CAS

Self-Assessment
Spring, 2010

Portland Community College

TRiO TALENT SEARCH

EDUCATIONAL TALENT SEARCH

Educational Talent Search/TRiO Staff:

Director: Eduardo Martínez Zapata
Advisor: Sylvia Barajas-Everson
Advisor: Melinda Nuñez
Assistant: Doménica Mendoza Bueno

Campus Location:

Rock Creek / Building 5 Room 201

Target Schools Served:

Aloha High School

Beaverton High School

Forest Grove High School

Merlo Station High School

Sunset High School

Five Oaks Middle School

Meadow Park Middle School

Mountain View Middle School

Neil Armstrong Middle School

Whitford Middle School

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June 4th, 2010

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Executive Summary of CAS Review

Educational Talent Search (ETS) is one of the federal TRIO programs, a group of eight outreach programs funded by the U.S. Department of Education that are designed to support and assist students from disadvantaged backgrounds to progress through the academic pipeline from middle school to attainment of a post baccalaureate degree.

The ETS program identifies and assists individuals from disadvantaged backgrounds who have the potential to succeed in higher education. The program provides academic, career and financial counseling to its participants and encourages them to graduate from high school and continue on to the postsecondary institution of their choice.

The goal of ETS is to increase the number of youths from disadvantaged backgrounds who complete high school and enroll in institutions of postsecondary education of their choice.

The ETS program at Portland Community College (PCC) was established in 2002 and is housed at the Rock Creek campus. The program's official name is the Rock Creek Talent Search program (RCTS). RCTS is one of three TRIO programs serving low-income first-generation students through PCC and has served 1,129 students in grades 6 thru 12 since 2003. Six hundred twenty-six (626) have graduated since then.

RCTS was awarded a second five-year grant for 2007-2012 and is funded at $226,600 annually.

Objectives and Performance for the 2008-09 Budget Period (as reported in APR)

Objective (during each budget period)	Proposed	2008-2009
Non-senior grade promotion	96%	97%
High school diploma or GED attainment	90%	95%
Financial aid application filed by "college ready" participants	96%	98%
Postsecondary application filed by "college ready" participants	96%	97%
Postsecondary enrollment by "college ready" participants	77%	82%

Program Services:

Academic advising, assistance completing college admissions applications, assistance completing financial aid and scholarship applications, SAT/ACT preparation, guidance for school reentry or entry to other programs leading to secondary school or GED completion, career

exploration, exposure to college campuses, exposure to cultural events, exposure to academic programs & events, access to technology, parent involvement, mentoring, tutoring, activities benefitting Limited English Proficient students, Senior Summer Institute.

RCTS Middle School students at University of Oregon visit

Thank you so much! I would have been lost as far as getting information and into college. You also exposed me to many universities, which widened my options. As a result it led me to picking the best college for me. THANK YOU!

- RCTS Graduate

RCTS High School students on their way to the Annual PCC Tech Career Day

Findings & Recommendations

1. **Mission – 90% Compliance**

- Review mission periodically
- Improve service to students with disabilities

2. **Program – 97% Compliance**

- Promote healthy behavior
- Increase opportunities for interpersonal relationship building
- Promote spiritual awareness

3. **Leadership – 85% Compliance**

- Improve collaboration with staff and external agencies
- Improve implementation of feedback from assessment
- Inform/include staff in performance assessment of director
- Improve communication of program and college business to staff
- Include staff in student employment process

4. **Organization & Management – 90% Compliance**

- Improve reporting transparency with staff
- Include Dean of Students in staff meetings
- Review policy manual periodically with staff

5. **Human Resources – 96% Compliance**

- Include staff in student employment process
- Improve staff training system

6. **Financial Resources – 89% Compliance**

- Increase in-kind services and other support
- Apply for second ETS grant and combine staff

7. **Facilities, Technology & Equipment – 77% Compliance**

- Leverage additional space through bond construction
- Improve access to private meeting space for program advisors
- Continue to advocate annually for space with target schools

8. **Legal Responsibilities – 100% Compliance**

- Continue to address student privacy and other legal responsibilities regularly

9. **Equity & Access – 97% Compliance**

- Continue to provide equal opportunities for program participants

10. **Campus & External Relations – 94% Compliance**

- Improve collaboration with staff and external agencies
- Update website regularly
- Develop quarterly newsletter

11. **Diversity – 100% Compliance**

- Continue to provide culturally sensitive services

12. **Ethics – 98% Compliance**

- Develop statement of ethical practice & review periodically

13. **Assessment – 78% Compliance**

- Evaluate how program complements PCC mission
- Improve implementation of feedback from assessment
- Regularize program evaluation and assessment

1. Mission and Goals

The RCTS program is a federally funded TRIO program on the PCC Rock Creek campus that serves 600 middle and high school students in the Beaverton and Forest Grove school districts. The RCTS provides direct services to participants at ten target schools (five middle schools and five high schools). At least two-thirds of our students must be both low-income and first-generation. Students fitting this profile are less likely to complete high school and enroll in college than their more advantaged peers. RCTS fills a gap left by parents lacking the skills, knowledge or conviction to compel their children toward higher education. Additionally, the program support schools in the PCC district with the task of successfully serving disadvantaged students through graduation and on to postsecondary education.

> **RCTS Program Mission**
>
> To assist middle and high school students who are low-income and potential first-generation college students, prepare for and enter college by building partnerships with schools and the community and by involving parents.

To that end, RCTS assists with academic, college admission, financial aid and/or career counseling. If needed, the program connects participants with mentoring and tutoring as well as college entrance exam preparation. The program advisors meet with participants to conduct a needs assessment, develop an educational plan and assist them in identifying goals. Participants attend special field trips to colleges and universities, engage in educational workshops, cultural activities, and explore possible career options.

Grant Objectives

I   *Grade promotion grades 6th thru 11th* – 96% of non-senior participants to be served during each budget period will be promoted to the next grade level at the end of each academic school year.

II   *HS Diploma or GED attainment* – 90% of high school seniors (and their equivalents in alternative education programs) will graduate from secondary school or receive a certificate of high school equivalency during each budget period.

III   *Assistance with financial aid application* – 96% of "college ready" project participants will apply for financial aid during each project period.

IV   *Assistance with applying to college* – 96% of "college ready" project participants will apply to postsecondary school admission during each project period.

V   *College enrollment* – 77% of "college ready" participants will enroll in a program of postsecondary education during each project period (or during the next fall term).

RCTS Program Goals

- Encourage, motivate and support participants' academic development through high school graduation

- Assess participants' academic, social and financial needs and assist in developing a plan to address these needs

- Support participants in developing a realistic and effective educational plan for postsecondary education enrollment

- Instill accountability, resilience and determination in program participants

- Provide opportunities for self-discovery, leadership development, and personal growth

- Provide access and exposure to culture and settings of higher education

- Assist participants and parents in developing a relevant appreciation for the benefits of higher education

- Develop relationships with parents, internal and external partners to promote student access to educational, career and personal development opportunities

CAS Core Student Outcomes

- **Intellectual growth**
- **Effective communication**
- **Enhanced self-esteem**
- **Realistic self-appraisal**
- **Clarified values**
- **Career choices**
- **Leadership development**
- **Healthy behavior**
- **Meaningful relationships**
- **Independence**
- **Collaboration**
- **Social responsibility**
- **Satisfying and productive lifestyles**
- **Appreciation of diversity**
- **Spiritual awareness**
- **Personal and educational goals**

RCTS Core Student Services

- **Individual assessment and educational plan**
- **Academic advising**
- **Assistance with college admissions**
- **Financial aid application assistance**
- **SAT/ACT preparation**
- **Career exploration**
- **Exposure to college campuses**
- **Exposure to cultural events**
- **Exposure to academic programs & events**
- **Parent involvement**
- **Mentoring and tutoring**
- **Activities benefitting Limited English Proficient students**
- **Student advocacy**
- **Service learning and leadership development**

Mission: 90% Compliance Score

Though the RCTS mission is clear and regularly shared with students, parents, school partners and internal partners, it is seldom reviewed. This must be addressed and changed so the approach to serving participants remains relevant and reflects changing federal regulations and school environments. Additionally, the CAS self-assessment revealed that program services are seldom adapted for students with disabilities. If the RCTS program is to meet standards of equitable access for all participants, this must also be addressed.

Recommendations:

- Review mission periodically
    - Hold an annual staff retreat that includes a critical review of the program mission
    - Standardize all program publications (including website) to include mission statement
    - Seek feedback from participants and parents on mission statement through end-of-year evaluation forms
- Improve service to students with disabilities
    - Consult with Special Education staff at target schools when developing individualized education development plans for students with disabilities
    - Meet individually with students with disabilities to cover curriculum delivered to groups
    - Refer students with disabilities to disability services either at the secondary or postsecondary level

RCTS Students at a Glance (2008-09)

74%	Low-income & first generation
15%	First-generation only
4%	Low-income only
55%	Latino
21%	White
7%	African American
6%	Asian
1%	American Indian
1%	Native Hawaiian/Pacific Islander
33%	Male
67%	Female
39%	6th—8th Grade
61%	9th—12th Grade & Out of school

My advisor is very easy going, was very patient and liked to help all of us. She always had time for us. She always tried getting us involved.

\- RCTS Participant

RCTS GED students attend Senior Summer Institute

2: Program & Services

The RCTS program plan contains 12 components intentionally designed to address the needs of RCTS participants and achieve RCTS program objectives: 1) academic advising, including Individual Education Development Plan (IEDP); 2) assistance completing college admissions applications; 3) assistance completing financial aid and scholarship applications; 4) guidance for school reentry or entry to other programs leading to secondary school or GED completion; 5) college entrance exam (SAT & ACT) assistance and preparation; 6) career exploration; 7) exposure to college campuses, cultural events, academic programs and other activities; 8) parental involvement; 9) mentoring (for 20 highest risk high school participants); 10) tutoring (for participants struggling in any subject, especially math; for LEP participants; and for middle-school participants); 11) activities that will benefit students who are LEP; 12) summer leadership and academic programs and Senior Summer Institute. The 12 program components have been adapted for the different grade levels. Each grade level has been assigned a theme that is developmentally appropriate and program services and content have been selected to augment that grade's theme. The annual plan of services provides minimum services to be received by grade level as well as elective services that further enrich the educational development of participants and/or address specific individual needs. Parental involvement is encouraged at all grade levels and workshops such as *Transition to High School*, *Financial Aid & Financial Literacy*, and *College Admissions*.

Students, parents, school staff at End of Year Celebration

Recruitment

The RCTS Director and two Advisors are assigned specific schools where they work onsite with participants and target school personnel on an appointed day each week. Referrals come from target middle and high school counselors, teachers, teacher aides, community organization representatives, social workers, and staff from organizations where high school dropouts seeking a GED are referred and where parents of potential participants seek jobs and social services. RCTS staff is responsible for following up on referrals and ensuring that eligibility criteria are met. Each referred student is given a RCTS application form to be filled out by the applicant and her/his parent or guardian. The RCTS staff access students' transcripts at target school using the school districts' electronic

student information system to further assist in the assessment of need for services. Once an applicant demonstrates eligibility, the Director in consultation with the Advisors makes the decision to admit the student. Students are notified by letter and in person by the RCTS Advisor or Director. Eligible student not selected are sent a letter and placed on a waiting list and/or referred to other appropriate educational resources.

Academic Advising

The success of all program services is dependent on the relationship between RCTS participants and their advisor. Professional RCTS staff advises participants on an ongoing basis and at minimum six times each year. Advisors are available one day per week in each of the target schools to provide formal and informal advising, including IEDP monitoring, academic advising/course selection, personal development workshops, and referral to personal counseling. Working with each participant and her/his IEDP, the RCTS Advisor guides and monitors the participant's activities and progress on an ongoing basis. RCTS staff keeps all records regarding the IEDP. The IEDP is a fluid instrument, and as initial needs are met, goals achieved, and new ones revealed, the IEDP is modified to reflect the changes. The RCTS Advisors ensure that participants at all grade levels take the courses they need to be prepared for, admitted to, and succeed in the postsecondary institution of their choice.

Assistance Completing College Admissions Applications

A foundational activity for RCTS is assisting participants in completing and submitting admissions applications to the institution(s) of their choice. Participants applying to postsecondary institutions requiring a formal admissions process receive assistance from RCTS staff in filling out applications and editing letters of application and personal essays. RCTS staff offers workshops on how to write college application essays and admissions' interview techniques for RCTS seniors at each target high school in the fall and January of the year preceding high school graduation. Additionally, RCTS staff advocate for participants with admissions offices to secure application fee waivers or deferrals when necessary.

Assistance Completing Financial Aid & Scholarship Applications

Paying for college is a concern for all students and parents, but is especially an issue for first-generation, low-income students and families. RCTS Advisors, in many cases collaborating with PCC financial aid staff, discuss these issues with participants and their parents on an ongoing basis at the target schools. High school participants and their parents are highly encouraged to attend annual financial aid workshops in December and January. These workshops are conducted bilingually. Workshops are conducted at hours when parents can attend and at locations that are accessible to them (e.g. Centro Cultural). RCTS Advisors work individually with all seniors and GED completers to assist them and their parents in completing and filing the Free Application

for Federal Student Aid (FAFSA). This cohort also must conduct a scholarship search in the fall prior to graduation. RCTS staff assists participants with completing and submitting scholarship applications, including assistance with writing personal essays and submitting letters of recommendation on their behalf.

Guidance for School Reentry

RCTS staff works with the target schools to identify students who have dropped out of high school and would benefit from RCTS. Students are referred to several choices for high school or GED completion such as PCC's high school completion program, the Beaverton School District's (BSD) Early College High School program (ECHS), or one of several GED preparation programs (e.g. BSD GED program, YES, MAP and Gateway to College programs at PCC). RCTS also serves returning adults whom have completed high school or GED by assisting them with the financial aid and admissions processes leading to postsecondary enrollment.

SAT/ACT Assistance and Preparation

RCTS staff assists students in completing and submitting registration forms for the SAT or ACT exams in the spring of their junior or fall of their senior year. The RCTS program procures registration fee waivers from both the College Board and ACT which are distributed to eligible juniors and seniors. Until two years ago, the RCTS program provided SAT preparation courses for juniors and seniors taught by experienced SAT prep instructors from PCC's Community Education Department. Due to constant level-funding and increasing program expenses, this service is no longer available to participants. Instead, the RCTS program pays for SAT/ACT preparation courses for participants on a case-by-case basis.

Career Exploration

All 9th and 10th graders in the RCTS program complete a career exploration activity. RCTS staff assists participants with job shadow and internship placement and arranges visits to local businesses and industry focused on career exploration. Participants are encouraged to complete career tools such as the paper and pencil Career Occupational Preference System (COPS) or the computerized DISCOVER program and interpretation session offered to RCTS students through the Rock Creek Career and College Transfer Center Coordinator. In collaboration with PCC's Student Employment office, the RCTS staff regularly shares resources with participants (e.g. career-related workshops at PCC, summer job opportunities, and handouts on resume writing and interviewing.

Exposure to College Campuses, Cultural Events and Academic Events

Each year, RCTS students participate in a minimum of two field trips and one college campus visit. RCTS staff highly encourages parents to support their child's participation and to be chaperones. Mentors are also encouraged to attend. The RCTS program eliminates any barriers to program services by securing transportation, free event/program admission, meals, and other support as needed. In addition to college campuses RCTS participants are encouraged to attend conferences and events that provide cultural or academic enrichment (e.g. Yo Science, out-of-state Upward Bound Math Science summer programs, Oregon Health Careers Conference, Chicano/Latino Gala, MEChA conference, Women's History Month, Cesar Chavez Leadership Conference, Asian Student Conference, PCC's Pow-Wow, Black History Month events, Portland Art Museum events, Teatro Milagro theatre performances, Lewis & Clark Law Day)

RCTS Middle School students at sustainability conference

Parental Involvement

Parental involvement is critical to students' academic success. RCTS provides parents several avenues though which to learn about their child's participation in RCTS and to get involved in their child's education. Parents take responsibility for their child's involvement in RCTS by signing the RCTS Application and field trip permission forms. The RCTS Director and Advisors contact parents regularly to invite and encourage their participation in RCTS program orientations, chaperone field trips, and attend RCTS activities and workshops, especially those addressing educational goal setting, college and career exploration, and financial aid. As needed, RCTS Advisors conduct home visits and call parents to discuss their child's progress and participation in RCTS.

Mentoring

Another service that was drastically reduced because of perennial flat funding is the mentor program which hired PCC students to act as mentors for RCTS participants. The alternative has been to connect current participants with former participants on a volunteer and case-by-case basis. Additionally, RCTS High School Advisor, Sylvia Barajas-Everson, has developed the

"Teen Bigs" mentorship program where RCTS participants from Aloha High School act as mentors for elementary school children.

Tutoring

Many of the low-income, first-generation students targeted by RCTS are behind their peers academically. RCTS Advisors assess their academic performance and any tutoring needs to ensure they are academically prepared for college. The staff pays particular attention to successful completion of algebra, geometry and algebra II, courses crucial for college acceptance, and to students who are LEP. In addition to advisors providing limited tutoring on a case-by-case basis, students are referred to tutoring programs available at the target schools (e.g. math tutoring provided at Merlo Station High School and Pacific University tutors at Forest Grove High School). RCTS provides bus tickets to participants who need to access tutoring at locations other than their home school.

Activities that Benefit LEP Students

RCTS provides activities and services to ensure that LEP participants and parents are able to benefit from and understand the program. Program materials, website and orientation, financial aid, and admissions workshops are offered in English and Spanish. The Director, one Advisor, and the Administrative Assistant are proficient in Spanish so they can effectively advise and support participants whose first language is Spanish and communicate with parents.

Summer Senior Institute and Leadership Development

RCTS participants completing the 11th grade participate in a day-long institute over the summer or early fall focused on the idea of "making college happen." This event is co-sponsored and organized by all of the pre-college TRIO programs in the Portland Metropolitan Area (i.e. ETS and Upward Bound programs from PCC, PSU, MHCC, IRCO and Multnomah ESD). Participants meet with public and private university admissions representatives, financial aid personnel, and attend an intensive workshop on applying successfully for scholarships. High school participants are encouraged to apply for and attend several leadership and academic camps and summer programs over the summer as well. These include the Hispanic Law Leadership program and the Council for Opportunity in Education's (COE) Student Leadership Institute in Washington D.C., the Upward Bound Math Science summer programs in California, Math and Engineering Camp at Oregon State University, Middle School Summer camp at Willamette University and the Health Career Opportunity Program. The RCTS program pays for transportation for students selected to any of these programs.

Program: 97% Compliance Score

Recommendations:

- Promote healthy behavior
  - o Build partnerships with health agencies (e.g. Virginia Garcia Memorial Health Clinic and the Forest Grove High School Health Center) to conduct workshops for RCTS participants and parents on the theme of healthy behavior
  - o Purchase healthy meals and beverages for participant consumption during RCTS sponsored events
- Increase opportunities for interpersonal relationship building
  - o Develop and implement a day-long activity (e.g. challenge course) for middle school students in early fall focused on interpersonal relationship building and creating cohort bonding
- Promote spiritual awareness through discussion and examination of values and value systems

RCTS graduate at End of Year Celebration

RCTS parents at End of Year Celebration

3. Leadership: 85% Compliance Score

The RCTS Director, Eduardo Martínez Zapata, is fully qualified by virtue of background, education and experience to promote student learning and meet program objectives. There are clear accountability and assessment processes in place, including the Annual Performance Report to the U.S. Department of Education, one-on-one supervision with the Rock Creek Dean of Students, and periodic employee review, including a 360-review. Target school staffs, parents, students, peers and colleagues contribute annually to the assessment of the Director, Advisors and program performance.

The Director has successfully managed the RCTS program fiscally and ensured implementation of events, activities and services that promote academic achievement. The RCTS program has met or exceeded the federally-mandated objectives on a consistent basis since program inception. The Director is responsive to environmental factors threatening quality and effectiveness of program services to students (e.g. advocating for adequate space at target schools and intervening and negotiating a Memorandum of Understanding with the Beaverton School District addressing access to the district's Electronic Student Information System for RCTS Advisors).

The CAS self-assessment revealed the Director should be more inclusive and communicative with staff particularly in the areas of evaluation, program performance and hiring student help.

Due to the complex nature of our service model (Director and Advisors are at different school sites on a regular basis), communication and visibility suffer.

Recommendations:

• Improve collaboration with staff and external agencies

• Improve implementation of feedback from assessment

• Inform/include RCTS staff in performance assessment of director

• Improve communication of program and college business to staff

• Include staff in student employment process

4. Organization & Management: 90% Compliance

As part of the federally funded TRIO programs, RCTS is guided and structured according to the grant proposal, federal regulations and legislation pertaining to the Talent Search program. Additionally, the RCTS follows policies and protocols prescribed by PCC. RCTS policies and procedures are written and contained the RCTS Policy Manual (set of three-ring binders). The policy manual contains a copy of the grant proposal, a list of RCTS staff job responsibilities by position (including job descriptions), approved program budget, evaluation procedures

(including CAS self-assessment guide), federal legislation and regulations (HEOA 1965 as amended through congressional reauthorization, 34 CFR 643.7 and OMB Circulars), PCC Rock Creek organizational structure, all PCC Board policies pertinent to personnel and program management (commencing with the PCC mission), RCTS curriculum and forms, and program outreach and marketing materials. The RCTS Policy Manual is reviewed and amended periodically by the Director to support effective performance.

The RCTS program is evaluated and held accountable through multiple channels. The Annual Performance Report (APR) submitted to the U.S. Department of Education is the primary reporting and assessment tool used by the program. The RCTS Director reports program progress to the Rock Creek Dean of Students through weekly one-on-one meetings and fiscal operation is guided by the Contract and Grants Accounting office through monthly meetings with the accountant assigned to the RCTS grant. Within the program, staff meetings are scheduled weekly for review and planning of program activities. Two all-day planning retreats are scheduled annually, one before the start of the school year to plan for the upcoming year and one at the end of the year to assess the year's achievements and plan summer activities while the two Advisors are off.

While the RCTS program is housed at the Rock Creek campus, delivery of program services takes staff into all 10 target schools in two different school districts each week. Advisors work at the target schools 4 days per week and are on the RC campus one day a week. The Director is at one target school one day per week and at the RC campus four days per week. Therefore, lines of communication and follow-through are special challenges for program staff (staff must maintain regular communication with a large number of counselors, teachers, school staff and respond to two unique sets of institutional policies and procedures as implemented in each of 10 schools).

Despite these potential barriers to being integrated into the PCC community, the RCTS program receives exceptional institutional support and collaboration with other PCC departments is strong.

Recommendations:

- Improve reporting transparency with staff
- Include Dean of Students in staff meetings
- Review policy manual periodically with staff

5. Human Resources: 96% Compliance

The RCTS program is staffed with well-qualified professional staff in terms of background, education and experience in order to achieve the program mission and delivery of quality services to participants. The program relies on the PCC Human Resources department policies and procedures to guarantee effective non-discriminatory recruitment for all positions. Job

descriptions, performance expectations and performance evaluation procedures are in place and followed regularly. The CAS self-assessment revealed, however, that when it comes to student workers, improvement in those areas is needed.

The RCTS staff takes part in regular professional development in order to maximize effective achievement of program goals and objectives. These include a wide variety of staff development opportunities offered by PCC and collaborating agencies (e.g. NELA financial literacy training, OUS Counselor Conference) as well as attending local, regional and national TRIO conferences and/or TRIO training seminars. RCTS staff salaries and benefits are commensurate with similar and comparable positions in the Northwest region.

Recommendations:

- Include staff in student employment process
- Improve student employee training by developing training guidelines & procedures

Staff Development (2008-2009)

Director, Eduardo Martínez Zapata

- Council for Opportunity in Education: Annual Conference – 2008
- Oregon University System (OUS): Regional High School Counselor Conference – 2008
- Northwest Association of Special Programs (NASP): Fall Conference – 2008
- UNLV TRIO Training Institute: Record Keeping, Performance Reporting, & Evaluation – 2009
- Tualatin Valley Fire & Rescue: First Aid and CPR Training – 2009

Advisor, Sylvia Barajas-Everson

- Oregon University System (OUS): Regional High School Counselor Conference – 2008
- ACT Training – 2008
- SWASAP TRIO Training Institute: Student Retention – 2009

Advisor, Melinda Nuñez

- Oregon University System (OUS): Regional High School Counselor Conference – 2008
- SWASAP TRIO Training Institute: Student Retention – 2009
- Tualatin Valley Fire & Rescue: First Aid and CPR Training – 2009

Administrative Assistant, Sophia Sansone

- UNLV TRIO Training Institute: Record Keeping, Performance Reporting, & Evaluation – 2009
- Tualatin Valley Fire & Rescue: First Aid and CPR Training – 2009

6. Financial Resources: 89% Compliance Score

One of the greatest challenges for the RCTS program has been how to continue delivering a quality array of services to participants with a decreasing budget. For the last three years, all TRIO programs have received level-funding, yet operating expenses have continued to grow. Despite this challenge, the RCTS staff has been resilient and innovative in doing the same with less. For instance, while we can no longer afford to hire SAT prep instructors, we have found free online prep courses and assist the neediest students financially with registration fees for prep courses.

The RCTS program could not operate without the support from the Rock Creek Dean of Students. In particular, financial support in covering certain indispensible program expenses such as transportation and registration fees for students.

The RCTS staff continues to look for more affordable or free opportunities to expose students to the world of postsecondary education, culture and academic enrichment. For example, our Middle School Advisor was instrumental in developing the annual Lewis & Clark Law Day experience in which students are transported and fed at that college's expense.

Recommendations:

- Increase in-kind services and other support
- Apply for second ETS grant and combine staff

7. Facilities, Technology & Equipment: 77% Compliance Score

One of the major challenges for the RCTS program has been space both at PCC and at the target schools. While the RCTS staff has enjoyed up-to-date technology and equipment, the Advisors have never had private offices. While there is access to private spaces for counseling, interviewing, advising, etc., the process of scheduling such spaces adds an unnecessary barrier to service delivery. During the last bond construction, the RCTS program was separated from all other student services programs and departments. Since then, the program has been joined by the CAMP program and the BSD's ECHS program. Currently these are the only three programs housed in Building 5 of RC that are part of or are associated with the Student Development division at RC.

At the target schools, given the lack of resources they face and the ever-increasing numbers of students, space is at a premium. The RCTS program has been quite fortunate in securing office spaces or adequate shared space in all target schools. This is a perennial challenge, as priorities change at each school from one year to the next. Keeping a close relationship with school administrators, counseling staff and support staff are crucial for this reason.

Recommendations:

- Leverage additional space through bond construction
- Improve access to private meeting space for program advisors
- Continue to advocate annually for space with target schools

8. Legal Responsibilities: 100% Compliance Score

The RCTS program deals with several legal issues relevant to serving minors in a federally-funded program. In addition to the hierarchy of authority for TRIO programs (approved proposal, APR, OBM circulars, EDGAR, TRIO regulations, legislation), RCTS must make legal assurances that we will comply with such laws as the General Education Provisions Act (GEPA), the Americans with Disabilities Act (ADA) and the Family Educational Right to Privacy Act (FERPA). In addition the RCTS program must abide by state and school district laws and policies relevant to the mode of transporting minors, destination, and supervision.

The RCTS staff regularly attends trainings on such laws and regulations. Additionally, the program ensures that student physical and electronic recordkeeping meets the highest security and privacy standards.

Recommendations:

- Continue to address student privacy and other legal responsibilities regularly

9. Equity and Access: 97% Compliance Score

In accordance with GEPA, RCTS identifies and selects eligible participants without regard to race, color, gender, national origin, or disability. RCTS outreach materials and applications are printed in English and Spanish, and activities including parents are conducted bilingually if necessary. Program activities are conducted at the nearest and most accessible facility to both participants and parents if they are to be involved. By nature, TRIO programs generally deal with equity and access on a daily basis, RCTS is no exception. Program staff regularly advocate for students in their schools for equal opportunity in the academic and extracurricular realms. If discriminatory practices are noticed at target schools, RCTS staff addresses it with school personnel in advocacy of participants. Equal opportunity laws are embedded into the missions of all institutions, including PCC, with which RCTS is involved.

Recommendations:

- Continue to provide equal opportunities for program participants

10. Campus & External Relations: 94% Compliance Score

The RCTS program has established and fostered collaborative relationships with PCC departments, target school and school district personnel, and community agencies. Program advisors have close relationships with school counselors, teachers, administrators and support staff which facilitate the delivery of program services to participants. RCTS staff share and discuss student issues, academic progress, transcripts, test scores and attendance records with counselors and teachers to better serve participants.

The program has also developed cooperative relations with PCC departments in order to provide services or advocate for students. These include Admissions and Registration, Financial Aid, Advising and Counseling, Career Center, Women's Resource Center, Oregon Leadership Institute, Testing, Upward Bound, Sylvania ROOTS program, Food Services, Contract and Grant Accounting, College Assistance Migrant Program and Safety and Risk Services.

Outside PCC, RCTS has developed crucial relationships with agencies, industry and institutions of higher education such as NELA, Adelante Mujeres, Centro Cultural, Oregon Health Career Center, I Have a Dream Foundation, Nike, Intel, PSU, OSU, WOU, SOU, MHCC, Chemeketa CC, UO, OHSU, Pacific University, Linfield College, University of Portland, Lewis & Clark College of Law, and others.

Recommendations:

- Update website regularly
- Develop quarterly newsletter

11. Diversity: 100% Compliance Score

Diversity, multiculturalism and cultural sensitivity are daily facts for RCTS staff. The RCTS program is committed to promoting educational experiences that are characterized by open communication that deepens understanding of one's own identity, culture and heritage and that of others. To that end, every effort is made to include students of all ethnic and racial backgrounds in all program activities, especially cultural events. When staff hears stereotypes, they address it promptly and take the opportunity to help participants learn about the diversity of the human race.

Recommendations:

- Continue to provide culturally sensitive services

12. Ethics: 98% Compliance Score

RCTS staff members adhere to the ethical standards in PCC institutional policy and Standards of Professional Practice, FERPA and Oregon Public Employee standards. Student safety, privacy and protection are of high importance. RCTS staff complies with Safety and Risk Management requirements, mandatory reporting guidelines, FERPA and Institutional Effectiveness human subjects research guidelines.

Recommendations:

- Develop statement of ethical practice & review periodically

13. Assessment: 78% Compliance Score

The RCTS program must conduct a quantitative analysis of performance through the Annual Performance Report (APR). The APR conducted in the fall of each year and combines data from the RCTS database, participant transcripts and the National Student Clearinghouse. The APR clearly indicates the extent to which the program is meeting its mandated objectives.

The RCTS program also surveys students and at the end of each year to determine participant satisfaction with individual activities, program effectiveness and staff performance. While the tools to assess program activities have been developed and are in place, the regularity of their implementation is intermittent. In addition, parents and school staff have been routinely left out of the assessment process.

Recommendations:

- Evaluate how program complements PCC mission
- Improve implementation of feedback from assessment
- Regularize program evaluation and assessment

Supporting Entities for the Educational Talent Search/TRiO Program

Federal/National

TRiO Legislation
TRiO Regulations
EDGAR
U.S. Department of Education
Council for Opportunity in Education (COE)
General Education Provision Act (GEPA)
US Congress

PCC

College Mision
 Values
 Goals
Organizational Chart
Letters of Commitment

Institutional Policy & Departments
 Accounting Manual
 Accounting Office
  Purchasing approval queues
  Contract & Grant Accounting
  Dept. of Ed. Steering Committee
 Affirmative Action Office
 Diversity Statement
 Human Resources
  Hiring policy
  Job classifications & descriptions
  Staff assessments & evaluation
  Staff development & training
 Safety & Risk Management
 Division of Student Dev. (RC & SY)
 RC Counseling
 RC HS Completion
 Transfer Center
 RC Womens Ctr
 RC Employment
 RC Admissions
 IE Director
 Capital Career Center
 Financial Aid
 ENNL
 Dean of Instruction

PCC, continued

PCC Programs
 College Assistance Migrant Prog. (CAMP)
 Multicultural Center
 Sylvania ROOTS Program (SSS)
 Upward Bound
 Oregon Leadership Institute (OLI)
 PAVTEC

PCC Committees & Groups
 Dept. Ed. Steering Committee
 Science & Tech. Hiring Cmtes.
 Diversity Committee
 Upward Bound Advisory Committee
 All Managers Meetings
 RC Leadership Team
 RC All-Campus Leaders
 RC Student Dev. Meetings & Retreats
 In-service Activities
 Student Support & Interface Bond COI

External Partners

Secondary School Districts
 Beaverton School District
 Forest Grove School District
 Administration
 Counselors, Teachers & Staff
 District policy
 District academic calendar
 District school records
 Letters of commitment
 Extracurricular activities

Potsecondary Institutions
 Lewis and Clark College
 OHSU
 Pacific University
 Linfield College
 George Fox University
 OSU
 PSU

Postsecondary Institutions, cont.

 UofO
 WOU
 University of Portland
 Mt. Hood Community College
 Chemeketa Community College

Regional Associations
 NW Assoc. of Special Progs. (NASP)
 Oregon TRiO Association (OTA)
 Portland Area TRiO Directors

Industry
 Intel
 Nike
 Providence Health Systems
 Letters of Commitment

Community Agencies
 Centro Cultural of Wash. Co.
 Adelante Mujeres
 NELA
 Big Brothers Big Sisters
 I Have A Dream Foundation

Part 1: MISSION	Compliance Score:	90%	Score

1.1 A program mission and goals statement is in place and is reviewd periodically. — 2.50

Evidence: Mission statement   APR
Policy & Procedures Manual   PCC Mission
Grant Proposal

1.2 Student Learning, development and educational experiences are incorporated in the mission statement. — 4.00

Evidence: Mission statement

1.3 The mission is consistent with that of the host institution and the CAS standards. — 3.75

Evidence: Mission statement   CAS Self-Assessment Guide
PCC Mission

1.4 The program advocates for equal access to higher education and facilitates educational development. — 4.00

Evidence: Middle & high school specific curriculum
Collaboration with target school personnel (teachers, counselors and administrators)
Advocacy for students transitioning to college
Tutoring, advising and counseling
College application assistance
Finanical aid application assistance
Scholarship search and application assistance
Educational Planning activities (e.g. Individual Education Development Plan)
Career exploration assistance activities
Outreach/orientation sessions
College entrance exam preparation
Exposure to college campuses, cultural events & academic programs
Bilingual staff, program materials and workshops conducted in Spanish
Senior Summer Institute
Guidance for secondary & postsecondary school reentry (e.g. GED and returning adults)
Placement testing
Family involvement

1.5 The program provides an environment that helps students regardless of learning style or background. — 4.00

Evidence: Culturally competent staff
Bilingual staffing
Individualized educational goal setting and planning
Individualized academic advising and counseling
Interactive in-school and after-school workshops
Access to technology
Campus visits, leadership development & cultural events
College entrance exam prep for all students

1.6 The program develops relationships to promote student completion of higher education. — 4.00

Evidence: On-site admissions programming with state universities
Collaboration with PCC student services and academic departments
Collaboration with other local TRiO projects

Relationships with teachers, counselors and administrators at target schools

Relationships with college-level TRiO projects (i.e. SSS)

Relationships with career oriented agencies (INROADS, Intel, PAVTEC)

Parent workshops & involvement

Teen Bigs mentorship program

Relationships with financial aid and scholarship sources (e.g. colleges, NELA, Hispanic Chamber)

Relationships and collaboration with Oregon TRiO Association, NASP and COE

1.7 The program functions as an integral part of the host institution's overall mission.　　　3.00

    Evidence: PCC and ETS mission statements

2.1 The program promotes student learning and development that is purposeful and holistic.   0.00

    Evidence: Intake needs assessment for all students

                Individualized Education Development Plan

                Advising and counseling

                Tutoring and mentoring

                Referral to other agencies & services

                Personal Development workshops

                Themed middle school worshops

                Financial aid, scholarship and essay writing workshops

                Financial literacy workshops

2.2 The program has identified student learning and development outcomes that are relevant to its purpose.   0.00

    Evidence: Program objectives (grant proposal)

                Individualized Education Development Plan

                Intake needs assesments

                Program mission

2.3 The program provides students with opportunities designed to encourage achievement of the identified outcomes.   4.00

    Evidence: Advising and counseling

                Tutoring and mentoring

                Referral to other agencies & services

                Personal Development workshops

                Themed middle school worshops

                Financial aid, scholarship and essay writing workshops

                Financial literacy workshops

                Campus visits

                Conferences (e.g. National College Fair, Cesar Chavez Leadership, Poder de la Mujer, Sustainability)

2.4 The program provides evidence of its impact on the achievement of student learning and development outcomes in the domains checked.

2.4.1 Intellectual Growth   3.50

    Evidence: Advising, counseling and tutoring

                Themed workshops for middle and high school students

                Conferences

                GPA, test scores, academic transcripts

2.4.2 Effective Communication   0.00

    Evidence: Advising and counseling

                After-school workshops

                Personal essays

2.4.3 Enhanced Self-Esteem		0.00

Evidence: Advisng and counseling Attendance records
After-school workshops GPA
Career interest inventories Personal statements
Team-building activities Leadership activities

2.4.4 Realistic Self-Appraisal		4.00

Evidence: Advising and counseling Personal statements
After-school workshops IEDP
Needs assessment

2.4.5 Clarified Values		4.00

Evidence: Personal statements Needs assessment
Advising and counseling IEDP
After-school workshops

2.4.6 Career Choices		4.00

Evidence: Advising and counseling Student employment
After-school workshops Job shadowing
Personal statements Career visits and activities
Needs assessment Volunteer & service learning activities
Career interest inventories School district career development
Career testing Interviews
Career guest speakers

2.4.7 Leadership Development		4.00

Evidence: Oregon Leadership Institute Alumni involvement
Awards and recognitions Summer leadership programs & camps
Leadership conferences
Volunteer activities

2.4.8 Healthy Behavior		0.00

Evidence: Advising and counseling
After-school workshops

2.4.9 Meaningful Interpersonal Relationships		0.00

Evidence: Advising and counseling College visits
After-school workshops Field trips
Leadership & teambuilding activities Extracurricular activities
Parent involvement activities

2.4.10 Independence		4.00

Evidence: Goal setting (IEDP) Financial aid and scholarship advising
Personal statement TRiO Senior Summer Institute
Advising and counseling Summer leadership and academic camps
After-school workshops

2.4.11 Collaboration	3.25

Evidence: Teambuilding activities   Extracurricular activities (e.g. team sports)
Leadership activities   Mentoring
Service/volunteer activities

2.4.12 Social Responsibility	4.00

Evidence: Service and volunteer activities
Mentoring and tutoring
Leadership activities
Cultural activities and conferences

2.4.13 Satisfying and Productive Lifestyle	4.00

Evidence: Advising and counseling   Extracurricular activities
After-school workshops   Leadership activities
Personal statements   Cultural activities
Community & volunteer activities   Career development activities

2.4.14 Appreciate Diversity	4.00

Evidence: Cultural enrichment activities
Leadership activities
College visitaions
Clubs/extracurricular activities

2.4.15 Spiritual Awareness	4.00

Evidence: Advising and counseling
Cultural events
Personal statements

2.4.16 Personal and Educational Goals	4.00

Evidence: Advising and counseling   College visits
IEDP   Career development activities
After-school workshops   Service/volunteer activities
Personal statements   Personal and academic planning
Parent involvement

2.5 Program offerings are intentional, coherent and based on theories of learning and human development.	4.00

Evidence: Grant proposal   Testing
RCTS and PCC missions   Needs assessment
Staff professional development   Staff planning retreats
Advising & counseling   Review of student academic progress
Referral to community agencies   TRIO Senior Summer Institute
Student/parent contract   Summer leadership & academic programs
Staff educational background

2.6 Program offerings are designed to meet the developmental needs of relevant student populations and	4.00

communities.

Evidence: Grade-specific curriculum   Parent involvement

Advising & counseling   Referral to other services

Grant proposal   Mentoring & tutoring

APR   Cultural activities

Campus visits   Summer programs

2.7 Program offerings support the retention and graduation of students.   4.00

Evidence: Advising & counseling   Review of transcripts

IEDP   Summer programs

Grant proposal   Parent involvement

APR   Mentoring & tutoring

Collaboration with target schools   Leadership development activities

Financial and scholarship advising   Student/parent contract

Admissions application assistance   Course selection advising

College visits   Career goal development

Part 3: LEADERSHIP   **Compliance Score:**   **0%**   **Score**

3.1 The host institution has selected, positioned, and empowered a program leader.   0.00

    Evidence: PCC organizational chart   Professional development

                 Job description   Service on campus committees

                 Grant proposal   Trainings for managers through staff development

                 PCC human resources policies   RCLT and all-managers meetings

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3.2 Program leaders at all levels are qualified on the bases of education, experience, competence, and
professional credentials.   0.00

    Evidence: Grant proposal   Trainings for managers through staff development

                 Job description   Meetings with area TRIO Directors

                 Curriculum vitae

                 PCC HR policies

3.3 Program leaders apply effective practices that promote student learning and institutional effectiveness.

    Evidence: Grant proposal   0.00

                 APR

                 Program planning and curriculum development and review

                 RCTS policy manual

3.4 Clearly defined leader accountability expectations are in place.

    Evidence: Grant proposal   Supervision by superior   0.00

                 Job description   Periodic employee performance evaluation

                 Contract and Grant Accounting oversight   PCC Management Handbook

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3.5 Leader performance is fairly assessed on a regular basis.   0.00

    Evidence: Periodic employee performance evaluation

                 360 review of performance

                 One-on-one supervistion with superior

                 Student evaluations

3.6 The leader exercises authority over program resources and uses them effectively.   0.00

    Evidence: Grant proposal   Monthly budget review

                 Budget development and monitoring   Purchasing monitoring

                 RCTS policy manual   Contract and Grant Accounting oversight

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3.7 The program leader . . .

3.7a articulates an organizational vision and goals that include promotion of student learning and
development based on the needs of the population served.   0.00

    Evidence: Grant proposal   Collaboration with PCC departments

                 RCTS mission statement   Collaboration with outside agencies

                 Program planning   Staff meetings and planning retreats

                 Outreach/marketing materials   ETS website

                 Collaboration with target schools

3.7b prescribes and practices appropriate ethical behavior.		0.00
Evidence:	Grant proposal	School districts' policies
	Federal legislation and regulations	Manager trainings through staff development
	PCC policies	PCC Management Handbook
	RCTS policy manual	

3.7c recruits, selects, supervises, instructs, and coordinates staff members.		0.00
Evidence:	PCC HR policies	Staff curricula vitae
	Grant proposal	Communication and visits to target schools
	Job descriptions	Staff meetings
	RCTS policy manual	Staff supervision and evaluation

3.7d manages fiscal, physical, and human resources effectively.		0.00
Evidence:	Grant proposal	Staff performance evaluations
	RCTS policy manual	Office supply and equipment inventory
	Budget development and review	Weekly staff meetings
	APR	Budget changes/revisions

3.7e applies effective practices to educational and administrative processes.		0.00
Evidence:	Grant proposal	Professional development
	RCTS policy manual	Collaboration with area TRIO Directors
	PCC policies	

3.8 Communicates effectively and initiates collaborations with individuals and agencies to enhance program functions.		0.00
Evidence:	Relations with school district personnel	Relations with colleges and universities
	Grant proposal	Annual report to school principals
	Collaboration with area TRIO Directors	Participation in NASP and COE
	Relations with area agencies and industry	Weekly staff meetings and supervision

3.9 The leader deals effectively with individuals and environmental conditions that inhibit goal achievement.	0.00
Evidence: Grant proposal	
Staff supervision	
Weekly staff meetings	
Program advocacy with target schools	

3.10 The leader encourages campus environments that promote multiple opportunities for student learning and development.	0.00
Evidence: Service on campus committees	
Collaboration with PCC departments	

3.11 The leader strives to improve the program in response to evolving student needs an institutional priorities.		0.00
Evidence:	APR	CAS self-assessment
	Student evaluations of program	Weekly staff meetings

RCTS policy manual	Weekly meetings w/ superior
Staff professional development	Review of student IEDP and transcripts

Part 4: ORGANIZATION and MANAGEMENT	Compliance Score:	0%	Score

4.1 The program is structured purposefully and managed effectively.   0.00

    Evidence: Grant proposal   APR

Evidence: Grant proposal	APR
RCTS policy manual	Contract and Grant Accounting oversight
RCTS mission	TRIO Director meetings
RCTS budget	Staff supervision and evaluation
Federal legislation and regulations	RCTS curriculum development
PCC policy	
Weekly staff meetings	

4.2 Written policies, procedures, performance expectations, workflow graphics, and clearly stated delivery expectations are in place.   0.00

Evidence: Grant proposal	Job descriptions for all positions
RCTS policy manual	RCTS and PCC missions
PCC policy	PCC Financial Services policies
Staff supervision and evaluation	

4.3 Effective management practice exists that includes access to and use of relevant data, clear channels of authority, and viable communications, accountability, and evaluation systems.   0.00

Evidence: Grant proposal	Job descriptions for all positions
RCTS policy manual	RCTS and PCC missions
PCC policy	PCC Financial Services policies
Staff supervision and evaluation	Staff meeting minutes
Student physical files	IEDP
Student database	Student test scores and transcripts
School district perfomance data	

4.4 Channels are in place for regular review of administrative policies and procedures.   0.00

Evidence: Weekly staff meetings	PCC financial services audits
CAS self-assessment	APR
Planning retreats	RCTS policy manual

4.5 The program is placed within the organization so that it can promote cooperation and develop support of senior administrators.   0.00

Evidence: Service on campus committees	Participation in RCLT and all managers mtgs.
Collaboration with PCC departments	Staff participation in PCC in-service
Presentations to the PCC board	PCC organizational chart

Part 5: HUMAN RESOURCES	Compliance Score:	0%	Score

5.1 The program is staffed adequately with personnel qualified to accomplish its mission. — 0.00

> **Evidence:** Grant proposal
> Staff curricula vitae
> RCTS policy manual
> Job descriptions

5.2 Procedures are in place for staff selection, training, evaluation; supervision, and professional development opportunities. — 0.00

> **Evidence:** PCC HR policies   Staff curricula vitae
> Grant proposal   Communication and visits to target schools
> Job descriptions   Staff meetings
> RCTS policy manual   Staff supervision and evaluation
> PCC Staff Development trainings

5.3 The program strives to improve the professional competence and skills of all staff members. — 0.00

> **Evidence:** Grant proposal   Staff Development grant proposals & awards
> Conference attendence by staff   Manager's trainings by staff development
> Attendance in TRIO Training Institutes

5.4 Professional staff members hold either a relevant graduate degree or possess an appropriate combination of formal education and related work experience. — 0.00

> **Evidence:** Grant proposal   Trainings for managers through staff development
> Job description   Meetings with area TRIO Directors
> Curriculum vitae   PCC HR policies

5.5 Degree or credential-seeking interns are qualified by enrollment in an appropriate field of study and by relevant experience and are trained and supervised by professional staff members with appropriate credentials and work experience. — NR

5.6 Student employees and volunteers are carefully selected, trained, supervised, and evaluated and have access to a qualified supervisor for guidance when exposed to situation beyond their training. — 0.00

> **Evidence:** Job descriptions   PCC HR policy
> Job postings on MyPCC   Financial Aid/Work Study procedures
> Student employee resumes

5.7 Student employees and volunteers are provided precise job descriptions, pre-service training, and continuing staff development. — 0.00

> **Evidence:** Job descriptions
> Database and filing system guidelines

5.8 Technologically trained and proficient staff members who are knowledgeable of ethical and legal uses of technology are in place to carry out essential program functions. — 0.00

> **Evidence:** RCTS policy manual   PCC user policies

Job descriptions   PCC ITS trainings for staff
Staff curricula vitae

5.9 Staffing and workload levels are adequate and appropriate to meet the demands placed on the program
by students and other constituents.   0.00

Evidence: Grant proposal   Weekly staff meetings
APR   RCTS calendar of events
Program planning retreats   Staff schedules

5.10 Staff member compensation is commensurate with those in comparable positions in comparable
institutions and situations in the relevant geographical region.   0.00

Evidence: Job descriptions/postings   PCC salary schedules
COE salary study   PCC benefits packages

5.11 Hiring and promotion practices are fair, inclusive, and non-discriminatory.   0.00

Evidence: PCC HR/AA policy   Job descriptions
Grant proposal   Federal & state EOE laws

5.12 A diverse program staff is in place that provides readily identifiable role models for students.   0.00

Evidence: RCTS staff backgrounds
Grant proposal

5.13 Position descriptions for all staff members are in place and used for performance appraisal and
planning purposes.   0.00

Evidence: Grant proposal   Staff performance evaluations
PCC HR policy   RCTS policy manual
Program personnel files

5.14 The program has a system for regular staff evaluation.   0.00

Evidence: PCC HR policy   RCTS policy manual
Grant proposal   Program personnel files

5.15 The program provides staff members with continuing education and professional development
opportunities including in-service programs and professional conferences and workshops.   0.00

Evidence: Grant proposal   Staff attendance in local, regional and
PCC Staff Development trainings   national TRIO confrences
Staff participation in PCC In-service   TRIO Training Institute attendance by staff
Financial Aid, ACT and OUS trainings

5.16 Staff have knowledge and experience in working with traditionally underrepresented college student
populations.   0.00

Evidence: Grant proposal   Staff performance evaluations
Staff curricula vitae   Staff personal backgrounds
High staff retention

Part 6: FINANCIAL RESOURCES   **Compliance Score:**   **0%**   **Score**

6.1 The program has adequate funding to accomplish its mission and goals.   0.00

    Evidence: Grant Award Notifications (GANs)   Institutional support (in-kind)

                  Institutional support (direct funding)   School district support (in-kind)

                  College Board (SAT) and ACT fee waivers   Admissions fee waivers from 4-year insts.

6.2 Funding priorities are determined within the context of program mission, student needs, and available

fiscal resources.   0.00

    Evidence: Grant proposal

                  Budget development and review

                  Contract and Grant Accounting oversight

6.3 The program demonstrates fiscal responsibility and cost effectiveness consistent with institutional

protocols.   0.00

    Evidence: Grant proposal   Internal and external audits

                  OMB Circulars   Contract and Grant Accounting oversight

                  Budget tracking and documentation

Part 7: FACILITIES, TECHNOLOGY, and EQUIPMENT Compliance Score: 0% Score

7.1 The program has adequate, suitably located facilities, technology, and equipment to support its mission. 0.00

    Evidence: Network, internet, and webpage support Program office space shared with CAMP program

                     Secure student database

                     PCC IT support

7.2 Program facilities, technology, and equipment is evaluated regularly. 0.00

    Evidence: PCC ITS support

                     Bi-annual program planning retreat

                     Support from Student Development Office

7.3 Facilities, technology, and equipment is in compliance with relevant legal and institutional requirements
that ensure access, health, safety, and security of students and other users. 0.00

    Evidence: FERPA compliance ADA compliant accessibility

                     Locking file cabinets Secure student database

                     Safety and Risk Management oversight

7.4 Staff have access to private and accessible offices.

    Evidence: PCC room availability 0.00

                     PCC compliance with OSHA and ADA

Part 8: LEGAL RESPONSIBILITIES   Compliance Score: 0%   Score

8.1 Program staff members are knowledgeable about and response to laws and regulations relevant to their
respective responsibilities.   0.00

    Evidence: Federal legislation and regulations   NASP

             Grant proposal   TRIO listserv

             RCTS policy manual   TRIO directors group

             Safety & Risk Management policies   Field trip permission/release forms

             ADA, FERPA, GEPA   TRIO/COE training, publications & website

             Contract and Grant Accounting oversight

8.2 Staff members inform users and officials of legal obligations and limitations associated with
implementing the program.   0.00

    Evidence: PCC policies   RCTS Application and field trip forms

             FERPA   School district policies

             Grant proposal   Criminal background checks

             RCTS policy manual

8.3 Staff members use informed practice to limit the liability exposure of the institution and its personnel.   0.00

    Evidence: PCC policies   RCTS Application and field trip forms

             FERPA   School district policies

             Grant proposal   Criminal background checks

             RCTS policy manual   Locked filing system

             Secure student database   TRIO/COE trainings

8.4 Staff members are informed about institutional policies regarding personal liability and related insurance
coverage options.   0.00

    Evidence: PCC policies   Permission forms

             Risk and Safety Management procedures   Staff development trainings

             FERPA   ADA, GEPA

             PCC student code of conduct

8.5 Legal advice is available to staff members as needed to carry out assigned responsibilities.

    Evidence: PCC AA Office   PCC Contract Lawyers   0.00

             Risk and Safety Management   COE

             HR & Union Reps.   Contract & Grant Accounting

8.6 Both staff and students are informed in systematic fashion about extraordinary or changing legal
obligations and potential liabilities.   0.00

    Evidence: U.S. ED. and COE updates   TRIO listserv

             Contract and Grant Accounting   School district staff meetings

             PCC inservice   Weekly staff meetings

             Manager's meetings   Parent/student communications

Part 9. EQUITY AND ACCESS   **Compliance Score:**   **0%**   **Score**

9.1 All programs and services are provided on a fair and equitable basis.   0.00

    Evidence: Grant proposal   Eligibility criteria
                 GEPA   mission
                 APR   PCC policies
                 Weekly staff meetings   Federal legislatino and regulations
                 Intake and needs assessment process

9.2 All program facilities and services are accessible to prospective user   0.00

    Evidence: Grant proposal   School district policies
                 PCC mission   PCC policies
                 RCTS policy manual   ADA
                 Student advocacy   Billingual marketing and applications
                 Advising and counseling   Parent involvement

9.3 Program operations and delivery are responsive to the needs of all students and other users.   0.00

    Evidence: Student advocacy   Testing
                 School outreach   IEDP
                 Parent outreach   RCTS mission
                 Weekly staff meetings and supervision   PCC mission

9.4 All services adhere to the spirit and intent of equal opportunity laws.   0.00

    Evidence: PCC policy   RCTS policy manual
                 PCC mission   School district policies
                 Grant proposal   Campus visits
                 Testing   Grade-specific curriculum

9.5 Program policies and practices do not discriminate against any potential users.   0.00

    Evidence: Grant proposal   PCC policy
                 GEPA   PCC mission
                 Federal TRIO legs. & regs.   Application and eligibility process

9.6 The program acts to remedy imbalances in student participation and staffing   0.00

    Evidence: Grant proposal   Intentional recruitment of participants
                 PCC policy   Literature on gender disparities in H.E.
                 Weekly staff meetings

9.7 Services are conveniently available and accessible to distance learner students or arrangements have
been made for students to have access to related services in their geographical area.   NR

Part 10. CAMPUS and EXTERNAL RELATIONS   **Compliance Score:**   **0%**   **Score**

10.1 The program has established, maintained, and promoted effective relations with relevant campus and external individuals and agencies.   0.00

    Evidence: Letters of support for grant

           Collaboration with supporting entities to facilitate services to participants

           Service on campus and external committees & boards

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10.2 The program regularly communicates about their mission and services to the institution, and to communities, agencies and schools.   0.00

    Evidence: Marketing materials & website   Parent involvement

           Media releases   Participation in target school mtgs. & events

           Outreach and recruitment efforts

Part 11. DIVERSITY **Compliance Score:** **0%** **Score**

11.1 The program nurtures environments wherein commonalties and differences among people are recognized and honored. 0.00

Evidence: PCC mission Campus visits

RCTS mission Diverse program staff

Advising and counseling Cultural events

Leadership development programs/camps Extracurricular involvement (clubs)

11.2 The program promotes experiences characterized by open communication that deepens understanding of identity, culture, and heritage. 0.00

Evidence: Advising and counseling Student advocacy

Teambuilding activities Parent involvement

Summer programs/camps Personal statements

Bilingual program materials and activities Mentoring and tutoring

11.3 The program promotes respect for commonalities and differences in historical and cultural contexts. 0.00

Evidence: Bilingual program materials and activities Advising and counseling

Cultural events Diverse program staff

Summer programs/camps

11.4 The program addresses characteristics and needs of diverse populations when establishing and implementing policies and procedures. 0.00

Evidence: Grant proposal

APR

PCC mission

Part 12. ETHICS	Compliance Score:	0%	Score

12.1 All program staff members adhere to the principles of ethical behavior adopted, published, and disseminated by the program to guide ethical practice.

0.00

    Evidence: PCC policies   FERPA

                  Standards of Professional Behavior   Oregon Public Employees standards

                  Ethics workshop for PCC managers   Weekly staff meetings

                  RCTS policy manual

12.2 The program has a written statement of ethical practice that is reviewed periodically.

0.00

    Evidence: PCC mission

                  RCTS mission

12.3 Privacy and confidentiality are maintained with respect to all communications and records to the extent protected under the law and program statements of ethical practice.

0.00

    Evidence: FERPA training

                  Secure database

                  Locked filing system

12.4 Information contained in students' education records is never disclosed without written consent except as allowed by law and institutional policy.

0.00

    Evidence: RCTS application parent & student contract

                  MOU with Beaverton School District

                  FERPA

12.5 Information judged to be of an emergency nature when an individual's safety or that of others in involved is disclose to appropriate authorities.

0.00

    Evidence: RCTS application and permission forms

                  FERPA

                  Mandatory reporting regulations

12.6 All staff members comply with the institution's human subjects research and other policies addressing confidentiality of research data concerning individuals.

0.00

    Evidence: PCC Institutional Effectiveness

                  Federal legs. & regs.

                  School district policies

12.7 Staff members avoid personal conflicts of interest or appearance thereof in transactions with students and others.

0.00

    Evidence: PCC reimbursement procedures   PCC policies

                  Contract and Grant Accounting oversight   Federation contracts

                  Management handbook

12.8 Staff members strive to ensure the fair, objective, and impartial treatment of all persons with whom they deal and do not condone or participate in behavior that demeans persons or creates an intimidating, hostile, or offensive campus environment.   0.00

Evidence: Student advocacy   PCC policies (esp. AA)
Weekly staff meetings   Grant proposal
Teambuilding activities   Management handbook
Eligibility criteria

12.9 Staff members ensure that funds are managed in accordance with established institutional fiscal accounting procedures, policies, and processes.   0.00

Evidence: OMB Circulars
Contract and Grant Accounting oversight
PCC accounting & purchasing policies
Internal fiscal audits

12.10 All staff members perform assigned duties within the limits of training, expertise, and competence and when these limits are exceeded referrals are made to persons possessing appropriate qualifications.   0.00

Evidence: PCC Advising and Counseling   Job descriptions
PCC Financial Aid   Staff curricula vitae
PCC Testing   School district policies and staff

12.11 Staff members confront and otherwise hold accountable others who exhibit unethical behavior.   0.00

Evidence: Student discipline   Federation contracts
Weekly staff meetings   Management handbook
Staff supervision and evaluation

12.12 Staff members practice ethical behavior in the use of technology.   0.00

Evidence: PCC policies
School district policies

Part 13. ASSESSMENT AND EVALUATION   **Compliance Score:**   **0%**   **Score**

13.1 The program conducts regular assessment and evaluations and employs both qualitative and quantitative methodologies to determine how effectively its stated mission and student learning and development outcomes are being met.   0.00

    Evidence: PCC banner reports   APR

                 RCTS policy manual   Test scores

                 Biannual planning retreats   GPA

                 School records   National Student Clearinghouse reports

                 Student evaluation forms

13.2 The assessment process employs measures that ensure comprehensiveness and data collected include responses from students and other affected constituencies.   0.00

    Evidence: Student evaluation of activities and end-of-year evaluation

13.3 The program evaluates periodically how well it complements and enhances the institution's stated mission and educational effectiveness.   0.00

    Evidence: Grant proposal

                 RCTS policy manual

                 Biannual planning retreats

13.4 Results of these evaluations are used to revise and improve the program and to recognize staff performance.   0.00

    Evidence: APR

                 Biannual planning retreats

                 PCC mission

                 RCTS mission