HUMAN SERVICES GRANTS PROGRAM (HSGP)

FY 2020-21 PROGRAM STATUS REPORT

Agency: \_\_\_\_\_Santa Monica College \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Program: \_\_\_Pico Partnership\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

###### FY 2020-21 SUBMISSION CALENDAR



**Instructions:**

* This document should be used by HSGP grantees to report on mid-year and year-end outcomes and accomplishments.
* All reports submitted to the City are considered public record. Please note that staff will use the information provided in the mid-year and year-end reports to provide Council and the public with summary reports of agency performance highlighting key outcomes, successes, findings and concerns.
* Some programs or agencies may be subject to additional or different reporting requirements per the program’s Exhibit A, Special Funding Conditions, of your executed Grant Agreement with the City.
* It is important, when preparing this report, to be familiar with the program’s Exhibit B, Program Plan, of your executed Grant Agreement with the City.
* Please insert responses in the spaces provided for Sections I-VII for both the Mid-Year and Year-End Program Status Reports.
* A separate Program Status Report must be prepared for each Program Plan specified in your contract.
* To submit your completed report to the City, upload the file to your agency’s SharePoint folder. A link to your agency’s SharePoint folder as well as instructions on how to use the site will be emailed to your staff separately.

###### SECTION I: PROGRAM ACCOMPLISHMENTS, CHALLENGES, AND CHANGES

Provide a brief summary of your program accomplishments, challenges, and changes that occurred during the reporting period. Please also provide information or observations related to population or service trends.

Despite the downward trend in college enrollment due to the pandemic, the program continued to enhance its outreach efforts in the community and succeeded in recruiting a large cohort of incoming new participants, onboarding a total of 20 new students to the program and re-engaging 2 former program participants who stopped out of college. Of those students, the majority are from the Pico neighborhood, continuing our focus on the service area through direct referrals from collaborating agencies such as Youth Resource Team (YRT), Police Activities League (PAL), Boys and Girls Club of Santa Monica, Community Corporation of Santa Monica (CCSM), and Olympic and Santa Monica High Schools.

To better serve participants in a remote environment, the program added to its counseling appointment schedule weekly drop-in hours by phone via QLess, an electronic call back queue. The program also responded to students’ needs by using multiple surveys regarding the impact of COVID-19. An increase in referrals were seen this reporting period to basic needs resources to mitigate food and housing insecurity and a loss of income.

The program continued to employ participants, hiring 3 student workers, 2 of which served as virtual tutors for local youth through an existing Letter of Agreement with Virginia Avenue Park. The program successfully completed a new Letter of Agreement with PAL to provide youth tutors for their future academic assistance program as well.

Despite the pandemic, the program continued to offer opportunities to foster a sense of belonging through virtual events such as the annual Halloween Party, a month-long Mindfulness group, and Time Management workshop. In addition to referrals to Family Services of Santa Monica (FSSM) for one-on-one mental health services, the program collaborated with a FSSM to offer two virtual wellness workshops to participants, both which were well attended. Additionally, the program secured funding from the college’s Associated Students to provide 10 program graduates with graduation gifts including a gown for participation in the college’s Drive-Thru Diploma event.

One of the biggest challenges during this reporting period has been responding to and mitigating the effects of the pandemic on participants’ academic success while operating on decreased overall funding. The program experienced a cut in funding levels, causing a decrease in staffing and counseling hours as well as direct aid to students. With program staff who are already part time, these staffing decreases proved challenging in providing the level of case management necessary to proactively reach struggling and disengaged students. Many students expressed various challenges such as loss of income, a toxic home life, caring for siblings, increased work hours to provide for family, food insecurity, and unstable housing. As a result of the many challenges students have faced during this pandemic, student participation and engagement has declined. Zoom burnout and challenges navigating online college-level coursework have been a trend during this reporting period. Some students have dropped classes and have chosen to pause their education to focus on more important basic needs at this time. According to anonymous responses to a Spring survey which included questions regarding reasons for dropping classes during this reporting period, some students reported financial reasons, increased employment/work hours, and the passing of a family member. Survey responses also indicated the following challenges experienced due to the COVID-19 pandemic: inadequate digital alternatives for face to face collaboration tools, lack of access to reliable or sufficient internet, difficulty focusing during online instruction, home environment harder to learn in, lack of motivation/desire to complete coursework, and lack of interaction/connection with other students. The program utilized an early alert system called GPS to proactively identify struggling students through faculty referrals, follow up to provide academic counseling and resources, and communicate back to faculty on student intervention. The program managed to continue providing all regular services to participants despite decreased overall funding and staffing.

###### SECTION II: ASSESSMENT, EVALUATION AND PARTICIPANT INVOLVEMENT

Briefly describe or list any program assessment or evaluation efforts during the reporting period and summarize the results achieved. Specifically highlight any program participant involvement in these efforts.

Please highlight any new efforts to collaborate with other service providers and/or leverage services. Please include the agency name(s) and service(s) provided.

Assessment and Evaluation:

The program continues to gather data for the purpose of assessment and evaluation. Demographic data for this reporting period was gathered through the college’s Office of Institutional Research, Human Resources department, and student information system. Student feedback on needs related to COVID-19 was obtained through Summer and Winter surveys and informed support and referrals provided during the Fall and Spring terms. A more comprehensive student survey was implemented at the end of Spring semester to collect feedback on program services and impact of COVID-19 and transition to online learning on academic challenges. These survey results will inform program services for the following year, including case management of probation students and increased onboarding initiatives and support for new students.

Collaboration:

Pico staff regularly collaborate with community agencies through ongoing meetings and events. Both the Pico Partnership program manager and program counselor attend bi-weekly virtual case conference meetings for the Youth Resource Team (YRT). Pico staff also remain in contact with YRT Case Managers to monitor progress of YRT youth who are part of Pico Partnership or are prospective participants. The program manager regularly participated in Santa Monica Cradle to Career meetings to share updates and resources amongst community stakeholders. The program continued to collaborate with Family Services of Santa Monica (FSSM) through a Memorandum of Understanding (MOU). Program counselors continue to evaluate participant needs and make referrals to FSSM where participants can work with an FSSM clinician. Additionally, collaboration with FSSM this reporting period resulted in offering a wellness workshop offered by an FSSM clinician as well as a month-long Mindfulness course run by a former FSSM clinician and current LCSW and mindfulness practitioner. Program staff also participated in re-establishing the efforts of Pico Neighborhood Partnership which was paused during most of this reporting period due to the pandemic. This collaborative group was formed amongst various local agencies and community members with a focus on outreaching and supporting youth and families from the pico neighborhood.

###### SECTION III: BOARD INVOLVEMENT

Please indicate:

* Number of Board meetings conducted during the reporting period
  + A total of 14 board meetings were conducted during this reporting period. This includes 12 regular meetings and 2 special meetings (closed sessions).
* Average Board member attendance
  + There was an average of 7 board members present and 1 student trustee.
* Board development activities conducted during the reporting period
  + The board held a closed session meeting during the summer for the purpose of evaluation of the Superintendent/President. It also held a closed session meeting in Spring for Accreditation Training.
* Significant policy directions or actions taken by the Board during the reporting period
  + Actions taken by the Board during this period include reviewing ongoing budget changes, including the termination of furloughs and freezes on pay increases implemented due to the economic impact of the COVID-19 pandemic. The board also initiated a restructuring of student activity fees. Additionally, the board conducted first reading of board policies to highlight diversity, equity and inclusion issues.
* Number of board members who reside and/or work in Santa Monica
  + All 7 board members reside and/or work in Santa Monica.
* Board vacancies and plans to fill those vacancies, if applicable
  + There are no board vacancies during this reporting period.

###### SECTION IV: STAFFING PATTERN

Have there been any staffing changes during the reporting period (i.e., staff vacancies, staff recruitment, changes in FTE)? Please describe. If staff vacancies exist, please provide an anticipated hiring date and explain how caseloads and work have been distributed to ensure service levels are maintained.

Please indicate how volunteers or paid or unpaid interns were used during the reporting period. Provide the total number of volunteers or interns and hours provided. If interns were used, please indicate their program level (e.g. undergraduate, masters).

Due to budget cuts, staffing changes took place in the form of decreased overall counseling hours, namely during the intersession semesters, as well as furlough days for administrative and support staff. Funding for Student Help was eliminated, so the program continued to utilize Federal Work Study to hire student workers. No volunteers were used during this reporting period. Paid interns are utilized as a resource for wellness services for program participants through SMC’s Center for Wellness & Wellbeing (CWW) and Family Service of Santa Monica (FSSM). CWW interns are Post-Doctoral level and are under the supervision of full-time psychologists at the Center. The FSSM intern is a current graduate student under supervision of a full time licensed clinical social worker. The program also entered in a Letter of Agreement with a Licensed Clinical Social Worker to conduct a Mindfulness group on a volunteer basis.

**SECTION V: SPECIAL FUNDING CONDITIONS**

Provide a status report on how the agency is meeting its funding conditions listed in Exhibit A of your Grant Agreement, clearly addressing each individual funding condition in bullet point format.

1) Participate in the City’s efforts to develop an outcomes measurement system to better track human services program demographics and outcomes. Participation may include, but is not limited to: meeting with City staff, consultants, and; providing information regarding current data systems, technology infrastructure, policies and procedures, needs, opportunities, and concerns; incorporating the City into existing consent for release of information forms; signing and adhering to the City’s data management Agency Agreement; and contributing data to a centralized data management system. Aggregated or de-identified information may be requested for the purposes of analyzing data being collected.

Since transitioning to a remote environment, the program has not been invited to any opportunities to participate in these efforts by the city. The program is prepared to fully engage with the city on the development of an outcomes measurement system.

2) Detail steps taken to provide services in adherence to the safety protocols related to the COVID-19 pandemic, including modifications to service delivery, physical infrastructure and safety equipment and protocols to protect participants and staff.

The program has adhered to all safety guidelines set by the college, including serving students in a fully remote capacity for this reporting period. All services, including academic, career, and wellness counseling, were conducted virtually by phone or video. To better serve participants in a remote environment, the program offered virtual counseling appointments and conducted all outreach and onboarding activities remotely. Administrative staff worked occasionally from the campus while the college began its reopening plan and adhered to all safety precautions set by the college, including completion of a campus visit COVID-19 survey the morning of the campus visit, wearing a mask at all times while in the office, and staggering schedules to limit the number of staff in one department on the same day.

3) Describe how your organization operationalizes racial equity, diversity, and cultural competency. Discuss how your City-funded program may be reflecting these values through personnel practices, staff and board training, program design and/or outreach and engagement strategies. Provide aggregate demographics of board members (agency-wide), executive management (agency-wide), and supervisory staff (City-funded programs) including race, ethnicity and gender.

Santa Monica College operationalizes racial equity, diversity, and cultural competency through its annual Equity Plan, which includes increased spending on professional development opportunities for staff and student support programs like SMC’s Latino Center and the Black Collegians/Umoja program. The Student Equity Center, A.S. Equity and Diversity Committee, and the Equity Steering Committee all play an active role in advancing student equity. Program staff are committed to student equity efforts and participated in professional development opportunities during this reporting period, such as Safe Zone Ally Training. Two program staff are actively engaged in the Probationary/Disqualification subcommittee through Academic Senate, with the goal of closing equity gaps for probationary and disqualified students. All program staff have completed UndocuAlly Training, spearheaded by the college’s Dream Program. Outreach activities are promoted and offered in Spanish and with accommodations upon request. Demographics of board members, executive management, and program supervisory staff as reported to the college’s Human Resources department are listed below.

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Classification** | **Female** | **Male** | **African American** | **Asian Indian** | **Hispanic - Other** | **Mexican** | **Pacific Islander** | **South American** | **White** | **Two or More** | **No Response** |
| Board of Trustees | 4 | 3 |  | 1 | 1 |  |  |  |  |  | 5 |
| Executive Management | 4 | 3 | 2 |  |  | 1 | 1 |  | 3 |  |  |
| Program Supervisory Staff | 1 | 1 |  |  |  | 1 |  |  |  | 1 |  |

4) Agency will assist eligible participants in submitting applications to applicable Santa Monica Housing programs, including but not limited to: Section 8 and Below Market Housing (BMH) Waitlists, Preserving Our Diversity (POD), and Continuum of Care (CoC) programs.

The college partners with Safe Place for Youth (SPY) to provide students with a designated Housing Specialist. Program counselors make referrals to the Housing Specialist for housing support, including assistance with housing applications to Santa Monica Housing programs. Using a case management approach, program counselors make referrals to community agencies for housing resources and support, such as Community Corporation of Santa Monica.

**SECTION VI: DEMOGRAPHICS**

The following tables track data on program participant needs and the inter-agency relationships utilized to address them. Please provide this information as completely and accurately as possible for participants entering your program.

|  |  |  |
| --- | --- | --- |
| **ASSESSMENT OF ADDITIONAL SERVICE NEEDS**  **(Santa Monica Participants)** | **FY 20-21**  **Number Responding “Yes”**  **at Mid-year** | **FY 20-21**  **Number Responding “Yes”**  **at Year-end** |
| 1. “Do you or anyone in your household have unmet employment needs?” | N/A | N/A |
| 1. ”Have you missed or been late on a home rental or mortgage payment within the last 12 months?” | N/A | N/A |
| 1. “Do you or anyone in your household have an unmet childcare/afterschool need?” | N/A | N/A |

|  |  |  |
| --- | --- | --- |
| **INCOMING PARTICIPANT REFERRALS**  **(Santa Monica Participants)** | **FY 20-21**  **Number**  **at Mid-year** | **FY 20-21**  **Number**  **at Year-end** |
| Participants referred by another agency |  |  |
| **Please list the top 3 referring agencies** |  |  |
| * 1. **Santa Monica High School (SMC Outreach)** | 12 | 13 |
| * 1. **Youth Resource Team (St. Joseph’s)** | 3 | 3 |
| * 1. **Community Corporation of Santa Monica** | 1 | 1 |

**SECTION VII: PROGRAM SERVICES AND OUTCOMES**

Provide a status report on the program activity levels and outcomes for Santa Monica program participants as indicated in Section III of your Program Plan. Examples have been provided for your reference; please insert rows as needed to align with your Program Plan. For outcome achievement not documented in a report, please provide narrative explanation and/or documentation of how outcome data is captured.

| **OUTPUTS AS SHOWN IN PROGRAM PLAN** | **OUTPUT STATUS REPORT**  (Actual number of unduplicated persons who received/participated in the output during the reporting period) | **OUTCOMES AS SHOWN IN PROGRAM PLAN** | **OUTCOME STATUS REPORT**  (Actual number and percentage of unduplicated participants who achieved the outcome during the reporting period) |
| --- | --- | --- | --- |
| Service: 50 youth will receive Academic, Career, and Personal Counseling. | Service: At mid year, 54 youth have received counseling services, exceeding 100% of our annual goal.  At year end, 57 youth received counseling services, exceeding 100% of the annual goal. | Outcome 1: 100% will develop an educational plan. | Outcome 1: By mid-year, 100% (54 of 54) of youth served developed an educational plan. At year end, 100% (57 of 57) of youth served developed an educational plan. |
| Outcome 2: 70% will successfully complete the Fall 2020 semester with a “C" or higher. | Outcome 2: By mid-year, 56% (30 of 54) of youth served completed the fall semester with a “C” (2.0 GPA) or higher. |
| Outcome 3: 50% will persist to Fall 2021. | Outcome 3: Outcome will be assessed during the next academic year.  For the 2019-2020 cohort - 75% (42 of 56) of youth persisted from Fall 2019 to Fall 2020. |
|  |  | Outcome 4: 15% will graduate annually and/or transfer within 3 years. | Outcome 4: A total of 10 of 57 students (18%) graduated/transferred during this reporting period. Of the 10 graduates, 6 students (11%) did so within 3 years. |
| Service: 50 youth will receive Case Management and Referral Services. | Service: At mid-year, 54 youth received Case Management and Referral services, meeting the annual goal. | Outcome 5: 80% will follow-up on referrals made to other groups on and off campus. | Outcome 5: By mid-year 45 of 54 students were referred to on and off campus services. Of those 45 students, 35 (78%) followed up on at least one referral.  At year end, 53 of 57 students were referred to on and off campus services. Of those students, 37 (70%) followed up on at least one referral. |
| Service: 50 youth will receive Career Planning Services. | Service: At Mid-year, 37 of 54 program participants utilized Career Planning Services, 69% of the annual goal.  At year end, 43 students received career planning services, 86% of the goal. | Outcome 6: 100% will identify a degree/career goal by the end of the first year. | Outcome 6: By mid-year, 100% (54 of 54) of youth served have identified a degree/career goal.  At year end,100% (57 of 57) of participants have identified a degree/career goal. |
|  |  | Outcome 7: 75% will make satisfactory progress toward completing a minimum of 4 courses from educational plan. | Outcome 7: By mid-year, status ongoing. This outcome will be assessed at the end of the academic year.  At year end, 32 of 57 (56%) of participants made satisfactory progress toward completing 4 or more courses from educational plan. |
| Service: 50 youth will receive Financial Aid/Book Vouchers. | Service: At mid-year, 54 students received bookstore vouchers and/or financial aid. | Outcome 8: 100% will apply for financial aid. | Outcome 8: At mid-year, 98% (53 of 54) of participants applied for financial aid through one of the following applications: the California College Promise Grant application (formerly BOG – Board of Governors Grant/Fee Waiver) and/or FAFSA (Federal Application for Federal Student Aid), and/or CA Dream Act application.  At year end, 98% (56 of 57) of participants applied for financial aid. |
|  |  | Outcome 9: 85% will have access to necessary textbooks. | Outcome 9: By Mid-year, 100% (54 of 54) of program participants were awarded textbook vouchers.  At year end, 100% (57 of 57) of participants were awarded textbook vouchers. |
|  |  | Outcome 10: 75% will report a reduced financial burden of attending college as a result of services provided through the program (i.e. book vouchers and assistance with the College Promise Grant, AB540, and FAFSA applications). | Outcome 10: Of students surveyed (30), 100% reported a reduced financial burden as a result of services provided through the program. |

###### VARIANCE REPORT:

###### Mid-year: Please identify specific outputs or outcomes not on track for being met by year-end. Provide an explanation of the barriers the program is experiencing and the steps the staff is taking to mitigate the situation.

Outcome 2: The COVID-19 pandemic has been the biggest barrier to student success during this reporting period. Program participants continued to struggle academically with succeeding in online college level coursework. Many students withdrew from fall courses to prioritize basic needs, including prioritizing employment or caring for family, or mental and physical health. Many reported a desire to return to college coursework once classes are offered in person, citing difficulties related to succeeding in a fully online environment. Program counselors have conducted multiple outreach attempts to students, encouraging them to repeat at least one class online for the Spring term to improve their GPA and make progress toward their goals. Academic counselors have increased the number of referrals to free resources to mitigate some of these issues, including basic needs resources such as Cares Act Funding, Chromebook loans, food security and housing security resources.

###### Year-end: Please provide an explanation for each output or outcome for which achievement is above or below 10% of the projected target.

Outcome 5: Counselors referred more students to services and also made more overall referrals during this reporting period compared to last year. Last year, 74% of students were referred to services, compared to 95% of students this year. Students experienced an above average number of academic, personal, and financial struggles this year, and while counselors attempted to connect them to resources or services, the program saw a decrease in engagement to follow up on these referrals. Based on enrollment trends, many of the students who did not follow up on the referrals were the students who dropped classes due to challenges faced by the pandemic. The program experienced budget cuts which reduced the staffing and counseling hours available for case management and outreach required to proactively remind students to utilize the services they’ve been referred to.

Outcome 7: The COVID-19 pandemic and decreased program funding have been the biggest barriers to student success during this reporting period. Program participants continued to struggle academically with succeeding in online college level coursework. Many students withdrew from courses to prioritize basic needs, including prioritizing employment or caring for family, or mental and physical health. An above average of students enrolled in the Fall term decided to stop out for Spring classes (8 students compared to 3 last year), some citing full time employment more of a priority than taking classes. Others cited a desire to return to classes once they are back to on-ground due to a variety of issues related to remote learning. Many of these challenges and reasons for dropping classes are highlighted in the program’s Spring survey. Overall, the enrollment trend for this reporting period highlighted the need for some students to enroll in fewer classes due to changing priorities and challenges caused by the COVID-19 pandemic. Counselors worked with students to update their educational plans and refer students to basic needs and other resources.

**SECTION VII: PROPERTY MANAGEMENT**

If this program has entered into a lease agreement with the City of Santa Monica, please provide a status report of facility improvements and routine maintenance performed during the reporting period.

N/A

**By submitting this report to the Housing and Human Services Division, I certify that this report is true, complete and accurate to the best of my knowledge and that all disbursements have been made in compliance with the conditions of the Grantee Agreement and for the purposes indicated.**