



Student and Support Services

2022 - 2023 Self-Study

Three-Year Program Review Template

Foster Youth Success Initiative (FYSI) Program

Student Services Division

Statement of Collaboration

The program staff listed below collaborated in an open and forthright dialogue to prepare this Self Study. Statements included herein accurately reflect the conclusions and opinions by consensus of the program staff involved in the self-study.

Participants in the self-study:

Dolores Cornejo, M.A. Ed. – Committee Chair

Dr. Arnette Edwards, Ed.D. – Committee Member

Dr. Veronica Rios, Ed.D. – Committee Member

Authorization

After the document is complete, it must be signed by the Principal Author, the Department Manager, and (when appropriate) the Dean or appropriate Immediate Management Supervisor (IMS) before submission to the Program Review Committee.

<u>Dolores Cornejo, M.A. Ed.</u> Printed name of Principal Author	 _____ Signature	EOPS & FYSI Program Coordinator _____ Title	<u>1/9/2022</u> _____ Date
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<u>Dr. Elaine Lipiz Gonzalez</u> Printed name of Dean or Immediate Management Supervisor (IMS)	 <u>Elaine Lipiz Gonzalez (Jan 13, 2023 16:57 PST)</u> _____ Signature	Dean of Student Support Services _____ Title	_____ Date


Gilbert Contreras (Jan 17, 2023 12:12 PST)

1.0 Mission and Goals

[Mission](#), [Vision](#), [Core Values](#), and [College Goals](#) drive all college activities. The Program Review committee would like to understand the connection of your program to the [Mission](#), [Vision](#), [Core Values](#), and [College Goals](#). Summarize how your program supports each area.

Mission: "Fullerton College advances student learning and achievement by developing flexible pathways for students from our diverse communities who seek educational and career growth, certificates, associate degrees, and transfer. We foster a supportive and inclusive environment for students to be successful learners, responsible leaders, and engaged community members."

FYSI Program Mission, "The Fullerton College Foster Youth Success Initiative (FYSI) mission is dedicated to assisting motivated college students exiting or currently in the foster care system to be successful learners.

The FYSI Program supports the Fullerton College mission of advancing student learning and achievement through our outreach and recruitment efforts with various community agencies and Orange and Los Angeles County Department of Education and social services. The FYSI program services foster a comprehensive conversation and rapport between the students, program coordinator, and counselors, providing an in-depth understanding of each student's personal, academic and educational pathways and career goals. All students participating in the FYSI Program must engage in an extensive intake process, including an intake academic counseling appointment that results in a Student Educational Plan, program orientation, and priority registration.

FYSI aligns with Fullerton College's mission to foster a supportive and inclusive environment where students feel comfortable and inspired to be successful learners, responsible leaders, and engaged community members. Our services include over and above services that provide all participants with textbook assistance, required course materials, backpacks with educational supplies, assistance with food insecurities, and transportation assistance. In addition, the FYSI program offers assistance with financial aid and workshops focused on academic and personal success.

Vision: Fullerton College will transform lives and inspire positive change in the world.

The FYSI Program has established a collective network system to aid in connecting current and former foster youth with essential services. This network includes K-12 school districts, the Orange County Department of Education, group homes, and other community and statewide agencies that work with the current and former foster youth populations. Through this collaborative partnership effort, FYSI has established a pipeline of resources geared toward helping current and former foster youth achieve their educational and personal needs.

During an FYSI student's first year in the program, they are required to meet with an academic counselor to create an individualized, comprehensive student education plan (SEP) to use as a tool to navigate toward their educational goals. The SEP plans are adjusted as needed throughout the student's educational journey when appropriate such as a change of major, personal and family crises, and any other significant development which would challenge the student's progress. In addition, FYSI Programs are mandated to attend a minimum of 3 hours of tutoring per semester or attend one workshop designed to meet the unique needs of foster youth students. These workshop topics focused on academic success, mental health wellness, and self-care.

FYSI provides several services to help support students from a holistic perspective. Once students become part of our program, they also become part of our family. We assist them with services such as financial assistance to help with textbooks and other materials, educational services, career advising, life skills, personal/ educational counseling, mentoring, and job skills. FYSI services include assistance with vendor cards to address food insecurities and transportation assistance. Additional program assistance includes a partnership with a local thrift shop that allows students to free clothing items. Furthermore, students struggling with housing insecurities are provided with transitional housing referrals.

FYSI students who are also parents can be assisted with childcare. Childcare services provide an opportunity for FYSI students to have consistent and reliable care for their children so they can dedicate more time to their education. Proper childcare lets the student focus in class with peace of mind that their child is in a stable and safe environment. Childcare assistance provides student parents with the opportunity to be able to attend their classes and focus on getting educational endeavors.

Community: FYSI- works with community partners to connect students with local businesses and help them develop networking opportunities.

Diversity: The FYSI student population is diverse and represents students from different ethnicities, genders, and sexual orientations.

Equity: FYSI aids in providing services to an underrepresented student population to ensure they will have equitable means to complete their educational goals.

Excellence: FYSI will continue to focus on providing students with a tradition of excellence and holistic services.

Growth: FYSI is dedicated to aiding students in their educational and personal growth.

Inclusivity: FYSI provides equitable and inclusive services to all students.

Innovation: FYSI supports innovation in teaching and learning. FYSI faculty and staff stay abreast of training sessions that focus on ways to improve and help former and current foster youth.

Integrity: FYSI faculty and staff practice integrity and ethical standards daily in accordance with the Title 5 Standards.

Partnership: FYSI has built a robust pipeline with local and statewide partnerships to provide various services for our student population

Respect: FYSI respects and honors students regardless of race, ethnicity, or gender.

Responsibility: FYSI strives to ensure the advancement of students in a holistic, educational, and personal approach to aid in their overall growth.

College Goals: Since the prior program review, the FYSI program has participated in developing the Fullerton College Student Equity & Achievement Committee (SEAC) plan aligned with the college and district goals and objectives.

Goal 1: Promote success for every student.

Objective 1: Create a clear pathway for every student

All FYSI students are required to meet with an Academic Counselor three times each semester to assist students with abbreviated and comprehensive educational plans that are individually developed to assist students with identifying or clarifying their path. Once a student has identified a pathway, the required counseling appointments and academic progress reports provide the necessary tools to clarify the path and keep each student on the pathway to accomplishing their educational goals.

Goal 2: Cultivate a culture of Equity

Objective 1: Remove institutional barriers to student equity and success.

Objective 4: Foster a sense of belonging where all are welcome, and students' basic needs are addressed.

The FYSI Program services are designed to remove institutional barriers that often impact low-income students. FYSI assists with textbooks, lending book library, purchase assistance or reimbursement of required non-textbook materials, reimbursement of student all student fees not covered by the CCPG, backpack, educational supplies, and uniforms. FYSI Program staff have also cultivated relationships with community partners to provide referrals and assistance with basic needs such as food, housing insecurities, and clothing. Additional program services that address basic are monthly transportation assistance in the form of gas cards, Uber cards, grocery cards, or meal cards for the cafeteria, depending on the modality of the students' course.

Goal 3: Strengthen connections with our community

Objective 1: Create and expand partnerships with local K-12 and higher education institutions

Objective 2: Create and expand relationships with local businesses and civic organizations

The FYSI Program Coordinator attends monthly Foster Youth Outcomes Meetings coordinated by the Orange County Department of Education and the County Department of Social Services. The objective is to increase the number of foster youths graduating to enroll in higher education and apply for FAFSA and Chafee Grants every year. The FYSI Program Coordinator also attends the Southern California Higher Education Foster Youth Consortium (SCHEFYC) quarterly meetings attended by CSU, UC, private universities, various departments of education & social service agencies, and K-12 school districts. These meetings aim to share best program practices, pending legislation or changes, and ways to continue improving foster youth graduation outcomes for the state of California.

FYSI continues to expand with local businesses and organizations to strengthen the program support outside the college. The Fullerton Assistance League has continued the partnership, which offers student participants the opportunity to shop at the local thrift store for the student and their immediate family members. Orangewood Children's Foundation provides students with basic needs support in transitional housing options, scholarships, mental health resources, resource centers, and job opportunities. Housing insecurity is an ongoing issue for the foster youth population. Additional housing partnerships include OC United, The Launch Pad, Orange County Transitional Housing Department, LA County ILP Transitional Housing Program, and Pathways of Hope. FYSI informs students of opportunities for civic engagement and advocacy updates through community relationships through the John Burton Advocates for Youth (JBAY), California Youth Connections, and Foster Club Youth, all of which are organizations that lead the charge with legislation changes. Students received advocacy opportunities by writing letters to their local legislators, sharing their personal stories, and internship opportunities at the state and federal levels.

Goal 4: Commit to accountability and continuous quality improvements

Objective 2: Ensure financial, physical, and technological resources are available to maintain necessary services and programs

Objective 3: Provide professional, and career development opportunities for students, faculty, and staff

The FYSI Program has an ongoing laptop loan program to increase student access to technology. Additionally, FYSI has relationships with community and state agencies that provide foster youth students with access to cell phones, wi-fi hotspots, laptops, and other technological resources to remove barriers that may impede the students' goals.

2.0 Program Description/Data & Trends Analysis

2.1 Describe this program's purpose, components, and staffing.

The Fullerton College FYSI program provides “over and above” services to current and former foster youth students. The purpose of the foster youth program is to increase access, persistence, success rates, and transfer rates among foster youth students. The FYSI Program aligns with the Fullerton College Mission, Vision, and goals and is in alliance with the NOCCCD Strategic Plan. Our goal is to focus on the three main areas of measurable indicators: Access, Retention, and Completion.

Our goal is that students who participate in the FYSI program will find academic support, morale support, and program services, as well as campus and community resources and referrals to assist them in pursuing their

educational goals. With this in mind, the FYSI program hopes to develop strong, positive contributing members of the campus community and the community.

For every student served by FYSI, our mission is to develop clear goals and objectives that will aid foster youth students in identifying the issues that create obstacles in their personal and academic lives. Once these obstacles are identified, the staff and counselors will work to assist these students in overcoming these barriers. Both FYSI goals are to create a program for foster youth students that provides the services and tools needed to succeed in higher education. However, short staffing resulting from a lack of funds often poses a problem in the design and implementation of program services.

2.2 Staffing – complete the table below. Please list the total personnel in each type of position in the department/program. Within each classification in the first column, please list the position titles. For confidentiality, **do not** include the names of any people in the position.

CURRENT STAFF					
Classification (Include position titles)	# of staff in each position title	Percent of employment	Months per year of employment	Source of funding (General / Categorical)	FTE
Managers					
EOPS/CARE/CalWORKs & FYSI Director	1	100%	12 months	EOPS Categorical	1
Classified					
EOPS/FYSI Program Coordinator (This position currently receives 10 hours a week of overtime for duties related to FYSI)	1	100%	12 months	EOPS Categorical & SEAC Funds	1
Faculty (full-time)					
EOPS/CARE/FYSI Academic Counselor overload 10 hours p/week	1	50%	12 Months	FYSI SEAC Funds	1
Faculty (Adjunct)					
FYSI Adjunct Counselor receives 8 hours per week for academic counseling FYSI students	1	50%	6 Months	EOPS SEAC Funds	1
Hourly - Adult					
FYSI Student Hourly: Can work up to 26 hours per week.	2	50%	7 Months	FYSI SEAC Funds	1
Hourly - Student					
FYSI Student Hourly: Can work up to 20 hours per week.	2	90%	10 Months	FYSI SEAC Funds	2
Total FTE					7

2.3 Other Resources

OTHER RESOURCES				
Please list each position by classification in the department/program	Services Provided	Number of Hours	Overall Cost	Source of funding (General / Categorical)
Volunteers				
OC United	Workshops, housing, DV Support, and wrap around services	12	0	Community
Orangewood Children's Foundation	Housing, scholarships, workshops, resources center, peer mentors, mental health services, and job opportunities.	12	0	Community
Orange County Transitional Housing Program	Transitional housing Programs THP, THP+, and THP+FC.	12	0	Community
iFoster.org	Non-profit that offers support to foster youth with free phones, Wi-Fi hotspots, and many other resources they may be eligible for based on their individual time in foster care.	12	0	Community
Foundation for California Community Colleges	Free laptops and Wi-Fi hot spots for foster youth attending CA Community College campuses.	20	0	Community
Together We Rise Rapid Response	Referral process developed because of the pandemic. Which assists foster youth in higher education with basic emergency needs such as housing, rental, utility assistance, and other financial support.	20	0	Community
Assistance League of Fullerton	Provides thrift store vouchers twice a year to FYSI students and their families to pick out articles of clothing and accessories.	10	0	Community
John Burton Advocates for Youth (JBAY)	John Burton Advocates for Youth improves the quality of life for youth in California who have been in foster care or homeless by advocating for better laws, training communities to strengthen local practices, and conducting research to inform policy solutions.	10	0	Community
Pathways of Hope	Assist students with basic emergency needs such as housing, rental, utility assistance, and other financial support.	25	0	Community
Total Hours & Costs				
			Total FTE	0

2.4 Utilize the data provided in the tables above in a discussion of the appropriateness of the staffing levels of this program.

The FYSI program is housed under the umbrella and leadership of the Director of EOPS/CARE/CalWORKs/FYSI, which provides students the opportunity to learn about and benefit from multiple programs for which they may be eligible. Since the 2018-2019 Program Review, the lead staff was reclassified from EOPS Student Services Specialist to EOPS Program Coordinator and continues to receive ten hours of overtime from SEAC to coordinate FYSI Program in addition to their role. EOPS Categorical funds cannot pay for the cost of the time associated with FYSI as this would be supplanting categorical funds.

The EOPS & FYSI Program Coordinator reviews the program application for both programs and follows up with each student that self-identifies as a current or former foster youth. Each student who self-identifies as a current or former foster youth must provide documentation of foster care placement from the state. The document verifies the Ward of the Court dependency, indicating the date entered and exiting the foster care system.

EOPS requires students to enroll full-time (12 units) upon entry. Depending on the student's enrollment status, they could participate in EOPS & FYSI if they met the program requirement and the enrollment units required by EOPS. There are two exceptions for new student students. One must be granted by their EOPS Counselor during their intake appointment to participate in the 10% program the first semester, allowing enrollment between 9-11.5 units based on Title 5 regulations. The other reason can be an ongoing exception when a student participates in the Disabilities Support Services and is provided a unit limitation documentation for their academic success based on their documented disability.

Suppose a student does not meet the EOPS requirements based on application or enrollment units; they are likely to meet the eligibility for participation in the FYSI Program. In addition to reviewing applications, FYSI Program Coordinator meets with each student for their one required appointment with the program coordinator/specialist during the semester. The primary purpose of this appointment is to assist the student with understanding program requirements, services, on-campus and community referrals, follow-up of financial aid, Chafee Grants, scholarships, and transitional housing, but also includes personal and emotional support.

FYSI student participants must meet with their FYSI Academic Counselors for three appointments during the semester. The Academic Counselors' appointments can be purposeful for abbreviated and/or comprehensive educational plans, assistance with major selection, transfer assistance, and many other academic-based inquiries that assist students with staying on the pathway to goal completion. FYSI students who do not participate in the EOPS Program cannot schedule required appointments with EOPS/FYSI Academic Counselors.

The EOPS/FYSI Academic Counselors have been the same two consistent persons for five years. They consist of two counselors: an EOPS full-time counselor who is offered ten overload hours and an EOPS/FYSI adjunct counselor who dedicates 8 hours. Currently, the two FYSI counselors split 18 hours weekly for counseling appointments, workshops, program meetings, and training.

FYSI Program hourlies assist with the program entrance; once student eligibility is determined for the FYSI Program, a list of students is provided to call and schedule an FYSI intake academic counseling appointment and schedule the students to the FYSI New Student Program Orientation. FYSI front desk hourly staff assists with the clerical needs of the program, answers phones, scheduled appointments, scheduled workshops and orientations, and provides support during Zoom-hosted events.

Since spring 2020, the program services include:

- Assistance with completing college entrance forms
- Financial Aid assistance
- Priority Registration Coding in Banner
- Academic advising and counseling

- Student case file management
- Personal counseling
- Textbook assistance & lending
- Reimbursement of student fees
 - Health Fee
 - Transportation Fee
 - A.S. Benefits
 - Student Representation Fee
 - Parking and Student ID Fee (have been suspended since fall 2020)
- Backpacks
- School supplies
- Assistance with Transportation (Uber Cards and Gas cards)
- Conference Opportunities
- FYSI-focused events and activities
- Referral to campus and community agency
- Assistance with securing resources to meet basic needs:
- Food Insecurities
- Transitional housing
- Mental health counseling referral
- Workshops focusing on personal and academic success

2.5 How many students are served? How has this number changed since the last review?

Since the 2018-2019 Program Review, the FYSI Program met its growth goal before the pandemic's impact. Please see the chart below of FYSI participation:

Term	Number of Student Enrolled in FYSI
Fall 2019	110
Spring 2020	116
Summer 2020	48
Unduplicated Total - 2019/2020	139
Fall 2020	100
Spring 2021	81
Summer 2021	29
Unduplicated Total - 2020/2021	107
Fall 2021	64
Spring 2022	44
Summer 2022	23
Unduplicated Total - 2021/2022	69

2.6 Since the previous Program Review Self-Study what significant changes have occurred that impact the services of this program?

Since the previous self-study from 2018-2019, the most significant change that impacted the FYSI program was the effects of the pandemic. Former and current foster youth already experience challenges in accessing and completing higher education; these challenges were exacerbated by the measures taken to deal with risks associated with the pandemic. Before the pandemic, the foster youth population was already a highly disproportionately impacted student population. The foster youth student population struggled to complete their educational goals at a much higher rate than students who did not experience the foster care system.

The transition from in-person to fully remote services impacted the student's appointments, delivery of program services, communication, the application process, student appointment documentation, and unexpected technical issues. FYSI is now fully online with FYSI Program applications, FYSI Program Mutual Responsibility Contract, student files, forms, and documentation. Before the pandemic, the primary contact with students was in-person or by phone. The primary reason for the one required Specialist/Coordinator appointment was to assist the student with understanding program requirements, services, on-campus and community referrals, follow-up of financial aid, Chafee Grants, scholarships, and transitional housing. The primary focus shifted in the spring of 2020 when we, the campus, went fully remote to wellness checks for mental health and the need for technology to secure academic success.

When the campus closure occurred in the spring of 2020 due to the pandemic, our program had to write a justification to the district the reason for keeping our hourly staff working remotely. It was essential to continue their role and our office functioning remotely as closely as we did for in-person services. It was challenging to operate without office front desk staff remotely because Zoom meetings required us to turn off the remote Softphones due to volume issues when both systems were open together. We also experienced technical difficulties with the Softphone. During Covid, the front desk hourly staff assisted with wellness checks for our student population to inquire about the technology needs of students. FYSI has partnerships with community agencies.

Before SEAC Funds, between the fall of 2008 and the fall of 2014, the Fullerton College EOPS/FYSI program served, on average, 35 foster youth students per semester. However, with the State Chancellor's office implementing Bill (SB 860) and the California community college campuses receiving funding to promote student equity, Fullerton College invited the FYSI program to assist with the program plan for Student Equity. As a result, FYSI was awarded Student Equity funding and Student Success and Support Program (SSSP), now SEAC funding, to provide over and above services directly to foster youth on campus. This additional funding source established a comprehensive foster youth program at Fullerton College.

The FYSI program had grown exponentially quickly due to SEAC funding and the ability to conduct outreach through the liaison and the adult hourly staff. Another contributor to the growth is the collaboration between FYSI, Admissions & Records, and the Financial Aid Office to increase awareness of the support services available to foster youth. The collaboration quickly increased participation from 38 students in the fall of 2014 to its highest enrollment of 106 students in the FYSI Program by the fall of 2015. Before campus closure in spring 2022, FYSI managed to maintain 100+ student participants, but like many other programs, we saw a quick decline in enrollment.

The decrease in foster youth students participating in the program did not lessen the need for coordination or a reduction of duties for the FYSI Program Coordinator as we shifted to an online platform to continue to serve students properly. There was a need for time to create an online Canvas shell for the FYSI program, shift the applications and file online. The EOPS & FYSI Program coordinator dedicated many additional hours to learning new online software programs to recreate forms and services previously only offered in person or paper format.

2.7 Describe any laws, regulations, trends, policies, and procedures, or other influences that have an impact on the effectiveness of your program.

Since the 2018-2019 self-study, several laws, regulations, trends, policies, procedures, or other influences have affected the FYSI program. Former foster youth lag far behind their counterparts in accessing higher education, with only about 1-3% graduating with a college degree. John Burton Advocates for Youth (JBAY), Foster Club, and California Youth Connections have continued to lead the fight for positive legislative changes that impact foster youth to help foster youth to impact change through education positively.

Senate Bill- SB 150 (2019): Allows foster youth to receive a Chafee grant for up to two years before losing access due to academic progress. Authorizes CSAC to over-award the number of Chafee grants to facilitate quicker disbursement.

SB 150 went into effect on January 1, 2020, and allows students to receive Chafee grants for up to two years before becoming ineligible due to not making Satisfactory Academic Progress (SAP). Due to the economic impact of the pandemic, this change allowed foster youth students eligible for the Chafee Grant (\$5000 a year) to continue to receive some financial support which made a difference in students being able to continue their educational goals.

Senate Bill- SB 860 (2020): Requires County Foster Youth Services Coordinating Programs to coordinate efforts to support foster youth to complete the FAFSA and report on FAFSA completion rates.

Leading up to the passing of SB 860, Fullerton College FYSI has participated in the monthly STARS Committee Meeting that is comprised of all California Community Colleges in Region 8, Orange County Department of Education, Department of Social Services, and other community agencies that services foster youth. During these meetings, we responded to the State of CA FAFSA Challenge and a FAFSA Strategic Committee to organize FAFSA workshops for foster youth students. The students attended a high school in Orange County or resided in an Orange County group home or foster placement. We assisted the students with completing the FAFSA/CADAA and Chafee application. The goal is to get all high school seniors in foster care to complete the FAFSA before graduating. When SB 860 passed, there was an increase in workshops and webinars designed for adults working with the youth and FAFSA workshops for youth and foster parents to attend.

Assembly Bill – AB 2416 (2020): Requires colleges to consider homelessness as an extenuating circumstance when evaluating appeals for the loss of financial aid due to a student not meeting Satisfactory Academic Progress (SAP) requirements.

In the first four years after aging out of the foster care system, approximately 20% of former foster youth will experience homelessness. There tends to be a negative impact on student's academic progress and GPA, directly affecting their Satisfactory Academic Progress (SAP). AB2416 provides FYSI students that have experienced homeless to appeal using the documentation for their appeal. When FYSI students experience homelessness while attempting to complete their academic goals, it creates a challenge when basic needs are unmet.

Assembly Bill - AB 128 (2021): The 2021/2022 budget included an increase for foster youth to the CalGrant access award for non-tuition costs to up to \$6000 per year. This is available for foster youth attending CCCs, CSUs, and UCs systems.

The increase to CalGrant budget provides a much-needed increase for foster youth students' financial disbursement which can be used to cover such expenses as housing, books and supplies, and transportation. Aid can also help pay for other related expenses, such as a computer and dependent care or any expense that assists students with the focus on their academic goals. This type of increase provides foster youth that solely rely on their independent income to support and sustain their cost of living while completing their academic goals. FYSI students have shared that this increase has provided the opportunity to decrease work hours during critical times of the semester to focus on midterms and finals which can lead to higher GPAs, retention rates, and graduation and transfer rates.

Assembly Bill - AB 178 (2022): The Budget Act of 2022 (AB 178) authorized \$12 million of ongoing funding for the California State University (CSU) system and \$6 million of ongoing funding for the University of California system in support of foster youth programs. The bill also added \$30 million in additional funding for NextUp and made changes to NextUp eligibility, including eliminating the requirement that students be enrolled in 9 units.

The budget increase to support programs in California's higher education systems would permit the CA Community Colleges Chancellor's Office to allocate funds to all campuses to expand the NextUp Program. Fullerton College is awaiting the commitment letter to sign and receive an allocation. Current CCC EOPS/NextUp campuses will eliminate the unit requirement of 9 units to participate in the program and receive services.

Senate Bill - SB 512 (2021): Removes barriers to accessing the NextUp program for foster youth at community colleges, including expanding eligibility to youth in foster care after age 13.

NextUp provides community college students like you with resources that make a difference. The program offers eligible current and former foster youth support and services that could include help with books and supplies, transportation, tutoring, food, and emergency housing. Fullerton College hopes to sign the letter of commitment as an additional program that services current and former foster youth that meet the new program eligibility that is being expanded to youth in foster care after age 13. Prior NextUp eligibility only allowed students in foster care between ages 16 till their 26th birthday. SB 512 removes these barriers by modifying eligibility to enable students who were in foster care after age 13 to participate, creating flexibility around income requirements for students transitioning from full-time employment to school, specifying that existing funds can be used to provide support to enrolled students as they are matriculating, and clarifying that programs should create streamlined systems for application and entry.

Assembly Bill - AB 190 (2022): This budget trailer bill made additional changes to NextUp eligibility, including allowing students to continue in the program after turning 26 and ensuring that programs do not impose additional eligibility requirements beyond those specified in the statute.

Before AB190, NextUp program students would age out of the program by their 26th birthday, no matter if their academic goal was completed. This was a disservice to students, and the new changes to the law now allow NextUp students to continue in the program beyond their 26th birthday. And students that apply by their 26th birthday can become eligible for the program. In addition, students previously that existed before the implementation of AB 190 can also reenter the NextUp program. These changes impact current and future NextUp campuses as they will increase the number of current and former foster youth served by the college.

2.8 Provide any other data that is relevant to your self-study, for example, if you collected data to assess an outcome.

The FYSI program completed the GPA data analysis, APR data, and a graduation analysis in the Fall of 2022.

3.0 Strengths, Weaknesses, Opportunities, Challenges (SWOC)

3.1 Based on your analysis in 2.1 through 2.8, what are the strengths of your program?

The strength of the program stems from its goals. The FYSI program provides academic support, morale support, program services, and campus and community resources. In addition, FYSI facilitates referrals to assist FYSI students in pursuing their educational goals. The FYSI staff truly cares about the student's success, which is demonstrated through the over-and-beyond services that the program provides. They create a safe zone and make students feel welcome, and the staff creates a positive learning environment for the students. The staff continuously tries to follow up with students and provide them with immediate support.

3.2 Based on your analysis in 2.1 through 2.8, what are the weaknesses of your program?

A primary weakness of the FYSI program is the funding model that funds the services. The SEAC allocation provided comes from soft funds, which are determined year-to-year. Due to not having general funds leads to the lack of permanent positions such as a full-time Student Services Specialist and full-time Academic Counselor. To fully serve our FYSI population, the need for more staff is highly important and is only possible with secure funding, as SE funding is not long-term. All FYSI staff are being paid overload/overtime and/or are temporary hourly staff, which is inadequate for long-term goals and student success.

Another weakness of the FYSI Program is the program tracking system currently being used in Banner. There are two screens in Banner where information is entered to give priority registration to current and former foster youth based on the documentation submitted to the FYSI Program or the Admissions and Records Office so that these students can receive priority registration based on AB 194. The second screen is a cohort screen that is entered each semester by the Admissions and Records Office for matriculation purposes. However, the cohort screen will not include any students that drop all units as served for that semester. The FYSI Program and future NextUp Program will need matriculation screens in Banner to accurately track student participation in these programs.

3.3 Based on your analysis in 2.1 through 2.8, what opportunities exist for your program?

The program is exemplified in the over-and-above services to foster youth to offer instrumental services assisting in academic success. The instrumental services provide opportunities for students, including completing college entrance forms, financial aid application assistance, academic advising, textbook assistance, tablet/laptop semester loan program, case management model, and campus and community agency referrals. It also includes priority assistance to secure on-campus employment (for those who qualify), securing resources to meet basic needs (food, housing, mental health counseling, etc.), and workshops focusing on personal and academic success.

Another strength of the FYSI program is that we have created wonderful relationships with community leaders and community programs. Some connections and relationships with our community organizations, such as OC United, Orangewood Children's Foundation, Orange County Transitional Housing Program, iFoster.org, Foundation for California Community Colleges, Together We Rise, Rapid Response, Assistance League of Fullerton, John Burton Advocates for Youth, and Pathways of Hope. Community services such as these ensure students' needs are met and contribute to their success.

The legislation AB 178, which added 30 million in additional funding for NextUp, will provide an opportunity to expand foster youth categorical funding to all 116 California community college campuses with the opportunity to sign the letter of commitment. Currently, 46 out of 116 campuses have NextUp categorical funding to support current and former foster youth. Additional legislation that will impact NextUp programs is SB 512 and AB190. Senate Bill 512 removes barriers to accessing the NextUp program for foster youth at community colleges, including expanding eligibility to youth in foster care after age 13. Assembly Bill 190 made additional changes to NextUp eligibility, including allowing students to continue in the program after turning 26 and ensuring that programs do not impose additional eligibility requirements beyond those specified in the statute.

The opportunities provided by AB 178, SB512, and AB190 can positively impact current and former foster youth. The categorical funding can secure full-time permanent positions for the Student Services Specialist and Academic Counselor.

3.4 Based on your analysis in 2.1 through 2.8, what challenges exist for your program?

The largest challenge that FYSI is presented with stems lack of housing assistance. Foster Youth students are often forced to begin their journey toward adulthood without many of the benefits provided with a consistent and stable home environment. As a result, supportive services offered at a community college are essential for achieving independence, well-being, and success in their adult lives. These young adults leave care during a critical time in their

lives when decisions will be made about educational, occupational, and social aspirations. Additionally, other challenges include the need for a full-time academic counselor, full-time Student Services Specialist, Mental Health Professional, and accurate program data tracking in Banner.

4.0 Outcome Assessment

Note: Sections 4.9 and 4.10 are new. Please review before filling out your outcome tables below.

4.1 List your outcomes and complete the expandable table below.

	What are your program outcomes?	When was the Assessment Completed?	When did you analyze the data?	When were changes made?	Number of Cycles Completed
1.	FYSI has aided student participants by ensuring they are prepared for their courses, which will increase the average cumulative GPA. The plan developed is twofold Plan A. FYSI provides students with required course textbooks. Plan B. FYSI assists with purchasing required course materials.	The FYSI Program completed the GPA assessment in the Summer of 2022.	The FYSI program completed the analysis of GPA data in the Fall of 2022.	Based on the data, FYSI students overall in areas of both gender and race/ethnicity improved within the three-year cycle from 40.7% in 2019-2020, 33.3% in 2020/2021, to 49.9% at the end of 2021/2022.	Three cycles were completed.
2.	The FYSI Program counseling services contribute to the increase in the course retention of FYSI students. The plan developed for this SLO is to require all FYSI students to complete an Academic Progress Report (APR) with an Academic Counseling appointment required for all students with no passing APR.	The APR assessment was completed in the Fall of 2022.	The FYSI program completed the analysis of APR data in the Fall of 2022.	N/A	Three cycles were completed.
3.	FYSI will administer campus-wide staff development & flex day training to increase awareness and trauma-informed practices pertaining to foster youth.	FYSI administered a district and campus-wide staff development & flex day training in Fall 2021.	N/A	Changes were made at the end of fall 2021 to administer foster allied training from trauma-informed practices.	A one-year cycle was completed.
4.	FYSI will increase the number of students that graduate and/or transfer to a 4-year institution. The	The FYSI Program did not complete	The FYSI data will be analyzed in	N/A	Three cycles were completed

	plan is threefold.	an assessment of this goal.	spring 2023 by OIE.		but not assessed.
5.	FYSI will develop and implement a method to assist students on academic probation, progress probation, financial aid warning, and disqualification. The plan is to follow up with these students with a specialized academic counseling appointment.	This assessment was not developed or completed.	N/A	N/A	N/A

4.2 Assessment: Complete the expandable table below.

	Intended Outcomes	How will you determine if the outcome is met?	How will you collect the data?	Can this data be disaggregated at the student level?	What will the results show?
1.	FYSI will aid student participants by ensuring they are prepared for their courses, which will increase the average cumulative GPA.	FYSI will provide students with required course textbooks and required course materials.	FYSI will track cumulative GPA in Tableau Dashboard upon entry through goal completion.	Yes.	Data will show whether or not this goal is met.
2.	FYSI will increase awareness and facilitate trauma-informed practices pertaining to foster youth awareness.	FYSI will collect attendance data on campus-wide staff development & flex day training.	Data will be collected through registration, attendance, and collection of the Qualtrics Survey.	No.	Data will reveal the number of attendees and their demographic information.
3.	FYSI will increase the number of students completing a certificate, associate degree, graduate, and/or transfer to a 4-year institution.	FYSI will track the number of students who complete certification, graduate, and/or transfer to 4-year institutions.	FYSI will work with A&R, and Institutional Research to collect data on FYSI students who complete certifications and degrees and transfer to a 4-year institution.	Yes.	Data will show the number of FYSI students
4.	FYSI will increase the number of students participating through in-reach & outreach, and recruitment efforts. (new)	FYSI will target specific community agencies such as group homes, Los Angeles and Orange County Department of Social Services, and Los	FYSI will develop an intake form that will be utilized at outreach events to collect	Yes.	Data collected from the outreach recruitment form will

		Angeles & Orange County Department of Education. FYSI will also conduct in-reach efforts to the campus at large.	recruitment information for potential students.		show an increase in student recruitment efforts.
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4.3 How has assessment of program outcomes led to improvements in services provided to students by this program?

Assessing the FYSI program outcomes has reinforced the need for continuous staff development training on Trauma Informed Practices and the effects of trauma on students inside and outside the classroom. The success of these trainings brought to our attention the importance of developing the Foster Youth Ally Training that was made available to faculty and staff District-wide and community partners.

4.4 How has assessment of outcomes led to improvements in student learning and achievement?

The FYSI Program services provided to students positively impact students and are increasing the number of foster youth students completing their academic goals. FYSI provides each student with the course textbook and required course materials to ensure the student is prepared for class with the tool needed. The improvements to the FYSI have helped increase the average GPA of FYSI student participants. FYSI can improve on connecting students to other campus resources such as tutoring and DSS services.

4.5 What challenges remain to make your program outcomes more effective?

To make our program outcomes more effective, hiring a full-time academic counselor, full-time Student Services Specialist, and Mental Health Professional to work directly with this student population is part of the challenge. Additionally, without the proper matriculation screen dedicated in Banner for tracking foster youth students served in the program impacts the data tracking and outcomes.

4.6 Describe how the program's outcomes are linked to the college's goals.

The FYSI outcomes are linked to the college's goals because our program is committed to promoting the success of every student. We are a dedicated staff who cultivates a culture of equity for our foster youth student population, which is among the most vulnerable Californians; foster children and youth are highly likely to confront such factors associated with school failure as poverty and disability. In addition, these children and youth must cope with the physical or psychological trauma associated with abuse, neglect, and separation from family, friends, and teachers. The effects of this trauma can be compounded by disruptions of old and new relationships as foster youth move through a series of placements, often changing schools and homes.

The foster youth population has not ordinarily considered attending college an option but enrolling in and completing postsecondary education credentials is key to these students' future self-sufficiency and success. The FYSI program creates a clear pathway for students through matriculation, orientation, and retention. The clear pathway is obtained through counseling, peer advising, academic monitoring, workshops, and assisting the students in attaining their vocational, personal, and transfer goals. The FYSI program goal is to help reduce the achievement gap with the program services. The FYSI staff works assiduously to strengthen connections with our campus community and surrounding community agencies, and local high school districts because it is imperative to address student needs as they arise. Our commitment to continuous improvements has enhanced relationships with community and state agencies that provide foster youth students with access to cell phones, wi-fi hotspots, laptops, and other technological resources to remove barriers that may impede the students' goals.

4.7 Describe how the program's outcomes support the achievement of the [institution level SLOs](#).

The FYSI program requires each student to meet three times each semester with FYSI Academic Counselor, meet with their program Coordinator and attend tutoring and/or workshops. Through these required meetings, our FYSI program outcome supports the achievement of the ISLOs by providing over and above services that directly impact and assist FYSI students with completing their Certificate Programs and/or associate degrees. Foster youths' will be able to assess their knowledge, skills, and abilities. They can self-motivate, set realistic goals, accept criticism, and respond appropriately to changing situations.

4.8 A. What methods are used to assess the program's success in serving the student population that interacts with your program?

1. Office of Institutional Effectiveness Data
2. FYSI Program In-House Data
3. Staff Development training evaluations

B. What do the results of the above methods of assessment indicate about the effectiveness of the program?

1. FYSI program services positively impact student graduation and transfer rates.
2. Foster youth interest and participation in the FYSI Program has increased.
3. FYSI students earning a certificate(s) and/or degree(s).
4. The average FYSI student's GPA has improved due to attending required counseling appointments.
5. The required Academic Progress Report (APR) has shown to help the FYSI program retention.

C. How were the assessment results used to make improvements to services provided by this program? Please provide examples.

The coordinator met with the staff and developed an interest survey on workshop topics for students. For example, the FYSI staff sent out a survey to inquire about student interest in workshop topics, modality, and their preferred availability to increase student engagement. The FYSI staff is also developing a satisfaction survey for all FYSI students to assess what services the student deems most important and where our program may have gaps.

4.9 At least one outcome listed in 4.1 should address the following:

A. List the outcomes that focus on individual student learning or actions.

Outcome Number one, FYSI has aided student participants by making sure they are prepared for their courses, and this will result in increasing the average cumulative GPA. The percentage of FYSI students that improved their GPA was analyzed.

B. Identify methods to assess outcomes in such a way that the data can be disaggregated.

FYSI will track the number of students who complete certification, graduation, and/or transfer to a 4-year institution and the number of FYSI students who maintained a GPA above a 2.0 by obtaining reports from the OIE office.

C. Identify a process for using outcome assessment data to improve student services programs.

The data obtained from the OIE office and A&R will show the number of FYSI students receiving certifications, degrees, and/or transferring to 4-year institutions and the number of FYSI students that increased their GPA. The data will be reviewed to identify areas of improvement and where allocation of services is needed.

D. Identify a process for assessing outcomes and collecting data that can be used to build dashboards (where applicable).

FYSI will work with A&R and Institutional Research to collect data on FYSI students who complete certifications and/or degrees and transfer to a 4-year institution. FYSI will also work with A&R to track FYSI student GPAs.

It is important to note that due to the high volume of requests to the Institutional Research and Planning, the data on FYSI student transfer to a 4-year institution was not obtained at the time of program review submission. Still, it is a point we will track and assess moving forward.

4.10 Outcomes Equity Analysis

A. Looking at the one outcome from 4.9, do you find significant differences by race, ethnicity, gender, and other categories? Describe here what the data shows. What strategies will you use to close the attainment gaps among groups of students? What kinds of professional learning would help?

GPA. The data reveals that there is a difference in GPA improvement between Genders. Females improved by 50% for the 2021-2022 academic year compared to Males, who improved by 47.4% for our FYSI students.

5.0 Evaluation of Progress Toward Previous Strategic Action Plans

5.1 List the goals from your last self-study/program review.

Goal #1: To increase the number of FYSI students enrolled in the FYSI Program by 20% over three years.

Goal #2: To secure full-time FYSI Staffing positions, which include Coordinator, Student Services Specialist, and Administrative Assistant I.

Goal #3: To secure a full-time FYSI Academic Counselor.

Goal #4: To maintain and upgrade the hardware and accessories for the FYSI Tablet Loan Program.

Goal #5: Reconfigure the FYSI Office to include additional workstations, proper signage, office space, and a computer lab for FYSI students.

Goal #6: Solidify storage space on campus for FYSI materials.

Goal #7: Mental Health Services Program for FYSI Students

5.2 Describe the level of success and/or progress achieved in the goals listed above.

Goal #1: To increase the number of FYSI students enrolled in the FYSI Program by 20% over three years.

At the end of the 2018/2019 academic year, the FYSI Program served 106 unduplicated participants. The program was on track and met the 20% increase by the end of the 2019/2020 academic year by serving 139 unduplicated students. However, due to the pandemic's impact, FYSI could not sustain this growth and is actively working hard to meet this goal by the following program review cycle due to the impact on enrollment as a direct impact of the pandemic.

Goal #2: To secure full-time FYSI Staffing positions, which include Coordinator, Student Services Specialist, and Administrative Assistant I.

This goal was partially met with the reclassification of Dolores Cornejo from EOPS Student Services Specialist to Program Coordinator approval in Fall 2021. However, the funding to hire and secure a full-time Administrative Assistant I, was not approved due to the Chapman/Newell Building that will house EOPS/CARE/CalWORKs and FYSI Program in one area. This position is no longer needed. The full-time Student Services Specialist position was not approved. Still, we hope this can be fulfilled by the next cycle due to the NextUp categorical funding to support this position.

Goal #3: To secure a full-time FYSI Academic Counselor.

FYSI did not meet this goal as no secure funding, or general funds have been provided to support this position since the last cycle. Still, we hope this can be fulfilled by the next cycle due to the NextUp categorical funding to support this position.

Goal #4: To maintain and upgrade the hardware and accessories for the FYSI Tablet Loan Program.

Since the last program review cycle, the FYSI Program has met this program goal. Before the pandemic, FYSI did purchase seven new Microsoft Surface Pro Tablets, new covers for all Surface Pro models, screen protectors, and additional adaptors to support additional USBs, and submitted service requests to update all software on the devices.

Goal #5: Reconfigure the FYSI Office to include additional workstations, proper signage, office space, and a computer lab for FYSI students.

This goal was met by reconfiguring the current FYSI office with a functional layout, proper storage space, a waiting area, and a computer station for students.

Goal #6: Solidify storage space on campus for FYSI materials.

This goal was met as EOPS and FYSI now share a small storage space in the 2000 bldg.

Goal #7: Mental Health Services Program for FYSI Students.

The part-time professional expert position was flown, but there needed to be more qualified applicants specializing in experience working with the foster youth population. FYSI was able to secure funding with additional campus funds to increase mental health. This goal was attempted but has yet to be met during the 2020/2021 academic years.

5.3 How did you measure the level of success and/or progress achieved in the goals listed above?

The success and progress level are measured in multiple ways for FYSI program goals. While we measure standards means of data collection through in-house data, tracking data with the development of a Tableau dashboard with OIE. Every semester, we collect data to examine course completion, GPA, and retention. In addition, it also collects yearly data on the transfer rates for FYSI students. We also look at mid-semester course progress by requiring students to submit an Academic Progress Report.

5.4 Provide examples of how the goals in the last cycle contributed to the continuous quality improvement of your program.

The last few funding cycles have allowed FYSI to provide additional services that have helped increase the program's quality and services. In the last cycle, FYSI was able to develop partnerships with community resources that have helped students with housing insecurities, internships, and other basic necessities. Moreover, FYSI has provided

students with educational services such as gas cards, a laptop loan program, backpacks, access codes, books, and equipment for CTE programs. The goals set in the prior program review cycle were amplified during the pandemic, as the foster youth population was already among the most vulnerable.

The increase in community partnerships provided excellent technology support to ensure students had access to laptops, wi-fi, or mobile phones to continue their educational goals. Together We Rise Emergency Response Program and partnership helped with the utility assistance, rental assistance, and housing needs of foster youth impacted by the pandemic. The campus continued providing students impacted by food insecurities with the Healthy Hornet Drive to distribute foods and an opportunity for disbursement of program services. Each week the FYSI Program Coordinator volunteered to work the Healthy Hornet Drive and provided program services such as gas cards and grocery cards to assist with the economic impacts.

STRATEGIC ACTION PLAN # 1		
Strategic Action Plan Name:	To secure full-time FYSI/NextUp classified position which includes. 1 Student Services Specialist	
List College goal/objective the plan meets:	Goal 1: Promote success for every student. Objective 1: Create a clear pathway for every student.	
Briefly describe the SAP, including the title of the person(s) responsible and timeframe of 150 words or less.	The FYSI/NextUp Program needs a full-time Classified staff position; a Student Services Specialist will provide proper staffing for a growing program. The Director of EOPS/CARE and FYSI/NextUp will be responsible for the full-time staff of the FYSI/NextUp Program. Consistency in program staff is imperative when working with the foster youth population. It will be critical to secure this position to hire someone with experience working with students who have experienced a high turnover and trauma throughout their lives. A critical role of the Student Services Specialist is developing a rapport to understand the personal struggles and needs that the students face to help provide support and referrals that can help keep them on the path.	
What <i>Measurable Outcome</i> is anticipated for this SAP?	If FYSI/NextUp Program can secure a Student Services Specialist position, we can measure the increase in student retention and academic goal objective completion in the FYSI Program. Timeframe: Over the next three years.	
What specific aspects of this SAP can be accomplished without additional financial resources?	No aspect of this SAP can be completed without additional funding sources.	
If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.		
Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel:		
Student Services Specialist	\$91,002	SE Funds/NextUp Funds
Administrative Assistant I		
Facilities		
Equipment		
Supplies (office supplies)	\$500.00	SE Funds/General Funds
Computer Hardware	\$2,000.00	SE Funds/General Funds
Computer Software		

Training (conference travel)	\$2,000.00	SE Funds/General Funds
Total Requested Amount	\$95,502.00	

The FYSI Program also developed a partnership with Foster Nation. This non-profit organization also provided meal delivery or groceries as options to support foster youth students impacted by the pandemic. Another example is the partnership with Doing Good Works, which provided FYSI students with internships and job opportunities during the pandemic. Due to the pandemic, there was a shift in how the FYSI supported students academically, personally, and socially to meet these goals, but all means of meeting the goal remained student-centered.

5.5 In cases where resources were allocated toward goals in the last cycle, how did the resources contribute to the improvement of the program?

STRATEGIC ACTION PLAN # 2		
Strategic Action Plan Name:	To increase the number of FYSI students enrolled in the FYSI Program by 20% over three years.	
List the College goal/objective the plan meets:	Goal 2: Cultivate a culture of Equity Objective 1: Remove institutional barriers to student equity and success Goal 3: Strengthen connections with our community Objective 1: Create and expand partnerships with local K-12 and higher education institutions	
Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.	EOPS/FYSI Program Coordinator and hourly staff will continue to collaborate with Anaheim Union High School District, Fullerton Joint Union High School District, Orange County Department of Education, Orangewood Children's Foundation, Crittenton Services for Children and Families, Olive Crest, follow-up with former FYSI students and other community agencies serving the foster youth population through outreach efforts and cultivating relationships. Our focus is to increase the awareness, access, and support for current and former foster youth attending Fullerton College. Timeframe: Over the next three years.	
What <i>Measurable Outcome</i> is anticipated for this SAP?	The program participation should reveal an increase in the number of student participants in the FYSI Program.	
What specific aspects of this SAP can be accomplished without additional financial resources?	- Assisting returning FYSI students with admissions appeals and Financial Aid appeals. - Provide workshops, program orientations, enrollment process assistance, and Financial Aid verification assistance.	
If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.		
Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel: 3 Hourlies	\$15,000.00	SEAC/NextUp Funding
Program Coordinator OT	\$25,000.00	SEAC/NextUp Funding
Equipment	0	
Supplies (outreach materials)	\$ 10,000.00	SEAC/NextUp Funding
Computer Hardware	0	
Computer Software	0	
Training	0	
Other (hospitality)	\$3,000.00	SEAC/NextUp Funding

Total Requested Amount	\$53,000.00	
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Since the last program review cycle and before the pandemic, there was an increasing number of students and staff for the EOPS/CARE and FYSI Programs, which created the need to reallocate the CARE and FYSI Programs into a shared office space. This new office space has allowed a more comfortable environment for FYSI students to access the office. In addition, FYSI also received additional allocated funds to purchase additional Microsoft Surface Pros to increase the laptop loan program and access to students' technology needs.

5.6. If funds were not allocated in the last review cycle, how did it impact your program?

FYSI has continued to be allocated SEAC funding since the last cycle.

6.0 Strategic Action Plans (SAP)

Using the tables below, list the strategic action plans (SAPs) for your program. These plans should follow logically from the information provided in the self-study. Use a separate table for each SAP. SAPs for this three-year cycle:

STRATEGIC ACTION PLAN # 3	
Strategic Action Plan Name:	To secure a full-time Academic Counselor who can be dedicated to fully serving foster youth in both the FYSI & NextUp Program.
List the College goal/objective the plan meets:	Goal 1: Promote success for every student. Objective 1: Create a clear pathway for every student Objective 4: Increase completion of courses, certificate and degree programs, and transfer readiness. Objective 5: Encourage completion of degrees for students enrolled in Career Technical programs. Goal 3: Strengthen connections with our community Objective 1: Create and expand partnerships with local K-12 and higher education institutions.
Briefly describe the SAP, including the title of person(s) responsible and timeframe, in 150 words or less.	FYSI students will increase their ability to have access to a trained foster youth counselor who specializes in the unique needs and barriers this student population face daily. The FYSI counselor will provide students with essential services such as educational and career advisement and personal counseling. In addition, students will gain access to community services that will aid in their ability to enroll successfully at Fullerton College. These services will aid students in feeling part of the campus community, giving them a sense of belonging to the campus. Therefore, helping to further aid in their persistence and retention. Within a 3-year timeframe.
What <i>Measurable Outcome</i> is anticipated for this SAP?	Data will compare the participation of FYSI students who utilize the counseling services from the FYSI Program with data from students who do not use the FYSI counseling services, which will then be used to determine if the counseling services are helping to increase the success and retention rate of FYSI students. In addition to the increase in completion of courses, certificates, degree programs, and completion degrees and transfer to 4-year institutions.

What specific aspects of this SAP can be accomplished without additional financial resources?	No aspect of this SAP can be completed without additional funding sources.	
If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.		
Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel	\$142,000.00	SEAC/NextUp/General Funding
Facilities		
Equipment		
Supplies		
Computer Hardware		
Computer Software		
Training		
Other		
Total Requested Amount	\$142,000.00	

STRATEGIC ACTION PLAN # 4		
Strategic Action Plan Name: (formerly called short-term goal)	To maintain and upgrade the hardware and accessories for the FYSI Tablet Loan Program.	
List the College goal/objective the plan meets:	Goal 4: Commit to accountability and continuous quality improvements Objective 2: Ensure financial, physical, and technological resources are available to maintain necessary services and programs.	
Briefly describe the SAP, including the title of person(s) responsible and timeframe, in 150 words or less.	The FYSI Program will submit a service request to the academic computing technology to update all program software to bring all surfaces pro laptops up to date. In addition, FYSI will request to have all laptops' security logins as they are currently not all updated.	
What <i>Measurable Outcome</i> is anticipated for this SAP?	The anticipated outcome is an increase in the number of FYSI students' success, course completion, increase in retention, and transfer rates.	
What specific aspects of this SAP can be accomplished without additional financial resources?	This SAP can be completed without additional funding sources.	
If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.		
Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel		
Facilities		
Equipment		
Supplies		
Computer Hardware		
Computer Software		
Training		
Other		
Total Requested Amount		

7.0 Long-Term Plans

Describe the long-term plans (four-six years) for your program. Please consider future trends in your narrative. Identifying the financial resources needed for these plans is optional.

7.1 Describe in detail your need for additional resources as listed above (if applicable)

Re-evaluations of our plans will be done semesterly until there is some consistency in trends and analysis. For example, our original goal was to increase the number of foster youths served by the FYSI Program by 10% each year. However, we almost doubled the population in the first semester. Furthermore, we came close to doubling those numbers again in the second semester. It would only be possible to serve the FYSI student population for the last three years if SEAC funds were allocated and continued to be allocated. The anticipated NextUp program is great however will not provide funding for foster youth being served in FYSI as they do not all fit the age eligibility requirements.

Therefore, the goal is to see the FYSI program have full administrative support and be an institutionalized campus program, much like the Veterans Resource Center (VRC). The VRC is a program that caters to the needs of a specific population: Veterans. Foster Youth students are also a specific population with critical needs to be addressed and realized. These students already have issues of displacement and abandonment; providing a secure and consistent location is necessary to build rapport, trust, and connectedness.

Furthermore, providing adequate staffing levels benefits both the students and the campus. Hiring a full-time classified Student Service Specialist and Academic Counselor is instrumental in the organization, planning, and duties necessary to develop a comprehensive FYSI program. Having appropriate staffing levels will increase "Access" to this marginalized group and allow for more excellent success rates for this population. It will also do well in assisting the college in closing the achievement gap.

The FYSI Program aims to create new and innovative ways to reach these foster youth students and increase their rates of certificates awarded, AA/AS or ADT degrees awarded, transfer rates, and overall success rates. The FYSI program fears without campus and district buy-in to create a general fund for FYSI if SEAC funds end, as these are soft funds and are not guaranteed allocation. If SEAC funds end, the FYSI program will cease to exist, and this group of marginalized students will again be negatively impacted. As a result, a future goal of FYSI is to be fully supported by the Fullerton College campus and be provided general campus funds to support this necessary and worthy program.

It is also a program goal to increase the knowledge about foster youth students, trauma-informed care practices inside and outside the classroom, and foster youth ally training. Furthermore, the program would like to increase the collaboration and communication among FYSI and other college-based foster youth programs to better support current and former foster youth within Region 8 and throughout the community.

In addition, the FYSI Program would like to continue providing over and above services to foster youth students with the goal of student success. Some of these services are evident in the chart below:

Priority registration	Program orientation and updates for all students.	Student fee assistance (ID card, A.S. benefits, Health Fee and Sports Equipment Fee)
Print cards for campus labs	Backpacks and educational school supplies	Transportation assistance (Bus passes or parking permits with gas cards)
University tours	Campus referrals	Tutoring
Academic counseling	Community referrals	Outreach
Childcare assistance	University Tours	Workshops

The long-term plan also includes continuing to work with community partners, campus instructors and departments to provide foster youth students with workshops that include the following topics: Anger Management, Budgeting:

Independent living Costs, Conflict Resolution, Coping Skills, Effective Communications, Financial literacy, Goal Setting, Healthy Relationships, Mental Health, Organizational Skills, Self-Care, and Self-Esteem. As the needs for our student population change, we want to make sure that we can provide them with the services and resources they need to complete their educational goals. Our long-term goals are increasing the capacity of the number of students that we can serve. In doing so, we will need to continue expanding our campus and community resources to meet the ever-changing needs of our student population.

FYSI will offer a series of workshops that aid in addressing daily living skills, as well as academic success and career exploration. Through the living skills workshops, students will learn how to develop proper coping skills, how to seek out resources to help them overcome barriers. Students will also learn skills to improve their college success. Students will learn study skills, how to utilize campus resources and how to utilize their time effectively. Learning these skills will help our students feel more comfortable with the college culture and they will help to acclimate them to the campus. In addition, students will have the option to enroll in Counseling courses to earn college credit towards their degree, and the courses will aid in reinforcing the skills they learned through the workshop series.

Foster Youth students have an established history with mental health issues and this concern has amplified during the pandemic and it is imperative that we have support in place. Mental health issues have become a major issue amongst our society, and even more so amongst the foster youth population. FYSI plans on continuing to work with campus Health Services to provide students with mental health support. We are also looking to on-board a community therapist that focuses on informed trauma to help provide additional support services for our student population. Moreover, we will be developing Mindfulness workshops that focus on helping students develop coping skills techniques and learn how to develop support groups that would aid in helping students deal with their trauma issues. We will also be seeking new community partnerships that focus on providing free or low-cost mental health services for qualifying participants.

Over the next three-year cycle, FYSI will continue to assess the program effectiveness. We will continue to work with Institutional Research to evaluate the effectiveness of our program and services. We will also conduct quarterly annual meetings to assess the effectiveness of our program. In addition, we will continue to gather student input to gain insight on the needs of our students. We will conduct student inquiries through surveys and provide students with opportunities for their voices to be heard. We will also work on developing an Advisory Board consisting of campus members, community constituents, administrators and students to aid in examining the effectiveness and needs of our program.

There is an expectation of growth in the number of foster youth students served based on the number of unduplicated self-identified students on CCCApply, FAFSA and those receiving the Chafee Grant at Fullerton College. These numbers are in the range of 400 to 500 potential students. As a result, we want to ensure that the program is able to efficiently deal with the increased number of students served by having adequate staffing levels and spacing to accommodate staffing and students.

8.0 Self-Study Summary

This section provides the reader with an overview of the highlights, themes, and key segments of the self-study. It should not include new information that is not mentioned in other sections of this document.

Program reviews are evidence-based, using data to inform and validate achievements and identify areas for improvement and growth. The FYSI program will continue to focus on improving the success rate for all areas reported in this Program Review. As a program, we will focus our services on reaching out to current and prospective foster youth students and on increasing success rates.

9.0 Publication Review

Fullerton College is committed to assuring integrity in all representations of its mission, programs, and services. As such, during the program review, self-study process programs are required to document their publications (websites, brochures, magazines, pamphlets, etc.) that are used to promote programs and services to the campus community and

community at-large. This review should specify when the publication was last reviewed, if the information in the publication is accurate, and if the information correctly represents the college's mission, programs, and services.

Information on the college's graphic standards is available here: <http://news.fullcoll.edu/campus-communications/web-help/graphics/>.

In the far-right column, please provide the URL where the publication can be accessed. If it cannot be accessed via the Internet, please provide a sample of the publication with your program review self-study. If you have any questions about what type of publication should be included, please contact Lisa McPheron, Director of Campus Communications at lmcpheon@fullcoll.edu.

For publications that you have identified as inaccurate, please provide the action plan for implementing corrections below.

Publication	Date last reviewed	Is the information accurate?	URL of publication
FYSI Program Website	Beginning of Fall 2022	Yes, and it is continuously updated every semester.	https://fosteryouth.fullcoll.edu/
FYSI Program Flyer	Beginning of Fall 2022	Yes	https://www.canva.com/design/DADQsRMbcxU/XMA1oiuq7OEosvNwjPNY-Q/view?utm_content=DADQsRMbcxU&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton
FYSI Instagram Page	Fall 2022	Yes, and program updates, events, and engagement opportunities are posted routinely through flyer uploads.	https://www.instagram.com/fysi.fc/
FYSI Facebook Page	Fall 2022	Yes, and program updates, events, and engagement opportunities are posted routinely through flyer uploads.	https://www.facebook.com/FullertonCollegeFYSI/

Home

Announcements

FYSI Team

Book Award

Program
Requirements &
Services

Schedule
Appointments

Tutoring &
Workshop

Academic Progress
Report (APR)

Modules

Other Info

Collaborations 

Grades 

Quizzes 

Assignments 

Rubrics 

People 

Files 

Syllabus 

Outcomes 

BigBlueButton 

Discussions 

Pages 

Settings



Welcome
BACK TO
HIVE,
HORENTS!
Fall 2022

 FYSI Team  FYSI Book Award  Book Appointments  Requirements & Services
 Important Updates  APR Requirement  Campus Resources  Community Resources

FYSI Hours of Operation: Fall 2022

August 15, 2022 - December 16, 2022

****Dolores off alternating Mondays and will be working remotely.**

Below are the dates she will be off schedule:

**8/15/2022, 8/29/2022, 9/12/2022, 9/26/2022, 10/10/2022, 10/24/2022,
11/7/2022, 11/21/2022, 12/5/2022 and 12/19/2022**

Sunday	Monday**	Tuesday	Wednesday	Thursday	Friday	Saturday
CAMPUS CLOSED	8:00 am - 5:00 pm (Remote)	8:00 am - 5:00 pm (Remote)	8:00am - 7:00pm (In-Person)	8:00 am - 5:30 pm (In-Person)	8:00 am - 5:30 pm (In-Person)	CAMPUS CLOSED

FOLLOW US ON SOCIAL MEDIA!



FYSI Canvas page available to Current FYSI students, updated routinely. Accessible through <https://fullcoll.instructure.com/courses/36249>

Routing & Response Page

Originator ☐ IMS ☐ Program Review Chair ☐ Appropriate President's Staff Member

Originator: *Electronically submit completed Program Review to Division Dean/IMS for review.*

Appropriate Immediate Management Supervisor (IMS): *Select one and provide response if necessary. Forward electronically to appropriate Vice President's Office.*

RESPONSE

Printed name of IMS	Title	Date
☐	<i>I concur with the findings contained in this Program Review.</i>	
☐	<i>I concur with the findings contained in this Program Review with the following exceptions (include a narrative explaining the basis for each exception):</i> <i>Area of exception:</i> _____ _____	
☐	<i>I do not concur with the findings contained in this Program Review (include a narrative explanation):</i> _____ _____	

Appropriate President's Staff Member: *Print Program Review, sign, and route both hard copy and electronic version to Program Review Chair.*

ACKNOWLEDGING RECEIPT

Printed Name	Signature	Title	Date
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Fullerton College Mission Statement

MISSION

Fullerton College advances student learning and achievement by developing flexible pathways for students from our diverse communities who seek educational and career growth, certificates, associate degrees, and transfer. We foster a supportive and inclusive environment for students to be successful learners, responsible leaders, and engaged community members.

VISION

Fullerton College will transform lives and inspire positive change in the world.

*Approved by Fullerton College
President's Advisory Council and
accepted by President Schulz
May 2017.*

VALUES

Community

We promote a sense of community that enhances the well-being of our campus and surrounding areas.

Diversity

We embrace and value the diversity of our entire community.

Equity

We commit to equity for all we serve.

Excellence

We honor and build upon our tradition of excellence.

Growth

We expect everyone to continue growing and learning.

Inclusivity

We support the involvement of all in the decision-making process.

Innovation

We support innovation in teaching and learning.

Integrity

We act in accordance with personal integrity and high ethical standards.

Partnership

We work together with our educational and community partners.

Respect

We support an environment of mutual respect and trust that embraces the individuality of all.

Responsibility

We accept our responsibility for the betterment of the world around us.