FOSTER YOUTH EQUITY PLANNING

AUGUST 14, 2014
TECHNICAL DETAILS

- Call-in number is (415) 655-0053 and access code is 856-276-225
- To submit questions, click on the “Questions” panel, type your question, and click “Send”
- Presentation materials will be posted at www.cacollegepathways.org
AGENDA

1. Equity planning overview
2. Foster youth data collection
3. Creating the plan
4. Q&A
**STUDENT EQUITY HISTORY**

1991
- AB 617 added Article 2. Comprehensive Mission Statement [Sections 66010.1 - 66010.8] which included an equity component.

1992
- In response to legislation the BOG adopted a student equity policy requiring districts to develop, implement, & evaluate a student equity plan.

1996
- The BOG amended its policy to establish the adoption of a student equity plan as a minimum standard for receipt of state funding.
STUDENT EQUITY HISTORY

- **2002** — BOG adopted recommendations of Task Force on Equity and Diversity for title 5 regulations (Section 54220) requiring colleges to develop Student Equity Plan

- **2003** — Chancellor's Office provided guidelines to colleges for development of the Student Equity Plan

- **2005** — Chancellor's Office asked colleges to update/complete Student Equity plan

- **2008-09 to 2012-13** — Plans suspended due to budget cuts and categorical program flexibility

- **2011** — Student Success Task Force established

- **2012** — Student Success Act of 2012 (SB1456) and reaffirmation of student equity goals

- **2013** — Student Equity Workgroup convened
June, 2014—Governor & Legislature appropriated $70 million for Student Equity funding as a component of Student Success and Support Program (SSSP).

Specific conditions and requirements:

- Requirement for districts to maintain an equity plan now in statute as opposed to regulation
- Requirement for districts to maintain a student equity plan as condition for receiving all Student Success and Support Program funding
- Adds additional requirements to the planning process:
  - Specific goals and activities to address disparities
  - Coordination with other categorical programs
  - Process must include faculty, student services and other constituencies
Pre-defines criteria and methodology for determining high need students and allocating funds:

- Number of high need students
- EFC Eligible for Pell Grant
- Educational Attainment by Zip Code
- College/District Participation Rate
- Socioeconomic Status of District

Requires that districts with a greater number or proportion of high-need students receive greater resources.
CREATING THE PLAN

- Specific goals, activities and anticipated outcomes for each of the five success indicator categories
- Include goals and associated activities in each category, that are specific to foster youth
- Performance measures for determining progress toward achieving the desired outcomes
  - Baseline data
  - Progress to be achieved
- Identify target dates and staff positions involved in completion
- Budget
STUDENT EQUITY PLAN: REQUIREMENTS

- Establish Committee
- Conduct Research on Disparities in Success
- Develop Goals and Outcomes
- Develop Actions to Address and Monitor Disparities
- *Develop Budget that Supports Actions*
- Implement Actions
- Coordinate with the SSSP Plan (SB 1456)
- Review progress and Make Needed Changes
STUDENT EQUITY PLAN: POPULATIONS

Required populations to be evaluated:

- Subcategories of students by gender including:
  - Current or former Foster Youth
  - Students with disabilities
  - Low income students
  - Veterans
  - Ethnic and Racial Categories including:
    - American Indians or Alaskan natives
    - Asian
    - Black or African American
    - Hispanic or Latino
    - Native Hawaiian or Pacific Islander
    - Whites
    - Some other race
    - More than one race
STUDENT EQUITY PLAN: INDICATORS & TIMELINES

- Success Indicators
  - Access
  - Course completion
  - ESL and Basic Skill completion
  - Degree and Certificate completion
  - Transfer

- Student Equity Plan Timelines
  - Revised and resubmitted every 3 years
  - Annual year end report
  - Initial plan due November 21, 2014
**EQUITY FUNDING - DRAFT ALLOCATION FORMULA**

<table>
<thead>
<tr>
<th>Draft CCCCCO criteria (based on available MIS data and ESRI data using Census estimates):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annual District FTES (number)</td>
</tr>
<tr>
<td>Pell Grant Awards (number)</td>
</tr>
<tr>
<td>Ed. Attainment by Zip Code (number) Some College, No Degree</td>
</tr>
<tr>
<td>College/District Participation Rate</td>
</tr>
<tr>
<td>Socioeconomic Status of District</td>
</tr>
<tr>
<td>- Household Income Rate under $25,000</td>
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<tr>
<td>- Unemployment Rate</td>
</tr>
</tbody>
</table>
Basic Elements of *Draft* Student Equity Funding Guidelines:

- All planned expenditures must:
  - Meet the purpose, and address the target populations and success indicators of Student Equity as defined in title 5.
  - Be based on the disproportionate impact study, goals and activities described in the college Student Equity Plan.

- In addition:
  - Year 1 expenditures could precede the adoption of the first approved plan but must be reflected in it.
  - Districts or colleges would provide an annual report on expenditures and progress toward goals.
  - *No match would be required.*
EQUITY FUNDING: DRAFT GUIDELINES

- Examples of Eligible Expenditures and Activities
  - Outreach to underrepresented student groups and communities.
  - Student services and categorical programs that directly support improved outcomes on success indicators for populations prioritized in the Student Equity Plan.
  - Student equity related research and evaluation.
  - Hiring a student equity program coordinator and staff.
  - Supporting student equity planning processes.
EQUITY FUNDING: DRAFT GUIDELINES

Examples of Eligible Expenditures and Activities (cont.)

• Professional development on the effects of inequities; methods for detecting and researching them; effective practices for improving outcomes.

• Adapting academic or career related programs and courses to improve student equity outcomes.

• Providing embedded tutoring, counseling support for learning communities, and other instructional support services.

• Targeted publications and outreach materials.

• In-State travel in support of student equity.
EQUITY PLANNING RESOURCES

- Chancellor’s Office Student Equity web page: http://extranet.cccco.edu/Divisions/StudentServices/StudentEquity.aspx

- Included on this link:
  - Student Equity Plan Template
  - Student Equity Fact Sheet
  - Guide for Measuring Disproportionate Impact in Equity Plans
## WHY FOSTER YOUTH

<table>
<thead>
<tr>
<th>Outcomes at age 24</th>
<th>Foster Youth</th>
<th>Comparison</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ever homeless</td>
<td>24%</td>
<td>NA</td>
</tr>
<tr>
<td>Currently employed</td>
<td>48%</td>
<td>74%</td>
</tr>
<tr>
<td>Women ever pregnant</td>
<td>75%</td>
<td>40%</td>
</tr>
<tr>
<td>Median income</td>
<td>$8,000</td>
<td>$18,300</td>
</tr>
<tr>
<td>Men convicted of crime</td>
<td>59%</td>
<td>10%</td>
</tr>
<tr>
<td>Women convicted of crime</td>
<td>28%</td>
<td>2%</td>
</tr>
</tbody>
</table>

### Graph Data

- **High school completion**
  - General population: 79
  - Comparison population: 53
  - Foster population: 45
  - Foster Youth: 45

- **CC Enrollment**
  - General population: 59
  - Comparison population: 46
  - Foster population: 43
  - Foster Youth: 43

- **College Persistence**
  - General population: 62
  - Comparison population: 43
  - Foster population: 41
  - Foster Youth: 41
“Student equity plans shall be developed with the active involvement of all groups on campus as required by law, including, but not limited to, the academic senate, academic faculty and staff, student services, and students, and with the involvement of appropriate people from the community.”

(Education code §78220(b))

“Measures for addressing disparities should include coordination with campus based foster youth support program”

(Education code §78220(a)(3)(E))
ENGAGING STAKEHOLDERS

- On-campus foster youth contact
  - Comprehensive support program
  - Light touch support program
  - Foster Youth Success Initiative (FYSI) liaison
  - Foster Kinship Care Education (FKCE)

- External stakeholders
  - Child welfare agency
  - Independent Living Program
  - County Office of Education – Foster Youth Services
  - K-12 District foster youth contacts
  - Foster care providers
OBTAINING DATA

- Foster youth flag allows campuses to obtain foster youth specific data
- Can be generated locally or pulled from CalPASS Plus
- CalPASS report does not coincide to equity plan data requirements but provides related data
- New users will need to request access and be verified by CalPASS Plus contact
- To access CalPASS Plus report

1. Go to community colleges tab
2. Select "Reports, Queries and Research"
3. Select "Foster Youth" report
4. Run report
IS YOUR CHECK BOX ACCURATE?

- Don’t rely solely on self-report through CCC Apply
- Use broadest definition of foster youth possible
- Combine many sources to populate foster youth data flag
  - CCC apply
  - FAFSA question #53
  - Chafee grant applicants
  - EOPS
  - Self identification to foster youth contact
- Accept self report if systematic verification is not feasible
- If verification requested, allow multiple forms and make several attempts prior to de-identifying a student
- Overcount rather than undercount
Definition: The percentage of each population group that is enrolled compared to that group’s representation in the adult population within the community served.

- Determine number of foster youth enrolled (Data Mart)
- Info about numbers of foster youth in county
  - Current foster care numbers by age: [http://cssr.berkeley.edu/ucb_childwelfare/PIT.aspx](http://cssr.berkeley.edu/ucb_childwelfare/PIT.aspx)
- Child welfare agency may be able to provide other data
Definition: The ratio of the number of credit courses that students, by population group, complete compared to the number of courses in which students in that group are enrolled on the census day of the term.

- Available through CalPASS Plus
Definition: The ratio of the number of students by population group who complete a degree-applicable course after having completed the final ESL or basic skills course compared to the number of those students who complete such a final ESL or basic skills course.

- Not available yet in CalPASS Plus as first cohort tracked was from 2012/2013
- Likely will be added in future years
- Can obtain information on percentage of foster youth enrolled in basic skills compared to general student population
- May be possible to obtain through local campus data
Completion Definition: The ratio of the number of students by population group who receive a degree or certificate to the number of students in that group with the same informed matriculation goal as documented in the student educational plan developed with a counselor/advisor.

Transfer Definition: The ratio of the number of students by population group who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English, to the number of students in that group who actually transfer after one or more (up to six) years.

- Not available yet in CalPASS Plus as first cohort tracked was from 2012/2013
- Can obtain data regarding percent of foster youth making SAP as interim indicator
- Percent completing 3 consecutive terms will become available once report is revised to include 13/14 data.
- May be possible to obtain through local campus data
# CROSSWALK GUIDE

## Instructional Prompts vs. Student Services Prompts

<table>
<thead>
<tr>
<th>A. Access</th>
<th></th>
<th>Student Services Prompts</th>
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<tbody>
<tr>
<td>• Is outreach conducted that targets foster youth (such as to child welfare agencies and Independent Living Programs) in order to support college access for foster youth?</td>
<td></td>
<td>• Are foster youth more likely to apply for admission after the application deadline?</td>
</tr>
<tr>
<td>• Is there a linkage between the college and the County Office of Education Foster Youth Services Program?</td>
<td></td>
<td>• Are eligible foster youth able to successfully access priority enrollment?</td>
</tr>
<tr>
<td>• Are foster youth disproportionally represented in basic skills English, math or reading?</td>
<td></td>
<td>• What can be done to improve foster youths’ abilities to access education planning and counseling services?</td>
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</tbody>
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<thead>
<tr>
<th>B. Course Completion</th>
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<tbody>
<tr>
<td>• Does the college have a foster youth advisory committee that engages faculty around foster youth student success?</td>
<td></td>
<td>• Are foster youth less likely to succeed at courses that the general student population?</td>
</tr>
<tr>
<td>• Are foster youth accumulating credits at an appropriate rate or are a disproportionate number being lost?</td>
<td></td>
<td>• Are foster youth more likely to end up on academic probation? What actions can be taken to decrease this likelihood?</td>
</tr>
</tbody>
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<thead>
<tr>
<th>C. ESL and Basic Skills Completion</th>
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<tbody>
<tr>
<td>• Are foster youth progressing through and succeeding in remedial math and English at the same rates as the general student population? If not, what can be done to improve their success rates?</td>
<td></td>
<td>• Are foster youth who place into basic skills courses less likely to be retained in the subsequent term at the college?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Among students who place into basic skills English, reading, math and ESL courses, are foster youth less likely to enroll in and complete the next course in the sequence?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Among students who place into basic skills English, math or reading, are foster youth less likely to progress to transfer-level English or math?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• What strategies and approaches have colleges successfully implemented to mitigate disproportionate impact on foster youth in the assessment and placement process?</td>
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<thead>
<tr>
<th>D. Degree and Certificate Completion</th>
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<tbody>
<tr>
<td>• Are foster youth achieving degrees and certificates in similar ratios to the general student population?</td>
<td></td>
<td>• Are foster youth disproportionately less likely to access counseling/advising services in a timely manner?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Do foster youth respond to early alerts by accessing services? If not, how can these early alerts result in a higher response rate?</td>
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<thead>
<tr>
<th>E. Transfer</th>
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</thead>
<tbody>
<tr>
<td>• Are foster youth transferring in similar ratios to the general student population? If not, what can be done to improve transfer rates for foster youth?</td>
<td></td>
<td>• Are college support staff linking foster youth to support staff at 4-year universities in order to support a successful transition?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Are any programs in place that support the transfer pipeline for foster youth?</td>
</tr>
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SAMPLE CROSSWALK QUESTIONS

- Is outreach conducted that targets foster youth (such as to child welfare agencies and Independent Living Programs) in order to support college access for foster youth?

- Are eligible foster youth able to successfully access priority enrollment?

- Does the college have a foster youth advisory committee?

- Are foster youth more likely to end up on academic probation? What actions can be taken to decrease this likelihood?

- Among students who place into basic skills courses, are foster youth less likely to enroll in and complete the next course in the sequence?

- Do foster youth respond to early alerts by accessing services? If not, how can these early alerts result in a higher response rate?

- Are any programs in place that support the transfer pipeline for foster youth?
ACCESS - SAMPLE ACTIVITIES

1. College access trainings for foster care providers
2. Foster youth college day
3. Conduct visits to high schools to meet with foster youth
4. Sponsor a financial aid night specifically for foster youth
5. Priority access to summer bridge program including outreach and recruitment
1. By 2020 foster youth will enroll at the college at rates equal to the general population.

2. The number of foster youth enrolled at the college will increase by 10% per year over the next 5 years.

3. The number of foster youth enrolled at the college will increase from 126 in 2013/14 to 200 by 2017/18
COURSE COMPLETION - ACTIVITIES

- Priority access to matriculation services
- Set aside of EOPS slots
- Prioritized for waiver of full time requirement to access EOPS
- Fund a foster youth one-stop shop on campus
COURSE COMPLETION - OUTCOMES

- 100% of foster youth will have a comprehensive education plan in place by the end of their first term.

- The number of foster youth participating in EOPS will increase from 25 students in 2013/14 to 50 students by 2016/17.

- 80% of foster youth who meet the eligibility requirements for priority enrollment will utilize it each term beginning in 2015/16.

- The percent of successful course completion for foster youth will increase from 55% in 2013/14 to 65% by 2018/19.

- By 2018 the number of foster youth who successfully complete 3 consecutive terms will be at or above the rate of the general student population.
BASIC SKILLS - ACTIVITIES

- Tutors at foster youth support program

- Student Success course for foster youth

- Training with faculty involved basic skills delivery about specialized needs of foster youth
The percentage of first-time, credit foster youth students who started below transfer level in 2012-13 and completed a college-level course in the same discipline within six years will be at or above the rate of the general student population.

The percentage of first-time, credit foster youth students who started below transfer level in 2012-13 and completed a college-level course in the same discipline within six years (through 2017-18) will increase by 10 percentage points.
COMPLETION - ACTIVITIES

Outreach to foster youth at risk of not making SAP

Designate an FYSI liaison in financial aid with reduced caseload

Fund an academic counselor for the foster youth services program

Conduct a pre-registration event to ensure that foster youth are aware of priority registration dates and prepared to register.
COMPLETION - OUTCOMES

- The percentage of foster youth who receive a degree or certificate within 6 years will be at or above the rate of the general student population.

- The percentage of foster youth who receive a degree or certificate within 6 years will increase by 10 percentage points from 2013/14 baseline numbers by 2017/18.
TRANSFER - ACTIVITIES

1. Sponsor an annual “Foster Youth Transition Day” to visit local 4-year universities.
2. Designate staff at Career and Transfer Center as a foster youth point person.
3. Organize career shadow days and job skills workshops for foster youth.
4. Foster youth will be prioritized for available work-study positions.
TRANSFER - OUTCOMES

- The percentage of foster youth who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English and successfully transfer within 6 years will be at or above the rate of the general student population.

- The percentage of foster youth who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English and successfully transfer within 6 years will increase by 10 percentage points by 2017/18.
## BUDGET

<table>
<thead>
<tr>
<th>Task</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCCC to provide information regarding equity planning allotments</td>
<td></td>
</tr>
<tr>
<td>Identify sources of funding</td>
<td></td>
</tr>
<tr>
<td>Determine amount of resources to direct to foster youth specific</td>
<td>activities</td>
</tr>
<tr>
<td>Ensure that budgeted funds are adequate to complete activities</td>
<td></td>
</tr>
</tbody>
</table>
Q & A

To submit questions, click on the “Questions” panel, type your question, and click “Send”

- General Student Equity Plan questions: Debra Sheldon at dsheldon@cccco.edu
- Questions about foster youth planning template: Debbie Raucher at Debbie@johnburtonfoundation.org