INFORMATION IS POWER: USING DATA TO INFORM CAMPUS SUPPORT PROGRAM DESIGN

OCTOBER 27, 2015
PRESENTATION ROADMAP

- Overview of California College Pathways
- Tools for Accessing Foster Youth Data
  - Foster Youth Dashboards
  - Data Mart
  - Focus Group Tips and Tools
- California College Pathways Report: Description and Findings
- Data Exercise: What? So What? Now What?
WHO WE ARE

California College Pathways

RTI International

Educational Results Partnership
Purpose of Shared Measurement System:

- Assist partners in making informed decision about policies, programs, and practices to support foster youth
- Monitor progress towards Initiative's Common Goals:
  - 1,000 foster youth in CA will earn a college degree or certificate by 2018
  - Foster youth will achieve important milestones at rates equal to, or better than, the general student population.
Supporting foster youth to achieve four important milestones:

- **EQUIP** with essential resources
- **ENROLL** in college or training program
- **EARN** a degree or certificate
- **EMBARK** on a career
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College and workforce readiness begins with early childhood education and continues along the education-to-workforce pipeline.
CalPASS PLUS

- College readiness
- Decreasing remedial placement and increasing completion
- Aligning certificates and degrees to the labor market
New users should select “log-in” and complete a request for access. Use your institution e-mail and phone and add the comment “requesting foster youth report.”
<table>
<thead>
<tr>
<th>Activity</th>
<th>Non Foster Youth</th>
<th>Foster Youth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrolled in at least one course at a community college</td>
<td>238,920</td>
<td>4,996</td>
</tr>
<tr>
<td>Attempted at least one Math, English, or ESL course.</td>
<td>188,892</td>
<td>3,483</td>
</tr>
<tr>
<td>Attempted any Math course.</td>
<td>148,398</td>
<td>2,578</td>
</tr>
<tr>
<td>Attempted any English or ESL course.</td>
<td>167,317</td>
<td>3,012</td>
</tr>
<tr>
<td>Percent and number of unduplicated students whose:</td>
<td>Non Foster Youth</td>
<td>Non Foster %</td>
</tr>
<tr>
<td>-------------------------------------------------</td>
<td>-----------------</td>
<td>-------------</td>
</tr>
<tr>
<td>First college course attempted in either Math, English or ESL was below transfer level (1.1.1)</td>
<td>137,187</td>
<td>72.6 %</td>
</tr>
<tr>
<td>First college course attempted in Math was below transfer level (1.1.2)</td>
<td>91,609</td>
<td>61.7 %</td>
</tr>
<tr>
<td>First college course attempted in English or ESL was below transfer level (1.1.3)</td>
<td>96,955</td>
<td>57.9 %</td>
</tr>
<tr>
<td>First Math course attempted was below transfer level, and who then completed a transfer level course in Math within 2 years</td>
<td>12,937</td>
<td>14.1 %</td>
</tr>
<tr>
<td>First English or ESL course attempted was below transfer level, and who then completed a transfer level course in English within 2 years</td>
<td>31,048</td>
<td>32.0 %</td>
</tr>
</tbody>
</table>
## Financial Aid

<table>
<thead>
<tr>
<th>Percent and number of unduplicated students receiving each type of aid in selected academic year:</th>
<th>Non Foster Youth</th>
<th>Non Foster %</th>
<th>Foster Youth</th>
<th>Foster %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chafee, Pell, Cal Grant, BOG Fee Waiver, or other financial aid</td>
<td>156,141</td>
<td>65.4 %</td>
<td>4,238</td>
<td>84.8 %</td>
</tr>
<tr>
<td>Chafee</td>
<td>39</td>
<td>0.0 %</td>
<td>36</td>
<td>0.7 %</td>
</tr>
<tr>
<td>Pell Grant</td>
<td>98,509</td>
<td>41.2 %</td>
<td>3,092</td>
<td>61.9 %</td>
</tr>
<tr>
<td>Cal Grant</td>
<td>16,975</td>
<td>7.1 %</td>
<td>546</td>
<td>10.9 %</td>
</tr>
<tr>
<td>BOG Fee Waiver</td>
<td>151,537</td>
<td>63.4 %</td>
<td>4,155</td>
<td>83.2 %</td>
</tr>
</tbody>
</table>
## Matriculation and Attendance

<table>
<thead>
<tr>
<th>Number of unduplicated students who:</th>
<th>Non Foster Youth</th>
<th>Non Foster %</th>
<th>Foster Youth</th>
<th>Foster %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attended a community college full-time</td>
<td>108,160</td>
<td>45.3 %</td>
<td>1,367</td>
<td>27.4 %</td>
</tr>
</tbody>
</table>

Have both high school graduation date and first community college term available in the data. Used as the N for 12-month matriculation rate below.

<table>
<thead>
<tr>
<th>Number of unduplicated students who:</th>
<th>Non Foster Youth</th>
<th>Non Foster % with available data</th>
<th>Foster Youth</th>
<th>Foster % with available data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrolled at one or more community colleges within 12 months of high school graduation</td>
<td>127,972</td>
<td>53.6 %</td>
<td>2,512</td>
<td>50.3 %</td>
</tr>
</tbody>
</table>
### Grades

<table>
<thead>
<tr>
<th>Achieved a GPA of 2.0 or higher</th>
<th>Non Foster Youth</th>
<th>Non Foster %</th>
<th>Foster Youth</th>
<th>Foster %</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>147,626</td>
<td>61.8 %</td>
<td>2,098</td>
<td>42.0 %</td>
</tr>
</tbody>
</table>

[Explain Methodology](#)

<table>
<thead>
<tr>
<th>Achieved a GPA of 3.0 or higher</th>
<th>Non Foster Youth</th>
<th>Non Foster %</th>
<th>Foster Youth</th>
<th>Foster %</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>78,041</td>
<td>32.7 %</td>
<td>1,017</td>
<td>20.4 %</td>
</tr>
</tbody>
</table>

[Explain Methodology](#)
### Persistence, Completion, and Success

<table>
<thead>
<tr>
<th>Percent and number of unduplicated students enrolled in selected academic year who:</th>
<th>Non Foster Youth</th>
<th>Non Foster %</th>
<th>Foster Youth</th>
<th>Foster %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrolled for three consecutive terms starting in the selected academic year</td>
<td>130,914</td>
<td>54.8 %</td>
<td>1,868</td>
<td>37.4 %</td>
</tr>
<tr>
<td>Successfully completed 30 or more units in the same school</td>
<td>10,867</td>
<td>4.5 %</td>
<td>141</td>
<td>2.8 %</td>
</tr>
</tbody>
</table>

**Successful course completion rate for students: A, B, C, pass, or credit**

<table>
<thead>
<tr>
<th>Non Foster Rate</th>
<th>Foster Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>66.5 %</td>
<td>48.5 %</td>
</tr>
</tbody>
</table>
### Academic Achievement

<table>
<thead>
<tr>
<th>Number of unduplicated students who earned the following in the selected academic year:</th>
<th>Non Foster Youth</th>
<th>Foster Youth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chancellor's Office approved certificate, AA/AS, or a transfer to a four year institution.</td>
<td>4,541</td>
<td>74</td>
</tr>
<tr>
<td>Chancellor's Office approved certificate</td>
<td>295</td>
<td>8</td>
</tr>
<tr>
<td>Associate's Degree (AA or AS)</td>
<td>245</td>
<td>0</td>
</tr>
<tr>
<td>Transfer to a four-year institution</td>
<td>4,115</td>
<td>66</td>
</tr>
</tbody>
</table>

[Explain Methodology]
MAKING IT ACTIONABLE

- Accuracy of identification of FY
- Data-informed conversations
- Benchmarking – finding bright spots
- Equity planning
- K-12 collaboration to support preparation and transitions
### Special Population/Group Student Count - Parameter Selection Area

- **Select State-District-College:** Statewide Search
- **Select District-College:**
- **Select Term:** Fall 2014
- **View Report**

### Special Population/Group Student Count - Data & Format Area

#### Report Area

<table>
<thead>
<tr>
<th>Special Population/Group Student Count</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

**Fall 2014**

<table>
<thead>
<tr>
<th>State of California</th>
<th>Unduplicated Head Count</th>
<th>Credit Enrollment Count</th>
<th>Credit FTES</th>
<th>Non-Credit Enrollment Count</th>
<th>Non-Credit FTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASEM - Achievement in a Science, Engineering, or Mathematics</td>
<td>1,185</td>
<td>3,953</td>
<td>632.15</td>
<td>376</td>
<td>10.56</td>
</tr>
<tr>
<td>CAA - Career Advancement Academy</td>
<td>532</td>
<td>1,365</td>
<td>175.24</td>
<td>473</td>
<td>72.86</td>
</tr>
<tr>
<td>CalWORKs - California Work Opportunity &amp; Responsibility to Kids</td>
<td>20,637</td>
<td>63,113</td>
<td>7,734.82</td>
<td>8,674</td>
<td>673.23</td>
</tr>
<tr>
<td>CARE - Cooperative Agencies Resources for Education</td>
<td>4,494</td>
<td>17,655</td>
<td>2,116.98</td>
<td>1,590</td>
<td>48.53</td>
</tr>
<tr>
<td>DSPS - Disabled Students Programs &amp; Services</td>
<td>75,058</td>
<td>200,617</td>
<td>24,549.27</td>
<td>29,886</td>
<td>1,973.93</td>
</tr>
<tr>
<td>EOPS - Extended Opportunity Programs &amp; Services</td>
<td>58,714</td>
<td>229,594</td>
<td>28,195.43</td>
<td>16,544</td>
<td>392.19</td>
</tr>
<tr>
<td>First Generation</td>
<td>245,541</td>
<td>680,602</td>
<td>82,692.17</td>
<td>53,380</td>
<td>1,772.19</td>
</tr>
<tr>
<td>Foster Youth</td>
<td>14,720</td>
<td>42,736</td>
<td>5,150.76</td>
<td>3,157</td>
<td>88.45</td>
</tr>
<tr>
<td>Incarcerated</td>
<td>4,808</td>
<td>5,871</td>
<td>618.77</td>
<td>3,709</td>
<td>154.68</td>
</tr>
</tbody>
</table>
CALIFORNIA COMMUNITY COLLEGES CHANCELLOR’S OFFICE
DATA MART

http://datamart.cccco.edu/Outcomes/Course_Ret_Success_SP.aspx
## Special Population Group Credit Course Retention/Success Rate Summary Report - Data & Format Area

<table>
<thead>
<tr>
<th>Report Area</th>
<th>Fall 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Basic Skills</td>
</tr>
<tr>
<td></td>
<td>Enrollment Count</td>
</tr>
<tr>
<td>State of California</td>
<td></td>
</tr>
<tr>
<td>Foster Youth Total</td>
<td>5,313</td>
</tr>
<tr>
<td>Delayed Instruction</td>
<td>8</td>
</tr>
<tr>
<td>Delayed Interaction (Internet Based)</td>
<td>126</td>
</tr>
<tr>
<td>Non Distance Education Methods</td>
<td>5,114</td>
</tr>
<tr>
<td>One-way interactive video and two-way interactive audio</td>
<td></td>
</tr>
<tr>
<td>Simultaneous Interaction (Internet Based)</td>
<td>38</td>
</tr>
<tr>
<td>Text one-way (e.g. newspaper, correspondence, etc.)</td>
<td>24</td>
</tr>
<tr>
<td>Two-way interactive video and audio</td>
<td>3</td>
</tr>
<tr>
<td>Video one-way (e.g. ITV, video cassette, etc.)</td>
<td></td>
</tr>
</tbody>
</table>

### Report Format Selection Area - Check field to include in the report

- Demographic Options:
  - District Name
  - College Name

- TOP Options:
  - Program Type - Two Digits TOP
  - Program Type - Four Digits TOP
  - Program Type - Six Digits TOP

- Course Status:
  - Basic Skills
  - Degree Applicable
  - Transfer
  - Vocational

[Update Report]
FOCUS GROUP TOOLS

What is a focus group?

“A group of people who possess certain characteristics and provide qualitative data in a focused discussion to help understand a topic of interest” (Kruger and Casey, 2009).

- Can be used to:
  - Explore the meaning of quantitative data
  - Examine complex problems from various perspectives
  - Create a stronger sense of engagement from stakeholders in problem-solving

- Small group: 6-12 participants
WHY CONDUCT FOCUS GROUPS?

EXPERT!
OVERVIEW OF RESOURCES

Available at
http://www.cacollegepathways.org/focus-group-materials

Tips and Tools for CCP Campus Focus Groups

Appendix A: Draft Focus Group Protocol

Appendix B: Sample Focus Group Flyer

Appendix C: Lines of Inquiry for Student Focus Group

Appendix D: Campus Focus Group Reporting Template

Appendix E: Sample Email Invitation and Sample Consent Form

Webinar on conducting focus groups at
http://www.cacollegepathways.org/training-material-files/?event_reference=516
Overview of California College Pathways
✓ Tools for accessing foster youth data
  ✓ Foster Youth Dashboards
  ✓ Data Mart
  ✓ Focus Group Tips and Tools
☑ California College Pathways Report: Description and Findings
OVERVIEW OF THE REPORT

Release: Available now!

Campuses: 19 community colleges and 12 universities

Years: 2012-13 and 2013-14

Data sources:

• Cal-PASS Plus foster youth dashboards
• Individual campuses
• Focus group reports

Focus: Metrics highlight how foster youth are faring in post-secondary education

• Resources accessed
• Achievement and gaps
Figure 1: EQUIP – First college course attempted in either math, English, or ESL was a basic skills course: 2013-14

- All Students: 83% for All Foster Youth and 77% for All Non-foster Youth
- First-time Students: 88% for All Foster Youth and 80% for All Non-foster Youth
Figure 2: EQUIP – Among foster youth whose first course in a subject was a basic skills course, percent who completed a transfer-level course in that subject within two years: 2012-13
Figure 3: EQUIP – Foster youth receiving a Pell Grant, Cal Grant, BOG Fee Waiver, or other grant or scholarship-based financial aid: 2013-14

- Cal Grant: 9%
- Pell Grant: 50%
- BOG Fee Waiver: 85%
- Pell Grant, Cal Grant, or other grant or scholarship: 87%
Figure 9: EARN – All students’ GPA in 2013-14

- Earned a 2.0 or higher:
  - All Foster Youth: 49%
  - All Non-foster Youth: 71%
- Earned a 3.0 or higher:
  - All Foster Youth: 19%
  - All Non-foster Youth: 36%
REPORT HIGHLIGHTS: COMMUNITY COLLEGES

Figure 11: EARN – Enrolled in three consecutive terms or four consecutive quarters starting in 2012-13

First-time Students

- All Foster Youth: 34%
- All Non-foster Youth: 56%
Figure 12: EQUIP – Percent of students who needed remediation in English and math: 2013-14

- **English**: 46% (All Foster Youth) vs. 25% (All Non-foster Youth)
- **Math**: 43% (All Foster Youth) vs. 21% (All Non-foster Youth)
Figure 16: EARN – Achieved a GPA of 2.0 or higher

- 2012-13:
  - All Foster Youth: 85%
  - All Non-foster Youth: 92%

- 2013-14:
  - All Foster Youth: 88%
  - All Non-foster Youth: 92%
Figure 17: EARN – Achieved a GPA of 3.0 or higher

- 2012-13:
  - All Foster Youth: 35%
  - All Non-foster Youth: 54%

- 2013-14:
  - All Foster Youth: 36%
  - All Non-foster Youth: 52%
Figure 18: EARN – GPA achievement for all foster youth and foster youth in campus-based support programs: 2013-14

- Achieved a 2.0 GPA or higher:
  - All Foster Youth: 88%
  - Foster Youth in Campus-Based Support Programs: 36%

- Achieved a 3.0 GPA or higher:
  - All Foster Youth: 94%
  - Foster Youth in Campus-Based Support Programs: 44%
REPORT HIGHLIGHTS: UNIVERSITIES

Figure 19: EARN – Enrolled in 3 consecutive terms or 4 consecutive quarters starting in 2012-13

- First-time freshmen:
  - All Foster Youth: 83%
  - All Non-foster Youth: 90%

- First-time transfers:
  - All Foster Youth: 84%
  - All Non-foster Youth: 85%
REPORT HIGHLIGHTS: MOVING FORWARD

EQUIPPING FOSTER YOUTH FOR COLLEGE

The data provided in this report tell us that many foster youth are not equipped to successfully advance through college. Further inquiry in the following areas will lead to an increased understanding of why foster youth place in such high numbers into basic skills courses and then struggle to complete these courses. It may also help illuminate promising strategies to address this issue:

1. California foster youth in K-12 are more likely to experience school disruption, be classified with a disability, and be enrolled in the lowest-performing schools than students without foster care involvement. Is there a correlation between any of these factors and placement into basic skills courses?

2. Some colleges are exploring alternatives to placement assessments that rely solely on assessment tests, which may be more effective at predicting how community college students will perform in college-level courses. Does utilizing an alternative placement mechanism impact the degree to which foster youth place into basic skills courses and/or successfully transition to transfer-level coursework?

ENROLLING MORE FOSTER YOUTH IN STATE AND FEDERAL SUPPORT PROGRAMS

Foster youth enrolled in community colleges disproportionately face serious academic, economic, and emotional challenges and it is imperative that they are adequately served by federal and state programs. It is therefore critical to gain a better understanding of the eligibility challenges and to raise awareness among foster youth of the programs and resources available to them.

1. What percentage of foster youth are eligible for state and federal support programs? Of those that are eligible, how many apply?

2. What are the barriers that prevent eligible foster youth from participating in these programs?

3. How can foster youth awareness of these programs be improved?

4. How do the persistence and completion rates of foster youth participating in state and federal support programs compare to those of foster youth not receiving these supports?
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DATA DISCUSSION ACTIVITY

What?
- Describe the data. What do you see? Avoid judgments about quality or interpretations.

So What?
- Interpret the data. What do the data suggest? Try to make sense of the data. Consider many interpretations.

Now What?
- Consider implications and possible next steps. What steps could be taken? What strategies might be effective? What other questions do you have given these data?
FOR MORE INFORMATION

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Jen Laird: jlainrd@rti.org
Ken Sorey: ken@edresults.org

www.cacollegepathways.org