CHARTING THE COURSE: USING DATA TO SUPPORT FOSTER YOUTH COLLEGE SUCCESS

NOVEMBER 17, 2015
TECHNICAL DETAILS

- Webinar is being recorded
- Presentation materials will be posted at www.cacollegepathways.org
- To submit questions, click on the "Questions" panel, type your question, and click "Send"
- Please complete our survey after the webinar
WHO WE ARE

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CCP FUNDING PARTNERS

- Angell Foundation
- California Wellness Foundation
- Conrad C. Hilton Foundation
- Mary And Stanley Smith Charitable Trust
- Pritzker Foster Care Initiative
- Resiliency Fund
- Stuart Foundation
- Tipping Point Foundation
- Walter S. Johnson Foundation
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
Program Development. To support individual campuses and community-based organizations in developing and refining their college and career services for foster youth.

Professional Development. To build the capacity of professionals through convening, technical assistance and trainings.

Partner with Public Agencies. To support state agencies as they provide leadership, advocacy and assistance in support of the college and career success of foster youth.

Infrastructure and Information. To support continuous improvement by establishing shared measures, building data systems, and providing access to timely information at both the population and programmatic levels.

Advocacy and Policy. To support policy development and implementation focused on foster youth college and career success.
CALIFORNIA COLLEGE PATHWAYS
THEORY OF SUCCESS

- Increase alignment between practice and policy efforts
- Increase in supportive policies
- Individuals, organizations and system are more effective

Spread quality programming

- Invest in college and career programming for foster youth through campus and community-based organizations committed to continuous learning and improvement

Create actionable knowledge

- Invest in information and research to better understand foster youth experiences and to identify effective practices and policies

Build individual, organizational & system capacity

- Promote effective practice and policies
- Draw attention to practice and policy gaps
- Support policy development and implementation

Improve practice, policies & systems

Reinforcing Loop
CHARTING THE COURSE: USING DATA TO SUPPORT FOSTER YOUTH COLLEGE SUCCESS
OVERVIEW OF THE REPORT

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
• Moving Forward sections
Figure 1: EQUIP – First college course attempted in either math, English, or ESL was a basic skills course: 2013-14

- All Students: 83%
- First-time Students: 88%
- All Foster Youth: 77%
- All Non-foster Youth: 80%
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

- **Math**: 9% (All Foster Youth) vs. 17% (All Non-foster Youth)
- **English or ESL**: 38% (All Non-foster Youth)
Some colleges are exploring alternatives to placement assessments that don’t rely solely on assessment tests.

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?
Figure 4: ENROLL – Foster youth participation in Extended Opportunity Programs and Services (EOPS) and Disabled Student Programs and Services (DSPS)
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, BOG Fee Waiver, or other grant or scholarship: 87%
MOVING FORWARD

To what extent are foster youth not receiving financial aid and other support services due to lack of eligibility?

To what extent are they not receiving financial aid and other supports due to barriers to access?
Figure 5: ENROLL – Attended full time

- 2012-13:
  - All Foster Youth: 35%
  - All Non-foster Youth: 50%

- 2013-14:
  - All Foster Youth: 34%
  - All Non-foster Youth: 46%
Figure 7: EARN – Successful course completion rate (A, B, C, Pass, or Credit)

- 2012-13:
  - All Foster Youth: 51%
  - All Non-foster Youth: 69%

- 2013-14:
  - All Foster Youth: 50%
  - All Non-foster Youth: 68%
Figure 9: EARN – All students’ GPA in 2013-14

<table>
<thead>
<tr>
<th>GPA Range</th>
<th>All Foster Youth</th>
<th>All Non-foster Youth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Earned a 2.0 or higher</td>
<td>49%</td>
<td>71%</td>
</tr>
<tr>
<td>Earned a 3.0 or higher</td>
<td>19%</td>
<td>36%</td>
</tr>
</tbody>
</table>
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%
Are there specific factors that correlate with course completion and success measures for foster youth, such as part-time or full-time enrollment, remediation needs at entry, or financial aid receipt?

What types of interventions are most effective at supporting foster youth academic achievement?

For foster youth who achieved a GPA of 3.0 or higher, what do they identify as the biggest factors in their success?
Figure 12: EQUIP – Percent of students who needed remediation in English and math: 2013-14

- **All Foster Youth**
  - English: 46%
  - Math: 43%

- **All Non-foster Youth**
  - English: 25%
  - Math: 21%
Figure 13: ENROLL – Foster youth participation in the Educational Opportunity Program (EOP)

- 2012-13: 34%
- 2013-14: 38%
What are the barriers that prevent eligible foster youth from participating in EOP? Do eligible non-foster youth face similar barriers?
Figure 14: EARN – Successful course completion rate (A, B, C, Pass, or Credit)

- 2012-13:
  - All Foster Youth: 85%
  - All Non-foster Youth: 91%

- 2013-14:
  - All Foster Youth: 85%
  - All Non-foster Youth: 90%
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%
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%
Are there specific factors that correlate with course completion and success measures for foster youth?

What are the reasons foster youth give for dropping out before earning a bachelor’s degree?

What types of interventions appear to be most effective at supporting foster youth persistence?
REPORT HIGHLIGHTS: UNIVERSITIES

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%
MORE INFORMATION

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