

# College to Career

## 2019-20 SEA Project Annual Goals Cover Sheet



### Over-arching issues we are trying address:

Group Targeted for Intervention:				Metrics:		SEA Funding:
<input type="checkbox"/> LatinX	<input checked="" type="checkbox"/> All Students	<input checked="" type="checkbox"/> New Students	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Course Completion	<input type="checkbox"/> Matriculation	Number of Students Served <u>58</u> SEA Funding Amount \$ <u>19,208</u> SEA Accounts for <u>100</u> % of Program
<input type="checkbox"/> African American	<input type="checkbox"/> Female	<input checked="" type="checkbox"/> First Gen	<input type="checkbox"/> Homeless	<input checked="" type="checkbox"/> Retention	<input type="checkbox"/> Transfer	
<input type="checkbox"/> Asian	<input type="checkbox"/> Male	<input checked="" type="checkbox"/> DSPS	<input checked="" type="checkbox"/> Economically Disadvantaged	<input type="checkbox"/> xfer ENGL in 1 Year	<input type="checkbox"/> Degrees	
<input type="checkbox"/> Native American		<input checked="" type="checkbox"/> LGBT	<input type="checkbox"/> Adult ED/ESL	<input type="checkbox"/> xfer Math in 1 Year	<input checked="" type="checkbox"/> Certificates	
<input type="checkbox"/> Hawaiian/Pac Is.		<input type="checkbox"/> Veterans		<input type="checkbox"/> Access	<input checked="" type="checkbox"/> Attain Living Wage	
<input type="checkbox"/> _____		<input type="checkbox"/> Other _____		<input checked="" type="checkbox"/> Other _____	<input type="checkbox"/> Outreach	

PROGRAM PROCESS		PROGRAM RESULTS	
Resources (Inputs)	Activities (Outputs)	STUDENT OUTCOMES	PILLARS
What resources are you utilizing? <i>Check all that apply.</i>  (O = Overall project/S = SEA funded) <b>O   S</b> <b>Personnel</b> (working directly on project) <input checked="" type="checkbox"/> Faculty <input type="checkbox"/> Manager <input checked="" type="checkbox"/> Classified Staff <input type="checkbox"/> Student Employees (peers) <input checked="" type="checkbox"/> STNC  <b>Materials</b> <input type="checkbox"/> Supplies <input checked="" type="checkbox"/> Printing/Graphics <input checked="" type="checkbox"/> Textbooks/Magazines/Periodicals  <b>Services</b> <input checked="" type="checkbox"/> Travel, Workshops <input type="checkbox"/> Equipment Leases/services <input checked="" type="checkbox"/> External services/contracts  <b>Equipment/Capital Outlay</b> <input checked="" type="checkbox"/> Furniture <input type="checkbox"/> Technology equipment/software <input checked="" type="checkbox"/> Instructional/Non-Inst. Equipment  <b>Direct Student Support</b> <input checked="" type="checkbox"/> Supplies given to students (meal vouchers, books, etc.) <input checked="" type="checkbox"/> Childcare <input type="checkbox"/> Awards (given for an award received)	What are you specifically doing? <i>Check all that apply.</i>  (O = Overall project/S = SEA funded) <b>O   S</b> <b>Direct Work with Students</b> <input type="checkbox"/> 1:1 work with students <input checked="" type="checkbox"/> Work with groups of students <input checked="" type="checkbox"/> Work with students prior to college entry  <b>Support Activities</b> <input checked="" type="checkbox"/> Financial or material assistance (\$, books, etc.) <input type="checkbox"/> Academic support or preparation <input checked="" type="checkbox"/> Life, career or other skill building <input checked="" type="checkbox"/> Matriculation step support  <b>Educational Activities</b> <input checked="" type="checkbox"/> Educational programs or workshops <input checked="" type="checkbox"/> Educational planning <input checked="" type="checkbox"/> Curriculum development  <b>Practitioner-focused Activities</b> <input checked="" type="checkbox"/> Professional/staff development <input checked="" type="checkbox"/> Research  <b>Other</b> <input checked="" type="checkbox"/> Technology tools or software <input checked="" type="checkbox"/> Marketing, Publicity, PR <input checked="" type="checkbox"/> Referral/Utilization of services Other <input type="checkbox"/> _____	Areas where you expect to see change. <i>Check all that apply.</i> ( <a href="#">Credit to Learning Reconsidered 2</a> )  <b>Cognitive Complexity</b> <input checked="" type="checkbox"/> Critical thinking <input checked="" type="checkbox"/> Reflective thinking <input checked="" type="checkbox"/> Effective reasoning <input checked="" type="checkbox"/> Intellectual flexibility <input checked="" type="checkbox"/> Emotional/cognitive integration <input checked="" type="checkbox"/> Identity/cognitive integration  <b>Knowledge</b> <input checked="" type="checkbox"/> Understanding knowledge from a range of disciplines (acquisition) <input checked="" type="checkbox"/> Connecting knowledge to other knowledge, ideas, & experiences (integration) <input checked="" type="checkbox"/> Relate knowledge to daily life (application) <input checked="" type="checkbox"/> Career decidedness <input checked="" type="checkbox"/> Technological competence  <b>Humanitarianism</b> <input checked="" type="checkbox"/> Understanding and appreciation of human difference <input type="checkbox"/> Cultural competency <input checked="" type="checkbox"/> Social responsibility  <b>Civic Engagement</b> <input type="checkbox"/> Sense of civic responsibility <input checked="" type="checkbox"/> Commitment to public life through communities of practice <input type="checkbox"/> Engage in principled dissent <input type="checkbox"/> Effective in leadership  <b>Inter/Intrapersonal Competence</b> <input checked="" type="checkbox"/> Realistic self-appraisal and self-understanding <input checked="" type="checkbox"/> Personal attributes such as identity, self-esteem, confidence, ethics and integrity, spiritual awareness, personal goal setting <input checked="" type="checkbox"/> Meaningful relationships <input type="checkbox"/> Interdependence <input type="checkbox"/> Collaboration <input checked="" type="checkbox"/> Ability to work with people different from self  <b>Practical Competence</b> <input checked="" type="checkbox"/> Effective communication; capacity to manage one's personal affairs <input checked="" type="checkbox"/> Economic self-sufficiency and vocational competence <input checked="" type="checkbox"/> Maintain personal health and wellness <input type="checkbox"/> Prioritize leisure pursuits <input checked="" type="checkbox"/> Living a purposeful and satisfying life <input type="checkbox"/> Media, Technology or Information literacy  <b>Persistence &amp; Academic Achievement</b> <input checked="" type="checkbox"/> Manage the college experience to achieve academic and personal success <input checked="" type="checkbox"/> Leading to academic goal success including degree attainment  <input type="checkbox"/> <b>Other:</b> _____	The impact you expect to have. <i>Check all that apply.</i>  <b>INVITED &amp; WELCOMED</b> <input type="checkbox"/> <input checked="" type="checkbox"/> Students feel a sense of belonging & a part of the SRJC Community. <input checked="" type="checkbox"/> Students introduced to campus activities, support services, and academic programs. <input checked="" type="checkbox"/> Students' skills, talents, abilities & experiences are recognized; they have opportunities to contribute on campus and feel their contributions are appreciated.  <b>GUIDED &amp; SUPPORTED</b> <input type="checkbox"/> <input checked="" type="checkbox"/> Students know about and utilize services and supports that help them form an opinion, make a decision, stay on track. <input checked="" type="checkbox"/> Students have a goal and know how to achieve it. <input checked="" type="checkbox"/> Students stay on track – keeping their eye on the prize.  <b>ENGAGED &amp; EMPOWERED</b> <input type="checkbox"/> <input checked="" type="checkbox"/> Students actively contribute to the college community. <input checked="" type="checkbox"/> Students feel they are reflected and represented in the campus culture and motivated to contribute. <input checked="" type="checkbox"/> Students actively participate in class and extracurricular activities. <input checked="" type="checkbox"/> Students feel somebody wants to help them succeed.

# 2019-20 SEA Funded Project Review Form

Project Name	Category	Contact	Students Served	Student Enrollments	Interactions per Student/term	Sea Funding Received	SEA funds % of Project
<b>C2C/DRD</b>	Student Support	Lindsay Lerro	57	112	16	\$19,208	100%

Please type in your responses to the below questions within the space provided.

***Summarize your projects' overall goals and/or intentions for students.***

The College to Career Program (C2C) is one of eight programs in the state of California that provides career education and training for adults with intellectual disabilities, developmental disabilities, and autism. The C2C program is a 3-year program supports 60 students at the SRJC annually with the goal of paid integrative employment at the end of their 3<sup>rd</sup> year. Some C2C students obtain certificates through CE, some take classes in various departments, while others stick to taking just the C2C classes. The C2C program at the SRJC is regularly recognized for having the highest number of employed students at the end of their program.

***Please describe the specific activities supported by SEA funds.***

Prior to distance learning, the C2C program used SEA funds to higher success coaches that only served the students in C2C. The reason that there were specific success coaches devoted to C2C is because the students require continuity in location, meeting times and personnel. All success coaches that were assigned to C2C had a background in working with special populations or was trained by the C2C staff to support our students. These success coaches provided students with support accessing and utilizing executive functioning skills such as planning, organization, managing emotions, and communicating effectively. The supports resulted in successful completion of homework, projects, and assignments within and outside of C2C. While on campus our C2C students would not be able to attend the SRJC without the support that is a result of the SEA funds, however, as a result of distance learning we have not been able to provide these services in the fall of 2020.

***Share any highlights or achievements your group had during the year – refer to the following data if applicable.***

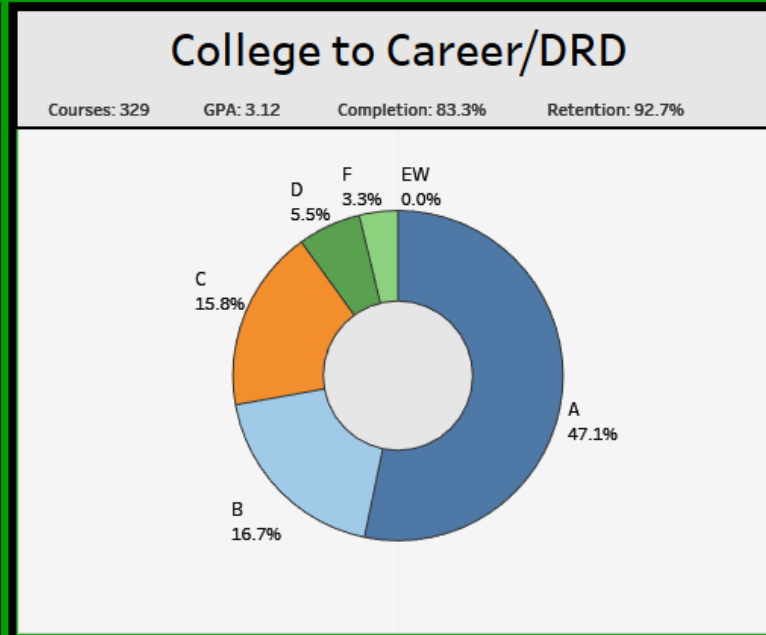
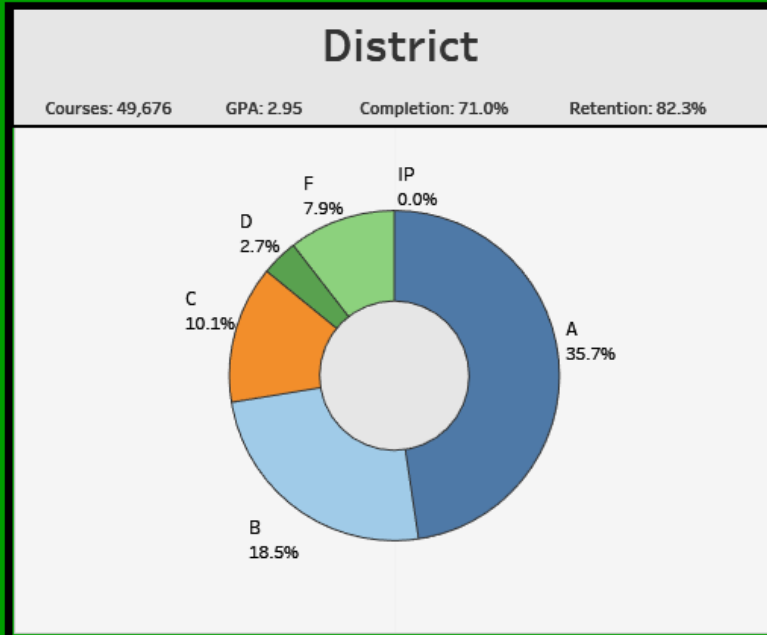
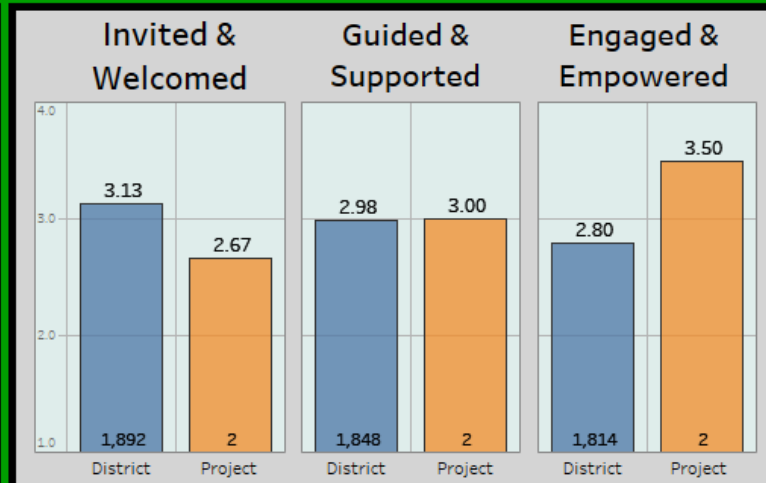
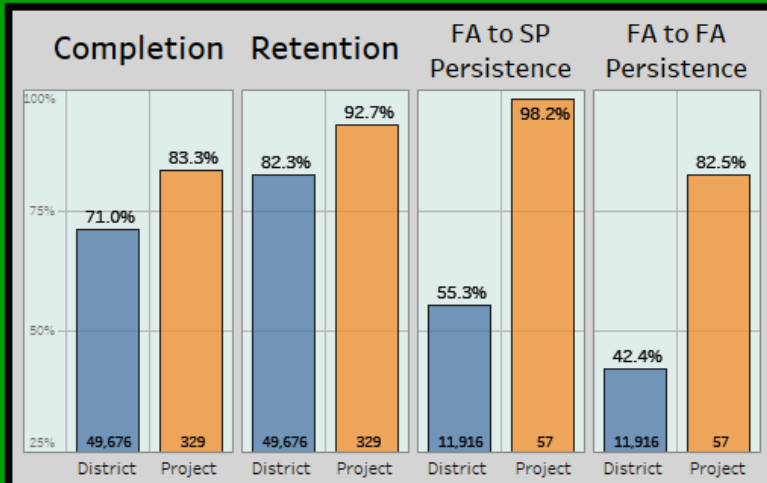
The C2C program at the SRJC met our contract requirement of 15 successfully employed students at the end of the spring 2020 semester. We continue to have the largest C2C program in the state with the highest success rate.

# District & SEA Project Comparison

FA19 & SP20

FT & PT

College to Career/DRD



# District & SEA Project Comparison

FA19 & SP20

FT & PT

College to Career/DRD

## Headcount & Proportion

	District	Project
African American	935 2.5%	2 1.8%
Asian	1,515 4.0%	2 1.8%
Filipino	347 0.9%	2 1.8%
LatinX	14,230 37.5%	28 25.0%
Multi Ethnicity	2,182 5.8%	2 1.8%
Native American	220 0.6%	0.0
Pacific Islander	158 0.4%	0.0
White	16,255 42.9%	74 66.1%
First Gen	9,313 24.6%	14 12.5%
Low Income	12,174 32.1%	36 32.1%
DSPS	2,866 7.6%	98 87.5%
Veteran	910 2.4%	0.0
Foster Youth	654 1.7%	1 0.9%
LGTBQ	592 1.6%	0.0
Homeless	92 0.2%	0.0

Totals 37,933 112

## Course Completion

	District	Project
African American	59.2%	83.3%
Asian	73.1%	85.7%
Filipino	69.2%	100.0%
LatinX	67.1%	79.0%
Multi Ethnicity	72.1%	100.0%
Native American	69.0%	0.0
Pacific Islander	63.7%	0.0
White	74.1%	85.0%
First Gen	68.9%	77.5%
Low Income	65.7%	77.6%
DSPS	74.2%	83.9%
Veteran	68.0%	0.0
Foster Youth	53.4%	33.3%
LGTBQ	61.9%	0.0
Homeless	35.7%	0.0

Averages 71.0% 83.3%

Combined Average **71.4%** DI < **69.4%**

## Course Retention

	District	Project
African American	77.0%	83.3%
Asian	83.7%	85.7%
Filipino	82.8%	100.0%
LatinX	80.9%	93.8%
Multi Ethnicity	82.4%	100.0%
Native American	81.9%	0.0
Pacific Islander	82.1%	0.0
White	83.3%	93.2%
First Gen	81.6%	85.0%
Low Income	79.0%	90.8%
DSPS	82.3%	93.0%
Veteran	83.3%	0.0
Foster Youth	71.7%	100.0%
LGTBQ	77.9%	0.0
Homeless	62.5%	0.0

Averages 82.3% 92.7%

Combined Average **83.2%** DI < **81.2%**

## Persistence (FA19 to SP20 FA19 to FA20)

	District	Project
African American	47.2% 42.6%	100.0% 0.0%
Asian	58.3% 49.0%	100.0% 100.0%
Filipino	51.4% 43.1%	100.0% 100.0%
LatinX	56.7% 45.9%	93.3% 73.3%
Multi Ethnicity	56.2% 40.7%	100.0% 100.0%
Native American	48.1% 40.3%	0.0
Pacific Islander	43.8% 37.5%	0.0
White	57.0% 42.1%	100.0% 86.5%
First Gen	55.3% 43.7%	100.0% 100.0%
Low Income	56.7% 45.5%	92.3% 76.9%
DSPS	71.8% 60.3%	98.1% 87.0%
Veteran	52.4% 37.2%	0.0
Foster Youth	47.7% 40.9%	100.0% 0.0%
LGTBQ	40.0% 29.4%	0.0
Homeless	21.4% 21.4%	0.0

Fall to Spring 55.0% 98.2%  
Fall to Fall 42.0% 82.5%

FA to SP Average **63.5%** FA to FA Average **46.9%**