



MI FAMILIA

A Blueprint

Fall 2021

Cheo Massion, Erick Muñoz, Tania Requenes, and Caitlin Rolston

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Foreword

This work was undertaken to provide all students, with special emphasis on our Latinx population, the support to achieve their goals and aspirations at College of Marin.

Cheo Massion, Caitlin Rolston, Erick Muñoz, and Tania Requeses started working on this project in August 2021. The team began by researching Latinx leaning communities across different Community Colleges in California, and then turned its attention to existing programs and learning communities on our campus. Throughout the process, the team interviewed 25 campus individuals and programs to better comprehend what services and supports need to be created, which already exist and can be leveraged, and what resources should be appropriated.

In order to ascertain the array of services and support that might be needed, the team worked through student case studies. For more details, please see Appendix A

The work undertaken was done in alignment with our Educational Master Plan. To see what goals this program would support, please see Appendix B

One persistent question from campus constituents was how MF differs from Puente, and we have provided a detailed explanation in Appendix C

We intend to track program impact through a variety of measures including data collection, SARS, PRIE, self-reported evaluations, academic retention and persistence rates. For a more detailed explanation on program assessment please see appendix D.

Their findings and key recommendations are below.

Mi Familia: Latinx Learning and Alliance Community

At College of Marin, My Familia is a physical space, resource center, and community for Latinx and all students and staff, including all levels of ESL students and their families. Mi Familia welcomes the larger community of all COM students and staff.

Cultural Experiences: Mi Familia provides access to cultural activities that celebrate Latinx history and heritage, including speakers, activism and community engagement, art, food, music and more.

Academic Services: Mi Familia bridges to and collaborates with established COM learning communities (Puente, UMOJA, MAPS, STEM).

Mi Familia staff and resources bridge with other academic services such as group study, The Tutoring Center, ESL Lab and support, services like the EOPS/CARE/CalWORKs, Transfer Center and counseling. Counseling and other services are provided in Spanish. MF also connects to off-campus groups (like 10,000 Degrees) to provide non-duplicated but extensive support to students. In addition, COM faculty use the center and resources to better engage Latinx students in their respective disciplines.

Social Services: Mi Familia connects students to resources such as tax preparation advice, legal and immigration advice, career services, and job opportunities.

Goals of the My Familia program and resources:

- Providing social events to engage the Latinx and extended COM community for inclusion and cultural experiences.
- Examining the persistence of incoming college students participating in the program and equipping these students with the tools needed for successful educational program completion.
- Clarifying a pipeline of support that includes student services, financial aid, and learning communities, the workgroup seeks to increase educational equity for all students that center around community building and cultivating a sense of belonging.
- Empowering all Latinx students throughout their academic journey at College of Marin.
- Empowering specifically the ESLN student to learn English better and create a sense of belonging to the larger college community.

Mi Familia Guiding Principles and Values

We recognize:

- **the complexity of our students' identity** by welcoming and celebrating all racial, cultural and ethnic backgrounds, all genders and sexual orientations, many languages and lived experiences.
- **the beauty, power and creativity** of these experiences, which provide an existing reservoir of resources and competencies from which all students can draw.
- **the potential of hopes, dreams, and goals** and the fact that each student has the capacity to grow and change, reaching their academic aspirations
- **the importance of solidarity and connection** within our campus and broader community to foster a sense of belonging and equitable opportunities for all students

Who Does Mi Familia Serve?

Mi Familia services the entire Latinx population (32%) of College of Marin and welcomes all students. Within our general intentionality we will be focusing on particular group of students thus far identified as being under-served and under-resourced students in need of greater support to achieve goals.

- Adult Credit & non-credit ESL
- Recent HS graduates in credit & non-credit ESL
- Young Latinx male students
- Recently arrived students graduating early under AB 2121
- Generation 1.5- diaspora of Latinx students from Marin & East Bay
- Returning students
- Working students

* In order to better understand what kinds of services & supports MF offers please see Appendix for specific student case studies.

Space

- Must have a physical space
- Within space – comfortable chairs, study tables, folding chairs (for events / speakers)
- Office space for privacy
- Kitchenette/sink
- On walls – students see themselves reflected
- Time that space is open – day hours
- ESL instructors reiterated that evening is a must and is neglected at the college, and hopefully some Saturday hours with services (ESL classes are days, evenings and Saturdays)

Staffing

- (1) full-time coordinator (classified staff)
 - Attributes: bilingual, huge, compassionate heart, understands immigrant experience, helpful if knowledgeable about COM services and programs, but can be trained on these
 - A great listener, a risk taker / innovator
- (.5) administrative support (Opportunity to coordinate admin support with other learning communities.)
- Units for Faculty Advisors (5 Units)
- Paid student workers / work study
- Dedicated but rotating counselor for 16 hours a week

Coordination & Collaboration with other LCs / Academic Programs

- Definition and function of learning communities at College of Marin varies widely, and students may move fluidly between learning communities and belong to more than one. It is in the best interests of all the learning communities to collaborate on events and programs, act as funnels to each other and refer students to them.
- Specific Examples
 - CTE: MF refers MF to classes and careers in CTE via presentations and referrals
 - ESL: MF provides information about bridging from ESL courses to an academic or career pathway at College of Marin and provides a cultural, academic, and social space for ESL students to feel they are part of COM campus life.
 - UMOJA: MF Collaborate with Umoja to promote speakers and events geared toward inclusion and equity for BIPOC COM students. Students' multiple identities and needs can be served by both LCs.
 - Puente: MF Collaborate with Puente to promote and sponsor events for Latinx students, families, and community, especially in Spanish. MF funnels students to Puente once they reach transfer-level courses.
 - STEM: MF Promotes stem careers and majors to MF students and collaborates with STEM to increase Latinx participation in STEM.

Linked & Associated Courses

- Counseling Class: College Orientation - Encourage, empower, and support students to explore and develop post-secondary options and pathways offered at College of Marin for both credit and non-credit students.
 - An overview of the concepts and significance of factors that contribute to success in college. Factors to be explored include social awareness, cultural identity, goal setting, educational planning, and college resources.
 - Assists students to identify their educational goals and plan their course to achieve success at College of Marin. Topics include college policies and procedures, programs and services, expectations and requirements as well as the campus facilities, student's rights and responsibilities.
 - Introduction to the nature, purpose and application of noncredit studies and programs at College of Marin. Topics include the range and variety of noncredit studies, contrast to credit studies, expectations for noncredit students, and introduction to the college's services for noncredit students' success.
- Associated instructors develop classes and curriculum to serve MF students. MF-specific courses taught by MF-associated instructors are promoted within the MF space. Courses are not required, but encouraged, and are not limited to MF participants. Examples:
 - HUM101 MF– including a HUM101 for ESL
 - Integrate with ESL Summer Bridge
 - Ethnic Studies (History of Latinos in US, History of Lat.Am.)
 - ESL and 98/120SL
 - Spanish -- Spanish courses for native or heritage speakers.
 - Career exploration – Voc Tech
 - Solicit disciplines and instructors to focus curriculum on Latinx experience

Coordination & Collaboration with Services on Campus

- Helping students navigate and access the different student services on campus. MF does not duplicate any existing service, but connects students to these services.

My Familia works with:

- EOPS
 - Identify and encourage all eligible students to apply to EOPS
 - EOPS to host informational workshop in our space that reviews services and eligibility requirements
 - CARE & CalWORKS
 - Staff of CalWORKS presents informational workshops that reviews services and eligibility requirements; workshops are video recorded and logged in a video file folder for any student to access – at the center or remotely
 - EOPS staff to connect non-EOPS eligible Latinx students to MF
- Career Services
 - Connect and encourage students to attend career speaker series (some of these workshops can be hosted in our space)

- Refer students to COM's online job board
- Promote events like to the job fair and other career related workshops to MF students (MF to have a bulletin with flyers prompting these events)
- Invite Alina to present on Career Technical Education or CTE programs
- Counseling
 - Encourage all students to meet with a counselor to develop student education plan (SEP)
 - Recommend students enroll in a counseling class (ideally, we have a non-credit counseling class with the goal to Encourage, empower, and students to explore and develop post-secondary options and plans while also reviewing academic success strategies)
 - Counselors can also direct and connect students they meet with to MF
- Transfer Center
 - Encourage students to visit Transfer Center website; MF to promote this (lots of great info here)
 - Invite students to join workshops and events hosted by transfer center (Ask transfer center to host of their info workshops in Spanish – this can be done by one of the Spanish speaking counselors)
 - Encourage students to sign up for the transfer newsletter, so that students receive information about transfer and career!
- Psychological Services
 - MF refers students to psych. services
 - MF promotes Spanish-speaking/bilingual psych. counseling
 - MF hosts workshops from psych services
- Tutoring & Learning Lab
- Enrollment Services
- Resource Speaker Series
 - Financial Aid
 - Financial Aid comes to the center on a regular basis, but varied schedule so that FA reaches as many students as possible (Monday 2-3pm, Wed 9am-10am; following week evening hours, etc.)
 - Encourage MF students to attend FA workshops hosted by COM & 10KD
 - Encourage students to apply for FAFSA/CADA and COM scholarships if eligible. ES, 10KD and MF staff to support with these applications.
 - Encourage MF students to apply for Work Study positions if eligible
 - SAS
 - SAS staff to host informational presentation on their services and eligibility requirements. Presentations are video recorded and logged in a video file folder for any student to access – at the center or remotely (on our website)
 - MF to connect students to SAS as needed
 - Psychological Services
 - Psychological services staff to host informational presentation on their services and eligibility requirements. Presentations are video recorded and logged in a

video file folder for any student to access – at the center or remotely (on our website)

- Connect students to Aneissa Rosas-Sanchez- bilingual school psychologist

Serving Special Populations

- Outreach and create partnerships with High schools. Provide workshops information and create a soft hand warm off to community college counselors.
- Create partnerships with other higher education institutions to collaborate on events (SFSU and Sonoma State) Dream Center ([Sonoma Dream Center](#)) + ([SFSU Dream Center](#)).
- Services and resources for undocumented students - “To provide information, support resources, and academic counseling to new and continuing migrant students in overcoming and assisting students in the completion of their educational goals in a safe and confidential environment”.
- “Dream Center Lite” - Assistant students with:
 - AB 540 and resident reclassification forms and petitions
 - Financial Aid information and services (California Dream Act app) Workshops and scholarship/ internship information (Free or low-cost services such as legal services)
- Connect non-AB540 students to grants, scholarships, paid internships ([ELF Foundation](#)).
- UndocuAlly training program for Faculty and Staff (undocumented action week in Oct)
- Mental health services (Culturally responsive) (e.g., Clinical de la Raza).
- Immigration services – visiting, but also bridging out to other resources such as Canal Alliance immigration and legal services.
 - Alina Verona had a question / how can we/MF/COM develop more of these services in-house, and not always bridge out to the greater community.

Coordination & Collaboration with Outside Community Groups

- 10,000 Degrees
 - Invite 10,000 Degrees to host office hours in MF space. This would bring Latinx/firs-generation students to this space and invite them to be participants of this learning community. 10KD supports close to 300 students COM students that predominantly identify as Latinx.
 - Connect students to 10,000 Degrees financial aid workshops both virtually and in person
 - 10,000 Degrees to provide in depth presentation on financial aid and eligibility requirements, particularly around AB540 status.
 - Invite students to visit virtual resources on the 10,000 Degrees webpage
- Canal Alliance
 - Invite Canal Alliance to visit our physical space to provide Immigration Legal Services
 - Connect students interested in construction to Canal Alliance’s Construction Skills Certificate Program
 - Refer students to Canal Alliance as needed
- Business community / internships / job opportunities
 - Advertise in the county that employers can submit job postings with the center’ students access this information easily / facilitates their job searches

Events and Guest Speakers

Speakers

- Sponsor (or Co-sponsor with Umoja/Puente) monthly or quarterly equity speakers and events
- Monthly Latinx COM Student Speakers Series (use Designing Our Destinies as a model) be sure to recruit back Ss who have graduated from COM and are now at 4-year university, or working in their career
- Professional speaker series: events with community leaders and prominent Latinx community members (i.e., business owners, local authors)
- Potential for semester-long themes: a focused topic for all speakers, events and workshops; for example, one semester – everything focused on Immigration issues, problems, solutions; next semester, focused on professional Latinx speakers, what it took for them to achieve XYZ
- Collaborate with Library on speaker and book-related events (ie Isabel Allende, COMmon read activities)
- Participate in graduation speaker choices

Activities

- Fun activities: collaborate with student activities groups, departments across campus (ie Modern Languages) to celebrate and invest in cultures through holidays, food, music, art, poetry, etc.
- Film screenings, local theater productions, and events: work with MVFF, MVT, and other organizations Bay Area-wide to either host or send students to screenings and productions on relevant themes, topics. Example: MVFF has Viva el Cine! screenings yearly, Latinx produced/directed/written movies from US/Americas, including in indigenous languages.
- Museum visits: cultural field trips to relevant exhibits (coordinate/collab with Puente, Umoja, others)
- Latinx Heritage Month events
- Cafecito – not overlapping with Umoja breakfasts, offer coffee/tea and treats on a weekly basis, either afternoon or morning
- Provide space in evening for evening students

Workshops

- Financial Literacy Series
- Emotional and Physical Bienestar Workshops – host in space, connect to other campus services, bring in outside resources

Faculty and Staff Opportunities

- Collaborate with outside orgs and current COM efforts for equity providing training for faculty and staff on how to create welcoming and supporting tone in classes and communications
- Working with faculty and staff to design/redesign curriculum, materials and methods to better serve MF students
- Undocuually workshops

Communication about MF and Outreach

- Outreach to students – Instagram, text messaging
- Constant recruitment of faculty and staff participants:
- Work with graphic designers to design bookmarks, postcards, posters, event passports that attract target student audience
- Event passports: get stamped to win prizes
- Promote events and activities on website, social media, email
- Promote events, activities, resources on paper: posters around campus, informational handouts students can use
- Work with faculty/library to incorporate events, activities and resources into class curriculum, extra credit opportunities
- Visit classes/invite classes to visit space
- Food!

Timing

Spring 2022	More refined development of the MF program
FY 2022-2023	Program launch
FY 2023-2024	Tweaks and changes / advance recruitment
FY 2024-2025	Adjust programs / expand
Fall 2025	Move into the new building and new space

Key Recommendations

- Identify physical space on campus for Fall 2022 start
- Begin engaging key partners
- Create website presence
- Define Full-time Coordinator Position (Classified) - responsibilities/duties, salary
 - Start process for hiring this person
 - He/She can be an integral contributor to MF vision and further program development
- Determine program through campus engagement. (Campus-wide vote)
- Create a line-item budget
- Secure monetary resources: Lead Faculty / student workers
- Identify associated classes
- Procure tracking software for data purposes (SARS)
- Identify student ambassadors for outreach and mentoring
- Begin MF with some pilot events and mapping specific collaborative pathways (e.g., with other LCs) in **Fall 2022**
 - **Plan and execute a HUGE kick-off party – with lots of advertising and inviting students' families as well**

Appendix A: Student Case Studies

- **E & V** are both students who after high school came to COM and went into transfer level courses. Both students heard about MAPS learning community and decided to join as mentees. V said they had not heard about Puente until they were on the last semester at COM. E stated that he did hear about Puente but did not see himself in that program.
- **M and L** are both leaving 120SL after successfully completing the Credit ESL Sequence at COM. M, female, mid-thirties, has 3 children and works full time. She hopes to transfer to a 4 year institution and study engineering, and her strengths are in math and science. Her first positive experiences with education were at College of Marin, since when she was a child in El Salvador it she struggled in school due to undiagnosed learning disabilities and bullying by teachers. At 18 she came alone to the US to be with her mother. She would love to participate in a learning community of people with similar experiences, but her math and science courses and personal life make Puente a poor fit. She also felt turned off by the Puente presentation in her class, and did not think it was for her, an older student.
- **L**, also originally from El Salvador, progressed quickly in ESL and finished 120SL within 3 years. He currently works full time in health care, which is his intended major, and is planning to transfer within a year to a 4 year nursing program. He too was interested in Puente but felt like it would not work with his schedule.
- **N** completed two years of high school in the US before graduating and entering COM through Summer Bridge. She was placed into 98SL but failed it due to life stressors, the pandemic, and language levels. Nevertheless, she persisted, taking grammar classes and HUM101, and will enroll in 120SL in the evening next semester. She has a young child and works during the day.
- **JG** - JG came to COM with the primary intention of improving his English. He started in ESLN 30 in (year). As he successfully completed classes in the ESLN sequence, he became aware of other educational opportunities at the college. At one point, JG wanted to earn a business degree and start his own business. His goals changed over time. This coming spring semester, Sp2022, he will be graduating with a degree in (X) and very likely transferring to a 4-year university.
- **OD** – OD moved with his wife and three children to California about two years ago. He came to COM with the primary intention of improving his English. Within the last six months, he independently obtained an internship as a teaching assistant at North Bay Community Services. OD has a teaching credential from his home country. Eventually he wants to resume his profession as a teacher in California.
- **SR** – SR was in a Marin County high school as an unaccompanied minor and graduated in Spring 2021. She came to COM through the 2021 Summer Bridge program as an ESL student. She received counseling as part of this program, and her stated goal is to go into the Dental Assisting program. This fall 2021 semester she placed into the Level 70 courses, so she will have one more semester (Spring 2022) in ESL courses before beginning GE and Dental training content courses.

Appendix B: Mi Familia and 6-Year Educational Master Plan

Currently the new 3-year Strategic Plan

for 2022 – 2025 is being written by faculty and staff. Mi Familia would like to make the following recommendations for events, workshops, tie-in services and concepts to facilitate achieving the EMP Goals overall.

Student Access and Success EMP Goals

SAS Goal 2:

Increase enrollment of adult students—both credit and noncredit—who have not gone to college and need support; improve outreach strategies to all of Marin’s adult populations.

- MF supports this goal by supporting adult and all Latinx students transitioning into College of Marin by hosting application workshops. MF can **connect** with students and help them **navigate** the matriculation process by supporting students with CCCApply, the College of Marin application, and class registration after the students have met with an academic counselor to create their Student Education Plan. MF staff to direct and connect students to meet with an academic counselor.
 - MF recommends that all How-To Videos listed on the Enrollment Services home page be offered in Spanish
 - MF recommends offering the College of Marin student Orientation in Spanish

SAS Goal 4:

Build awareness in students of educational goal options and paths to achieve these goals.

- MF promotes programs and continuing pathways so that students who come to COM to learn English can envision an ongoing educational journey for themselves.
- MF recommends working closely with CTE, nursing, STEM and other career path programs.
- MF recommends students enroll in MF associated counseling class to explore and develop post-secondary options and pathways offered at College of Marin for both credit and non-credit students. Through MF participation, students will also build community, get connected to other LC and student services that will foster growth support their educational goals- essentially MF is building and connecting students to a network of support.

SAS Goal 5:

Ensure that all students reach milestones and complete educational goals in a timely manner.

- MF recommends guides students to create a realistic educational plan based on their placement, goals, and availability.
- MF works with ESL department to place students accurately, and with students to complete non-credit classes before using limited financial aid.

Equity EMP Goals

Equity Goal 1:

Decrease toward elimination of existing racial equity gaps at the College, with the goal of eliminating gaps by the conclusion of the EMP in 2025.

- MF goal is increased success of Latinx students.
- Increase academic success of Latinx males

Equity Goal 3:

Given that Marin County's stark racial inequities are intertwined with the College's ability to achieve its mission, be a leader in promoting equity throughout the county.

- MF recommends working with existing resources and efforts in Marin County whose goals center around racial equity.
- MF recommends reaching HS students in ELD classes and offer ESL classes via concurrent enrollment to improve English skills and move them further along in the ESLN/ESL sequence by the time they graduate high school.
- MF recommends outreach efforts to BIPOC community in Marin County and invite them to engage and explore the opportunities College of Marin has to offer such academic and career programs and how these pathways can support action planning for future academic and personal success.
 - Adult Education Programs
 - Credit recovery schools
 - Canal Alliance
 - ELAC Committees

Instructional Programs EMP Goals

IP Goal 5:

Create opportunities for faculty to collaborate and share effective teaching methodologies.

- MF recommends developing equity-based professional learning workshops specifically for faculty. Also recommended is extensive promotion to faculty of MF Equity Based Speaker Series. Ensure high participation by all faculty with ample advanced notice of event and compelling PR material that addresses how attending benefits the faculty member in teaching their discipline.

Community Engagement and Responsiveness EMP Goals

CER Goal 5:

Make the College a center for community engagement and cultural enrichment.

- MF recommends collaboration with community cultural organizations and events, including field trips and hosting events.
- MF recommends promotion of educational and cultural events throughout the academic year.

Appendix C: Mi Familia and Puente

Differences

Puente –	Mi Familia --
-dedicated counselor	- Refers to any counselor, including many Spanish speaking
cohort	- no cohort
-transfer and career mentoring	-- job fairs, connect to existing services,
-core GE classes (Freshman English and counseling)	--connect and suggested classes (counseling, etc)
-time commitment	--no time commitment
-required event attendance	--no requirements
Must be 150 eligible	--no eligibility reqs
Application process, limited spots	--unlimited space for participation
Fall start	--always open to new students
Puente serves 110 students annually	--MF has potential to serve thousands

Bridge to a Bridge

- MF would create wraparound services for all students including Puente
- MF would be a bridge to transfer programs including Puente

Appendix D: Program Assessment

General participation

- Mi Familia Passport
- Any student can get passport (no barrier); just come to the MF location and ask for one.
- Student's M00# is then entered into a tracking database.
- Every time student participates in an event, a workshop, sees a counselor or uses a service, the student gets a "stamp" (see example below)
 - When students earn 10 stamps, get a Mi Familia T-shirt; with 30 stamps, get a MF tote bag. Details to be determined more exactly.
 - This should be a fun and engaging way to encourage students to participate in as many MF offerings as his/her schedule allows.



General participation – more academic and basic college skills focused

- Computer sign in at front of center / students log in to any event with M00#

Linked courses / Academic Counseling sessions

- Track students with their M00# when registering for a class linked to Mi Familia, or counseling session which was a result of a MF event
- Track MF-engaged students' progress and success by:
 - Persistence by ethnicity
 - Annual retentions MF student versus college-wide
 - Annual success rate MF student versus college-wide
 - Level of participation MF student versus college-wide
 - Count of MF student earning certificate, AA degrees, and enrolling in Transfer programs such as Puente, STEM, Umoja, etc.