend these courses in order to become approved by the County of Lassen to accept foster children. Along with the pre-approved mandated 24 hours of workshops, families will also need to participate with on-going education of 8 hours per year. These workshops must also be available rotating every 90 days for Lassen County foster family placements. This has increased the work demand on Nathan Jersey and Tiffany Stone; implementation began for 1/1/2017 in Lassen County.

The IL Program has also adapted to the change of the youth being only allowed with a Group Home for 6 months unless specially approved by Lassen County. Nathan Jersey has developed a more condensed version of the CARS 151/153 class in order to keep up with the “turn-over” of students due to this change. This does not pose any major changes, only approval from LCC and Curriculum.

List of Recommendation Prioritized:

1. Kinship Care Education to become FTE Generating (Processing with CCCCCO)
2. Hire a specific Adjunct Instructor in order to monitor the curriculum (cannot be Nathan Jersey or Tiffany Stone due to California Chancellors office guidelines)
3. CARS 151/153 curriculum to be updated with current objectives for the foster youth.

II Administrative Unit and/or Student Learning Outcomes Assessment

Student Learning Outcome Assessment

Description/Evaluation:

Student Learning Outcome. “Participants will gain knowledge, abilities, and a confidence to effectively parent Kinship children”

The use of this survey has given the participants ownership in the program and subsequent workshop offerings.

QUESTION	1- excellent	2- good	3- needs improvement	Sample Size
Pre-workshop information and advertising:	65%	25%	10%	91
Workshop Facility	66%	32%	2%	91
Presenter(s):	75%	24%	1%	91
Information Presented:	68%	30%	2%	91
Sign-In/Registration Procedure:	55%	42%	3%	91

QUESTION	Unprepared		Prepared		Sample
	Pre	Post	Pre	Post	

I feel adequately prepared to assume my role in children's lives?	14%	0%		71%	83%	12
I am knowledgeable about services available to children?	28%	17%		43%	50%	12
I am knowledgeable about the emotional and behavioral needs of my child/children I serve?	14%	0%		57%	74%	12
I am able to access needed services effectively?	42%	0%		42%	33%	12
I am able to use my knowledge of emotional and behavioral development to effectively parent or serve children?	14%	0%		57%	84%	12
I am confident in my knowledge and abilities as a kinship parent/caregiver/children's services provider?	28%	0%		43%	100%	12

Planning Agenda:

- 1. Working closer with County staff to identify Kinship providers and their needs for the improvement of the workshops.
- 2. Review of FKCE Annual assessment to all Kinship providers, update workshop curriculum to best serve their needs for the community.

III. Equipment

Description/Evaluation:

1. The Kinship Education Department has been faced with holding workshops off-site due to special events taking place with their target population. This has brought the need for equipment needed for off-site set up. Screen, projector, and audio equipment. Kinship is not in need of new PC Laptops at this time. Kinship is furnished with funds to purchase these items but has been increased funds to \$63,299.00 this year which will allow us to make these purchases needed.
2. Currently the Kinship education department has a PC Laptop and has full utilization of the LCC campus resources for scheduling workshops.
3. Kinship is not in need of Laptop replacement this year but is in need of new equipment for off-site set up.
4. ILP is not in need of Laptop replacement this year but is in need of new equipment for off-site set up.
5. Currently the facilities at LCC are adequate and Kinship will continue with the same service agreement.
6. Kinship has no proposed modifications to current equipment.
7. Kinship is in need of their own printing/scanning capabilities as a backup if LCC printer/scanner is not available. Kinship is furnished with funds to

purchase these items but has been increased to \$63,299.00 this year which will allow us to make these purchases needed.

Planning Agenda:

List of recommendations prioritized:

1. Purchase of equipment for off-site workshops
2. Purchase of equipment for backup printing/scanning.

IV. Outside Compliance Issues (if appropriate for program)

Description:

The Kinship Education Program strives to adhere and follow the following outside compliance guidelines, motto and values. This is done by hiring qualified informed presenters who teach these guiding values following is a list of the guidelines & values that are presented in our workshops: Children and youth feel they belong to families that are strong, safe, and nurturing, 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 in the best interest of the child.

The Kinship Education Program is governed by the Foster and Kinship Care Education Program (FKCE) Guidelines established in the State FKCE Program Handbook.

Motto: The More We Know, The More They Grow

Mission: 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.

Guiding Values:

- 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 interest of the child.

FKCE Program Handbook Section 1, Page 3&4 Issue One:
Greater focus on Kinship Care Education

Issue Two: Consistent collaboration between County Department of Social Services agencies and colleges

Issue Three: Education on reducing stress and burnout of care providers and placement staff

Issue Four: Image of foster care

Issue Five: Quality assurance standards that are outcome and competency based

Issue Six: Mandated education on child development and child behavior management

Issue Seven: Resources for hard to reach care givers

Evaluation:

The Kinship Education Program is able to offer a range of workshops that deal with subjects that help our caregivers learn how to make the children & youth feel like they have a place in today's society. We help the families become stronger through knowledge of subjects, like anger management, understanding abused children, depression, etc. Care providers are retained through education and learning to care for them to avoid burnout, this in turn promotes permanency which is in the best interest of the children.

LCC Kinship Education completes a Self--Review (Attachment A) at the end of every year. This is a valuable tool to assess our Education and Training Hour goals, Our Kinship Curriculum and Format, ensure maximum collaboration and communication with local key stakeholders, verify class content and instructors/facilitators respect and reflect the County's ethnic, cultural and linguistic diversity.

LCC Kinship Education produces an Program Plan for every school year, this plan addresses target populations, education/training hours planned and County requirements, skill areas, proposed curriculum plan, yearly program goals and objectives, along with goals for collaboration, diversity, public awareness and hard to reach populations.

Planning Agenda:

1. LCC Kinship Education Program continuing to adhere to FKCE standards and collaborate with other community groups to maximize resources. Continue to use the Self--Review and Program Plan Process to achieve FKCE standards and goals. LCC Kinship Staff continue to receive training and updates on the complex issues of Kinship Education though professional development activities and state training conferences.

VI. Prioritized Recommendations

A. Prioritized Recommendations for Implementation by Program Staff

1. Kinship Care Education to become FTE Generating (Processing with CCCCCO)
2. Hire a specific Adjunct Instructor in order to monitor the curriculum (cannot be Nathan Jersey or Tiffany Stone due to California Chancellors office guidelines)
3. CARS 151-153 curriculum to be updated with current objectives for the foster youth.

B. Prioritized Recommendations for Inclusion in the Planning Process

1. If extra work hours are needed to maintain compliance with Lassen County's RFA, allocation of funds will be requested to increase support staff hours.

Prioritized Recommendation for Inclusion in Student Services Master Plan

Kinship Care Education 2016-17

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost (implementation & ongoing)	Expected Outcome
1	Increase support staff hours	February 2018	\$12,000 per year	County RFA Compliance

Prioritized Recommendations for Inclusion in Educational Master Plan

Kinship Care Education 2016-17

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost (implementation & ongoing)	Expected Outcome
1	Begin Kinship Care Educations workshops for FTE generating classes.	Spring 2018	\$0 per year	Generate FTE'S for LCC

Section Two: Human Resource Planning

I. Program Staffing

Description/Evaluation:

1.

Nathan Jersey: FKCE Instruction Specialist, ILP Coordinator

Tiffany Stone: FKCE Instructional Specialist Assistant, ILP Coordinator Assistant

2.

This year RFA and the Kinship Care Education program have been blended per Lassen County requirements, it's requested that we look at the increased workload of the FKCE Instructional Specialist and the FKCE Instructional Specialist Assistant. It may be necessary to allow for more hours allocated to the FKCE Assistant if the work load increases above the capacity of the FKCE Instructional Specialist. Currently we have a budget to hire 2 work-study students which allows for less work load on the FKCE Assistant, this may also be requested for an increase. The Kinship Care Education program will not know of the additional work hours until implementation on February 1, 2018.

Planning Agenda:

1. Evaluate work load of the FKCE Instructional Specialist and Assistant on February 1, 2018 and determine if an increase in hours and/or work-study support is needed.
2. Submission of FCKE curriculum was submitted for target date of spring 2018 to begin; this may demand an adjunct faculty position to be hired.

II. Professional Development

Description/Evaluation:

1.

The staff (Instructional Specialist and Instructional Specialist Assistant) is required to attend 2 regional meetings per year and also attend the annual state meeting with all California regions each year. The program plan demands that we put on workshops each week and offer a minimum of 50 workshop hours per year, with the program plan scheduled for approximately 126 hours per year, exceeding the

minimum. Starting in January this year, Kinship has been required to implement an additional 90 day rotating curriculum for pre-approval/in-service foster families. Mandating an additional pre-approval 24 workshop hours per 90 days along with 8 workshop hours for current approved foster families, this is in addition to the minimum 50 workshop hours required from the state of California.

Planning Agenda:

January 2017 Kinship was required to implement an additional 90 day rotating curriculum for pre-approval/in-service foster families. Mandating an additional pre-approval 24 workshop hours per 90 days along with 8 workshop hours for current approved foster families. The instructional Specialist submitted a proposal to make Kinship workshops an FTE generating class due to the new 90 day rotation curriculum demand. This will require the hire of an Adjunct-faculty position to be developed to act as the “instructor”; with the understanding that the “instructor” would only be facilitating the workshops due to specific lectures and speakers being mandated from Lassen County. This instructor would ideally be in charge of entering performance and completion reports into the state FKCE Database and issuing certificate (RFA only). They will also be in charge of specific student files and releases that will be called upon from Lassen County to prove attendance for foster family approval. The proposal is currently being reviewed by the Chancellor’s office for approval.

III. Administrative Unit and/or Student Learning Outcome Assessments

Description/Evaluation:

The state of California has instituted mandatory reform of the foster youth education system and Kinship is a major stakeholder in this process. Beginning 1/1/2017 the Kinship workshops have seen a direct increase with attendance due to the families and Kin-care providers being mandated to attend education hours every year to maintain their status as a “Foster Family”.

Planning Agenda:

Kinship will not be proposing changes until after an evaluation is completed in February 2018 of the potential workload.

IV. Prioritized Recommendation

Prioritized Recommendations for Implementation by Program Staff

1. Evaluate work load of the FKCE Instructional Specialist and Assistant on February 1, 2018 and determine if an increase in hours and/or work-study support is needed.

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Kinship Care Education/Independent Living Program

2. Submission of FCKE curriculum has been submitted for target date of spring 2018; this may demand an adjunct faculty position to be hired.

Section Three: Facilities Planning

I. Facilities

Description/Evaluation:

1.

Spring semester 2017 saw the physical location of the LCC Kinship Program moved. This move has proven to be most beneficial as it is housed near the ILP Coordinators office. The program has also moved its classroom setting to one near both its office and its library. The new classroom, the top floor in Creative Arts; this room is much larger than the previous one allowing for the workshop population to increase. Another gain in this move with the increased size of the workshop classroom is the opportunity of partnering with other agencies to bring in highly regarded speakers. The kinship population is very happy that the classroom and library are together; it helps them check out material before and after class, without leaving the location. This move has been very positive for the program. Kinship and ILP have concerns with the privacy of the attendees of the workshops as they are typically involved with the county foster system. The new workshop space (CA209) offers minimal space for confidentiality when presenting of sensitive topics.

Most of the workshop presenters have their presentation in a slideshow format. The program has been able to utilize the Kinship laptop with the LCC smartboard that is installed in the new Kinship workshop space.

2.

Currently the state discourages utilizing outside office space, so there are no rental agreements in place. When unavoidable due to workshop size, we have rented community facilities and attempted to use LCC's visual and audio equipment off-site, this has proven to be difficult. It is now a part of Kinship's plan to purchase off-site audio and visual equipment to assist with the occasions that require A/V equipment.

3.

Currently Kinship workshops offer occasional refreshments and/or catering. The new workshop facility will need that availability to plug-in a coffee/hot water maker, microwave, and refrigerator. This equipment will be exclusive and accessible only during Kinship workshop times for participants.

4.

This modification request to the new facility is due to maintaining the agreement between the FKCE Program and LCC. We currently offer the above

refreshments listed and Kinship needs this ability to maintain this offering for the community. With this minor adjustment with the new facility, it will maintain the numbers of participants and potentially increase more participation with the workshops.

Planning Agenda:

1. Discuss options for more privacy for Kinship workshops and meeting with foster youth.
2. Possibly moving into other offices due to privacy restrictions in the current offices.

II. Prioritized Recommendations

Prioritized Recommendations for Implementation by Program Staff

1. Discuss options for more privacy for Kinship workshops and meeting with foster youth.

Lassen Community College Master Plan Overview

Six master plans comprise the Comprehensive Institutional Master Plan. Recommendations from program reviews will be input into the selected master plans as determined by faculty in the prioritized recommendation spreadsheets. To better understand which master plan might be most appropriate for each program recommendation, a summary/objective of each plan is included below. More information can be found in the Shared Governance and Consultation Council Handbook and the Comprehensive Institutional Master Plan.

Institutional Effectiveness Master Plan (IEMP): the IEMP addresses college needs not addressed in other plans. These needs include research, governance, outcome assessment, and administrative operations.

Educational Master Plan (EMP): The EMP addresses the instructional planning needs of the college.

Student Services Master Plan (SSMP): The SSMP highlights the services needed to maximize the student experience through a variety of key student support services.

Institutional Technology Master Plan (ITMP): The ITMP addresses the technology needs of the campus.

Facilities Master Plan (FMP): The FMP addresses the physical infrastructure, facility, and maintenance needs of the campus.

Human Resources Master Plan (HRMP): The HRMP identifies and manages the administrative functions of recruitment, selection, evaluation, and professional development needs of the College to ensure a fully-staffed and highly functioning team of employees.