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**Creating an Informed and Responsive Campus Culture for Foster Youth: A Reference Guide for College Professionals**

**James S. Lanich, Ph.D.**

**Ken Sorey**

**Amanda Avallone**

**Educational Results Partnership**

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**California College Pathways’ Milestone and Momentum Metrics Guide**

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**Purpose of the Guide**

The *Guide* is intended to assist professionals with collecting and monitoring information that can be used to advance the California College Pathways Initiative’s common agenda of supporting foster youth with achieving four important student milestones: Equip with essential resources; Enroll in a college or training program, Earn a degree or certificate; and, Embark on a career path. By examining progress and outcome measures related to the common agenda, referred to hereinafter as milestone and momentum metrics, professionals can gain insight into the educational experiences of their foster youth population and use this evidence to inform institutional policies, procedures and practices that impact the achievement of those students.

The *Guide* also promotes the use of comparable and reliable metrics among Initiative partners. It provides detailed descriptions and examples of the milestone and momentum metrics, as well as guidance as to how these metrics can be accessed, tracked and used to improve foster youth support and outcomes.

**How to Use the Guide**

Understanding Actionable Data

The collection, analysis, and synthesis of key metrics are among the first steps toward taking informed action. Once baselines have been established, partners can set goals, measure progress, and adapt strategies as needed. With timely access to the right information, campus *and* community partners can develop an infrastructure that effectively supports college access and success for California’s foster youth.

California College Pathways’ milestone and momentum metrics are defined as follows:

**Milestone Metrics:** These metrics indicate the degree to which foster youth are achieving important academic and life outcomes.

**Momentum Metrics:** These metrics indicate the degree to which foster youth are making progress toward achieving the milestones.

Defining Foster Youth

A common definition of foster youth is necessary to assist partners in the collection of comparable and reliable metrics. For these purposes, a foster youth is defined as an individual who has, or had, a court order for an out-of-home placement at any time. To inform strategies at the community, institutional and programmatic levels, where possible, foster youth should be identified and tracked in the following two ways:

1. **All Foster Youth**: This population includes all foster youth in a network or institution’s service area. For example, *all foster youth enrolled at a specific 2-year or 4-year university or all foster youth enrolled at an individual 2-year or 4-year university participating in a multi-campus network.*
2. **Foster Youth Served:** This population includes all foster youth who *have chosen to participate* *and were served by a specific campus foster youth support program, dedicated only to foster youth, during the reporting period.*

Collection of these data points will provide a baseline from which partners can track the progress of foster youth now and throughout their college experience. From this baseline, partners can identify systemic barriers to student success, and take decisive action to improve foster youth outcomes. Partners with established programs are strongly encouraged to track foster youth who are eligible for the program but, for whatever reason, are not currently participating. All partners are also asked to track their general student population, with the foster youth population data removed, to support comparisons between foster youth and the general student population over time.

Baseline and Historical Data

The mechanisms that support data collection efforts and the consistency of the data may differ from campus to campus. To understand the educational progress and outcomes of foster youth in California, partners must utilize a common definition and consistent methods for identifying foster youth.

A variety of sources are used to identify foster youth on college and university campuses, such as:

* Financial aid data from sources, including: FAFSA and Chafee
* Registration materials
* Specific programs for foster youth
* Student self-reporting

Often, more than one source is used to ensure foster youth are consistently and accurately tracked. For example, some community colleges compile a list of all students who identified as foster youth through financial aid data and the CCCApply registration system. This list is then unduplicated for a more accurate count of foster youth. Finally, this list is compared against students who attempted courses following the registration period to identify the full list of foster youth who enrolled and attended the community college.

There may be other sources and methods for identifying foster youth. Partners are encouraged to communicate with the John Burton Foundation (JBF) if technical assistance is needed, or if new data sources and tracking methods are identified.

New programs, or programs without access to historical data, should consider the first year of data collection a baseline establishment year. During the baseline year, data provided on foster youth cohorts from the previous academic year will be compared against future student data to track the outcomes of foster youth cohorts.

Established programs with access to historical data should, where possible, consider providing historical data in addition to previous academic year data. This information will be an indicator of student progress thus far, and may illuminate data trends that can provide valuable insight to decision-making.

Tracking by Cohort

A cohort is defined as a group of people who share common characteristics or experiences within a defined period. To better understand the impact of programs and services on the success of foster youth over time, partners track the two foster youth populations (described above) by cohort. For this purpose, cohorts are organized by a single academic year, regardless of initial semester of attendance during that year.

Partners track foster youth cohorts by academic year and continue tracking them over time so that their results can be studied over time. These data points can then be compared against other foster youth cohorts and the general student population to support a better understanding of outcomes for all. As such, partners must track their general student population, minus the data related to foster youth, so that outcomes can be compared between foster youth and their general population peers.

Using the Fall 2012 academic year as an example, the incoming foster youth population who were first-time students at a university in Fall 2012 and in Spring 2013 would all be considered part of the same cohort. Incoming foster youth populations in Fall 2012 and Spring 2013 who were returning to college, or transferring from other institutions, are *not* first-time students and would be classified as a different cohort. Additionally, foster youth enrolled in Fall 2012 and Spring 2013 who enrolled as first-time students the prior academic year are yet another cohort. Furthermore, first-time students who began in the Summer 2013 semester should be considered part of the subsequent, Fall 2013 cohort.

Given these examples, in any academic year, it is likely that a campus or program will have more than one cohort of foster youth at any given time to allow for differentiation between incoming and current student populations; and, to support the accurate tracking of all foster youth currently enrolled.

Answers to Three Important Questions

For each milestone and momentum metric, the *Guide* will answer three important questions:

* **What is the purpose of this metric?** This section defines each metric.
* **What can partners learn from this metric?** This section addresses the value to partners of tracking and understanding a specific metric.
* **How do partners access this information?** This section provides guidance on how to obtain each metric.

Inapplicable Data

The milestone and momentum metrics defined in this *Guide* are intended to provide California College Pathways’ partners with a better understanding about the extent to which foster youth are achieving important student milestones. All partners - particularly the philanthropic partners who provide financial support to the Initiative - are committed to developing a shared measurement system that provides the actionable data needed to make informed decisions about policies, programming and practice. If partners determine that particular metrics are not providing actionable data that informs their work, then a change may be in order. Partners are encouraged to connect with JBF when this is the case. JBF will then bring this information to the Initiative’s Leadership Board for consideration.

Incomplete or Unavailable Data

Some partners may be unable to access particular metrics for their baseline data collection effort due to existing data collection mechanisms and methods. In these instances, partners are encouraged to contact JBF for technical assistance. JBF can support partners with developing the necessary infrastructure to eventually collect the full range of milestone and momentum metrics.

Accessing Institutional Foster Youth Data Through Cal-PASS Plus

Cal-PASS Plus is California’s K-16 actionable, accessible school data system. With it, Cal-PASS Plus members can use the power of data to raise student achievement, close achievement gaps and increase college readiness and success across the state. This occurs through increased collaboration and problem solving among faculty and education leaders, informed by data and evidence of effective practices. Currently all California Community Colleges (CCC) participate in Cal-PASS Plus, and about half of all K-12 districts, CSU, and UC institutions. All institutions are encouraged to do so and participation is completely free. To learn more about how to access data through Cal-PASS Plus, please read: *California College Pathways and Cal-PASS Plus: Accessing Institutional Foster Youth Data.*

Key Terms and Definitions

Included at the end of this *Guide* is a *Glossary of Terms* intended to create a common language for important terms, phrases, programs and acronyms.

Technical Assistance

If you require technical assistance that is beyond the scope of the *Guide*, please contact Debbie Raucher at the John Burton Foundation for further information and additional resources at [debbie@johnburtonfoundation.org](mailto:draucher@johnburtonfoundation.org).

For information regarding Cal-PASS Plus use and data-availability, please contact Ken Sorey at [Ken@calpass.org](mailto:Ken@calpass.org).

**Understanding the Milestones and Momentum Metrics**

**EQUIP**

The milestone and momentum metrics within this category are intended to determine if foster youth are properly equipped with skills, resources, and services to enter and succeed in college.

College Preparedness

This set of milestones and momentum metrics will assist partner institutions and programs with establishing a baseline for how well equipped incoming, current, and former foster youth cohorts are/were to succeed in college. This baseline will allow partners to better understand student needs, capacity, and will guide partners in adjusting programs as necessary to meet those needs. Understanding college readiness of students is also an important aspect of utilizing actionable data to inform collaboration between child welfare agencies, K-12 schools, districts and their higher education partners around skills and expectations of in-coming college students necessary to access non-remedial courses.

**Milestone Metrics: College Preparedness**

1. Percent and number of unduplicated student’s first college course attempted in Math, English or ESL was below transfer/remedial level.

*What is the purpose of this metric?*

The purpose of this metric is to identify, by cohort, the percent and number of unduplicated foster youth whose first college course attempted in Math, English, or ESL was below transfer, or at remedial level.

*What can partners learn from this metric?*

This metric will tell us the total number of individual foster youth in an academic or program year who were not academically prepared for essential college-level courses in math and English upon entering college. Further, this metric will assist partners in understanding specific barriers to success that may impact a foster youth’s ability to succeed in college prior to their admission to a 2- or 4- year program. This metric will provide a foundation of data on which we can build a better understanding about barriers to success as well as positive outcomes. It can also inform student counseling at the high school level about the necessary courses, performance and preparation for placement tests in order for foster youth to start on a path towards transfer or completion as quickly as possible.

*Where can partners access this information?*

All community colleges, as well as some CSU and UC institutions, participate in the Cal-PASS Plus (CPP) system of data. In these instances, these data can be extracted directly from CPP per a download request. If an institution does not participate in CPP, and does not desire to do so, the partners must work directly with the research department at the institution to obtain the necessary data points.

1. Percent and number of students’ first college course attempted in Math was transfer/college level.

*What is the purpose of this metric?*

The purpose of this metric is to identify, by cohort, the percent and number of foster youth whose first college course attempted in Math was at college or transfer level.

*What can partners learn from this metric?*

This metric will tell us the total number of individual foster youth in a cohort who were academically prepared for and placed into transfer level Math upon entering college.

*Where can partners access this information?*

All community colleges, as well as some CSU and UC institutions, participate in the Cal-PASS Plus (CPP) system of data. In these instances, these data can be extracted directly from CPP. If an institution does not participate in CPP, and does not desire to do so, the partners must work directly with the research department at the institution to obtain the necessary data points.

1. Percent and number of students’ first college course attempted in English was transfer/college level.

*What is the purpose of this metric?*

The purpose of this metric is to identify, by cohort, the percent and number of foster youth whose first college course attempted in English was at college or transfer level.

*What can partners learn from this metric?*

This metric will tell us the total number of individual foster youth in a cohort who were academically prepared for and placed into transfer level English upon entering college.

*Where can partners access this information?*

All community colleges, as well as some CSU and UC institutions, participate in the Cal-PASS Plus (CPP) system of data. In these instances, these data can be extracted directly from CPP. If an institution does not participate in CPP, and does not desire to do so, the partners must work directly with the research department at the institution to obtain the necessary data points.

**Momentum Metrics: College Preparedness**

1. Percent and number of students who assessed as college ready in high school based upon any of the following: EAP, SAT or ACT.

*What is the purpose of this metric?*

The purpose of this metric is to identify, by cohort, the percent and number of foster youth currently enrolled in a college program who, in high school, were assessed by one or more of three standardized assessments and scored at the college ready benchmark.

*What can partners learn from this metric?*

This metric will assist partners in establishing a baseline for incoming cohorts by identifying the total number of individual foster youth in a cohort who were academically prepared for success in one or more key academic subjects in high-school and, therefore, upon entering college.

*Where can partners access this information?*

Approximately 60% of the K-12 school districts statewide participate in the Cal-PASS Plus (CPP) system of data. In these instances, data on EAP scores can be extracted directly from CPP. Currently CPP does not collect SAT and ACT data, as school districts often do not have the student level records for these tests. Networks, colleges or universities may need to either access their own Student Information Systems for SAT and ACT scores of in-coming students or work with their K-12 partners to access the data where available.

If a K-12 school district does not participate in CPP, and does not desire to do so, the partners must work directly with the research department at the district to obtain the necessary data points.

1. Percent and number of students who completed “A-G” coursework requirements in high school to be eligible for CSU and/or UC.

*What is the purpose of this metric?*

The purpose of this metric is to identify, by cohort, the percent and number of foster youth currently enrolled in a college program who completed the necessary coursework to be eligible to apply for acceptance at a CSU or UC institution.

*What can partners learn from this metric?*

This metric will assist partners in establishing a baseline for incoming cohorts by identifying the total number of individual foster youth in a cohort were who completed the necessary coursework requirements in high school to meet minimum admission requirements for acceptance at a CSU or UC institution. While still a “course-taking” proxy for college readiness, A-G course completion is a barrier to many students having access to 4-year universities and is an important data point for further conversation and collaboration among foster youth advocates about improving access to these gate-keeper courses by foster youth.

*Where can partners access this information?*

Approximately 60% of the K-12 school districts statewide participate in the Cal-PASS Plus (CPP) system of data. In these instances, student-level data of this nature can be extracted directly from CPP. If a K-12 school district does not participate in CPP, and does not desire to do so, the partners must work directly with the research department at the district to obtain the necessary data points.

1. Percent and number of students receiving a 3.0 GPA or higher in “A-G” courses attempted.

*What is the purpose of this metric?*

The purpose of this metric is to identify, by cohort, the percent and number of foster youth currently enrolled in a college program who completed the necessary coursework to be eligible to apply for acceptance at a CSU or UC institution.

*What can partners learn from this metric?*

This metric will assist partners in establishing a baseline for incoming cohorts by identifying the total number of individual foster youth in a cohort were who completed the necessary coursework and GPA requirements in high school to meet minimum admission requirements for acceptance at a CSU or UC institution. California’s 4-year institutions view the successful completion of this coursework as an indicator of basic college readiness. This information will allow partners to understand the overall readiness of incoming foster youth cohorts, and their access to and success in those courses, so that resources and services can be adjusted accordingly to meet student need.

*Where can partners access this information?*

Approximately 60% of the K-12 school districts statewide participate in the Cal-PASS Plus (CPP) system of data. In these instances, these data can be extracted directly from CPP. If a K-12 school district does not participate in CPP, and does not desire to do so, the partners must work directly with the research department at the district to obtain the necessary data points.

1. Percent and number of students who took at least one AP or IB course in high school.

*What is the purpose of this metric?*

The purpose of this metric is to identify, by cohort, the percent and number of foster youth currently enrolled in a college program that attempted at least one Advanced Placement (AP) or International Baccalaureate (IB) course.

*What can partners learn from this metric?*

Foster youth who attempt these courses may have a higher level of college readiness than other students entering college, or at least have been exposed to more rigorous courses and content. This information will allow partners to understand the overall readiness of incoming foster youth cohorts so that resources and services can be adjusted accordingly to meet student need.

*Where can partners access this information?*

Approximately 60% of the K-12 school districts statewide participate in the Cal-PASS Plus (CPP) system of data. In these instances, these data can be extracted directly from CPP. If a K-12 school district does not participate in CPP, and does not desire to do so, the partners must work directly with the research department at the district to obtain the necessary data points.

1. Percent and number of students who scored a 3 or higher on one AP or IB exam.

*What is the purpose of this metric?*

The purpose of this metric is to identify, by cohort, the percent and number of foster youth currently enrolled in a college program who successfully completed at least one AP or IB exam, related to an AP or IB course, by scoring a 3 or higher.

*What can partners learn from this metric?*

Foster youth who attempt these courses may have a higher level of college readiness than other students entering college, and may have already earned some college credits as a result of their efforts. This information will allow partners to understand the overall readiness of incoming foster youth cohorts so that resources and services can be adjusted accordingly to meet student need.

*Where can partners access this information?*

These data points are available through local college/transcript data as well as through K-12 school districts. The partners may work directly with the research department at a college, university, or K-12 school district to obtain the necessary data points.

1. Percent and number students who graduate from high school or obtain a GED.

*What is the purpose of this metric?*

The purpose of this metric is to identify, by cohort, the percent and number of foster youth currently enrolled in a college program that either graduated from high school or obtained a GED.

*What can partners learn from this metric?*

This information will allow partners to understand the basic preparation of foster youth in K-12 partner school districts and the number of foster youth who never make it to at least a high school diploma. It will also provide information about how many foster youth qualify for federal financial aid.

*Where can partners access this information?*

Approximately 60% of the K-12 school districts statewide participate in the Cal-PASS Plus (CPP) system of data. In these instances, these data can be extracted directly from CPP. If a K-12 school district does not participate in CPP, and does not desire to do so, the partners must work directly with the research department at the district to obtain the necessary data points.

**Financial Aid**

This set of milestones and momentum metrics will assist partner institutions and programs with understanding the availability, accessibility, and utilization rate of financial aid resources to incoming, current, and former foster youth cohorts. This baseline will allow partners to better understand student needs, capacity, and will guide partners in adjusting programs as necessary to meet those needs.

**Milestone Metrics: Financial Aid**

1. Percent and number of unduplicated students receiving: Chafee, Pell, Cal Grant, BOG Waiver, or other financial aid.

*What is the purpose of this metric?*

The purpose of this metric is to identify, by cohort, the percent and number of foster youth who are receiving financial aid of any type or range.

*What can partners learn from this metric?*

This information will allow partners to understand the range of financial supports available to incoming foster youth cohorts so that resources, outreach and services can be adjusted accordingly to meet student need.

*Where can partners access this information?*

All community colleges, as well as some CSU and UC institutions, participate in the Cal-PASS Plus (CPP) system of data. In these instances, these data can be extracted directly from CPP. If an institution does not participate in CPP, and does not desire to do so, the partners must work directly with the research department at the institution to obtain the necessary data points.

1. Percent and number of unduplicated students receiving: Chafee, Pell, Cal Grant, BOG Waiver, or other financial aid for two or more consecutive years.

*What is the purpose of this metric?*

The purpose of this metric is to identify, by cohort, the percent and number of foster youth who are receiving financial aid of any type or range for two or more consecutive years. For partners and programs that are only able to obtain student information for 2012-13, the initial data collection effort will serve as the baseline for future years. For partners and programs that can obtain historical student information for 2012-13 and years prior, this metric can be submitted as defined.

*What can partners learn from this metric?*

This information will assist partners in understanding which students are persisting in academic programs and continue to meet eligibility requirements for financial aid – both in terms of financial and academic requirements.

*Where can partners access this information?*

All community colleges, as well as some CSU and UC institutions, participate in the Cal-PASS Plus (CPP) system of data. In these instances, these data can be extracted directly from CPP. If an institution does not participate in CPP, and does not desire to do so, the partners must work directly with the research department at the institution to obtain the necessary data points.

**Momentum Metrics: Financial Aid**

1. Percent and number of unduplicated students who apply for Pell, Cal Grant, BOG Waiver, Chafee, or other financial aid.

*What can partners learn from this metric?*

This information will assist partners in understanding how many students are attempting to access financial aid as compared to how many foster youth in a given cohort are able to obtain and maintain financial aid.

*Where can partners access this information?*

The California Student Aid Commission (CSAC) tracks information relevant to some types of financial aid programs. Additionally, individual institutions or colleges have their own mechanisms for tracking student financial aid. In many instances, this information is self-reported by the student. Partners may need to collaborate with CSAC, or partnering institutions and colleges to obtain data points relevant to financial aid applications.

**Support Services**

This set of milestones and momentum metrics will assist partner institutions and programs with understanding the availability, accessibility, and utilization rate of various support services resources to incoming, current, and former foster youth cohorts. This foundation will allow partners to better understand student needs, capacity, and will guide them in adjusting programs as necessary to meet those needs. Further, this section provides partners with an excellent opportunity to identify and define additional momentum metrics that articulate the specific services and programs they provide to foster youth that may not be captured elsewhere in the metrics.

**Milestone Metrics: Support Services**

1. Percent and number of students who are classified as non-minor dependents through the extended foster care program (AB12).

*What is the purpose of this metric?*

The purpose of this metric is to identify, by cohort, the percent and number of foster youth who have voluntarily opted to remain in the foster care system after the age of 18.

*What can partners learn from this metric?*

Tracking this information will allow partners to better understand students who participate in the extended care program versus other foster youth who do not, and how many students are accessing this potential benefit of not emancipating at age 18.

*Where can partners access this information?*

County welfare agencies track this information. Additionally, individual institutions or colleges have their own mechanisms for identifying foster youth who participate in the extended foster care program. In many instances, this information is self-reported by the student. Partners may need to collaborate with their county welfare agency to obtain complete data sets.

**Momentum Metrics: Support Services**

1. Percent and number of students participating in foster youth specific college support programs (e.g. Guardian Scholars).

*What is the purpose of this metric?*

The purpose of this metric is to identify, by cohort, the percent and number of foster youth who are participating in college or network support programs and/or services.

*What can partners learn from this metric?*

Tracking this information will allow partners to better understand students who participate in targeted and campus-based foster youth support programs versus other foster youth who do not. Specifically, this information will help partners better understand the role that support programs and services play on college achievement, persistence, and completion among foster youth.

*Where can partners access this information?*

Individual institutions or colleges have their own mechanisms for identifying foster youth who participate in support programs and services. These data points are available through local college and/or university data. The partners may work directly with the research department at a college or university to obtain the necessary data points.

1. Percent and number of students who have utilized year-round housing specified for Foster Youth.

*What is the purpose of this metric?*

The purpose of this metric is to identify, by cohort, the percent and number of foster youth who are utilizing year-round housing options for foster youth.

*What can partners learn from this metric?*

Tracking this information will allow partners to better understand the role that essential support services, such as extended housing, impact college achievement, persistence, and completion among foster youth.

*Where can partners access this information?*

Individual institutions or colleges have their own mechanisms for identifying foster youth who participate in support programs and services. These data points are available through local college and/or university data. The partners may work directly with the research department at a college or university to obtain the necessary data points.

**ENROLL**

The milestone and momentum metrics within this category are intended to determine if foster youth are properly equipped with skills, resources, and services to successfully enroll in college.

Enrollment

This set of milestones and momentum metrics will assist partner institutions and programs with establishing a baseline for how well equipped incoming, current, and former foster youth cohorts are to enroll and progress in college, including the utilization rate of support programs intended to encourage the enrollment, retention and transfer of students disadvantaged by various factors.

**Milestone Metrics: Enrollment**

1. Percent and number of students enrolled at one or more community colleges within 12 months of high school graduation.

*What is the purpose of this metric?*

The purpose of this metric is to identify, by cohort, the percent and number of foster youth who enrolled at one or more community colleges within one calendar year of graduating high school.

*What can partners learn from this metric?*

This metric will tell us the total number of individual foster youth in a cohort currently enrolled in a community college who, within 12 months of graduating high school, enrolled in one or more community colleges. With this information, partners can identify potential barriers to student enrollment in a community college following high school graduation.

*Where can partners access this information?*

All community colleges, as well as some CSU and UC institutions, participate in the Cal-PASS Plus (CPP) system of data. In these instances, these data can be extracted directly from CPP. If an institution does not participate in CPP, and does not desire to do so, the partners must work directly with the research department at the institution to obtain the necessary data points.

Approximately 60% of the K-12 school districts statewide participate in the Cal-PASS Plus (CPP) system of data. In these instances, these data can be extracted directly from CPP. If a K-12 school district does not participate in CPP, and does not desire to do so, the partners must work directly with the research department at the district to obtain the necessary data points.

1. Percent and number of students enrolled at a CSU or UC within 12 months of high school graduation.

*What is the purpose of this metric?*

The purpose of this metric is to identify, by cohort, the percent and number of foster youth currently enrolled in a college program who were enrolled at a CSU or UC within one calendar year of high school graduation.

*What can partners learn from this metric?*

This metric will tell us the total number of individual foster youth in a cohort who enrolled in a CSU or UC within 12 months of graduating high school. With this information, partners and institutions can identify potential barriers to enrollment for students who academically qualify and were accepted to a CSU or UC.

*Where can partners access this information?*

All community colleges, as well as some CSU and UC institutions, participate in the Cal-PASS Plus (CPP) system of data. In these instances, these data can be extracted directly from CPP. If an institution does not participate in CPP, and does not desire to do so, the partners must work directly with the research department at the institution to obtain the necessary data points.

Approximately 60% of the K-12 school districts statewide participate in the Cal-PASS Plus (CPP) system of data. In these instances, these data can be extracted directly from CPP. If a K-12 school district does not participate in CPP, and does not desire to do so, the partners must work directly with the research department at the district to obtain the necessary data points.

**Momentum Metrics: Enrollment**

1. Percent and number of students participating in EOPS, TRIO, or DSPS support programs (CCC only).

*What is the purpose of this metric?*

The purpose of this metric is to identify, by cohort, the percent and number of foster youth who are participating in EOPS, TRIO, or DSPS support programs at a community college.

*What can partners learn from this metric?*

This metric will tell us the total number of individual foster youth in a cohort who are participating in an outreach or student support services program designed to identify and provide services for individuals from disadvantaged backgrounds who are applying to, enrolling in, and/or attending a community college.

*Where can partners access this information?*

All community colleges, as well as some CSU and UC institutions, participate in the Cal-PASS Plus (CPP) system of data. In these instances, these data can be extracted directly from CPP. If an institution does not participate in CPP, and does not desire to do so, the partners must work directly with the research department at the institution to obtain the necessary data points.

1. Percent and number of students participating in EOP (CSU and UC only).

*What is the purpose of this metric?*

The purpose of this metric is to identify, by cohort, the percent and number of foster youth who are participating in EOP programs at a CSU or UC.

*What can partners learn from this metric?*

This metric will tell us the total number of individual foster youth in a cohort who are participating in an outreach or student support services program designed to identify and provide services for individuals from disadvantaged backgrounds who are applying to, enrolling in, and/or attending a CSU or UC.

*Where can partners access this information?*

Some CSU and UC institutions, participate in the Cal-PASS Plus (CPP) system of data. In these instances, these data can be extracted directly from CPP. If an institution does not participate in CPP, and does not desire to do so, the partners must work directly with the research department at the institution to obtain the necessary data points.

1. Percent and number of students attending a college or university full time.

*What is the purpose of this metric?*

The purpose of this metric is to identify, by cohort, the percent and number of foster youth who are attending a college or university full time.

*What can partners learn from this metric?*

This metric will tell us the percent and number of foster youth who are currently attending a college or university full time, regardless of when they applied and how long they have been attending. This information will assist partners in understanding the range of students currently attending a college or university. This knowledge can guide decisions about services and programs to ensure the needs of foster youth are met. Full time status is often a strong predictor of successful college completion (versus attending part-time).

*Where can partners access this information?*

All community colleges, as well as some CSU and UC institutions, participate in the Cal-PASS Plus (CPP) system of data. In these instances, these data can be extracted directly from CPP. If an institution does not participate in CPP, and does not desire to do so, the partners must work directly with the research department at the institution to obtain the necessary data points.

Application

This set of momentum metrics will assist partner institutions and programs with understanding the rate at which foster youth apply to 2- and 4- year degree institutions as compared to enrollment and actual attendance.

**Momentum Metrics: Application**

1. Percent and number of students who applied to one or more community colleges within one calendar year of graduating high school.

*What is the purpose of this metric?*

The purpose of this metric is to identify, by cohort, the percent and number of foster youth who applied to one or more community colleges within a calendar year of high school graduation.

*What can partners learn from this metric?*

This metric will tell us the percent and number of foster youth who applied to one or more community colleges within one calendar year, regardless of whether they have enrolled and begun classes. This information will assist partners in understanding the range of students who applied versus how many actually enrolled in community colleges. This knowledge can guide decisions about services and programs to ensure the needs of foster youth are met, particularly as it relates to reducing barriers to enrollment and attendance in college once a student has applied.

*Where can partners access this information?*

Most community colleges participate in CCCApply – a centralized system of data that maintains information about student applications and allows students to create a single application online for any community college. Cal-PASS Plus is working towards merging these data from CCCApply into the CPP system. In the meantime, partners will need to work directly with the research department at the institution to obtain the necessary data points.

1. Percent and number of students who were accepted to one or more CSU or UC universities.

*What is the purpose of this metric?*

The purpose of this metric is to identify, by cohort, the percent and number of foster youth who were accepted in to one or more CSU or UC universities.

*What can partners learn from this metric?*

This metric will tell us the percent and number of foster youth who were academically prepared, eligible, applied, and accepted to CSU and/or UC universities. These data, when compared against enrollment data, can indicate areas where barriers to college entry may exist for foster youth.

*Where can partners access this information?*

Some CSU and UCs input student data in the Cal-PASS Plus. In these instances, these data can be extracted directly from Cal-PASS Plus. If an institution does not participate in CPP, and does not desire to do so, partners must work directly with the research department at the institution to obtain the necessary data points. Cal-PASS Plus does not possess application data. As such, this data will need to come directly from the partnering institution.

Education Planning

This set of momentum metrics will assist partner institutions and programs with understanding the level of education planning that has been made available to and utilized by foster youth as they plan and prepare to enroll, attend, and succeed in college.

**Momentum Metrics: Education Planning**

1. Percent and number of students at CCC who complete a counselor approved student education plan.

*What is the purpose of this metric?*

The purpose of this metric is to identify, by cohort, the percent and number of foster youth who have completed a counselor approved student education plan at a community college.

*What can partners learn from this metric?*

This metric seeks to identify how many foster youth have completed a counselor approved student education plan at a community college. This information will facilitate partners in identifying areas where students are being well served through appropriate education planning services. Increasingly most community college students are required to complete an education plan, but it is important to track completion (both completed education plans and “partial” education plans where a student has not yet focused on a goal or program of study) until such time when all students are mandated to do so (the 2014/15 academic year). It may also be informative to track successful movement of students’ plans from partial to complete.

*Where can partners access this information?*

All community colleges participate in the Cal-PASS Plus (CPP) system of data to some degree. In most instances, these data can be extracted directly from CPP. If an institution does not participate in CPP, and does not desire to do so, the partners must work directly with the research department at the institution to obtain the necessary data points.

1. Percent and number of students who are eligible for priority registration.

*What is the purpose of this metric?*

The purpose of this metric is to identify, by cohort, the percent and number of foster youth who are eligible for priority registration.

*What can partners learn from this metric?*

This metric seeks to identify how many foster youth are eligible for priority registration, by cohort. By differentiating between how many foster youth are eligible versus those who utilize priority registration, partners can better identify and understand barriers to the increased use of priority registration.

*Where can partners access this information?*

Colleges track priority registration through a variety of different methods. In this instance, the partners must work directly with the research department at the institution to obtain the necessary data points.

1. Percent and number of students who utilize priority registration.

*What is the purpose of this metric?*

The purpose of this metric is to identify, by cohort, the percent and number of foster youth who utilize priority registration.

*What can partners learn from this metric?*

This metric seeks to identify how many foster youth are utilizing priority registration, by cohort. By differentiating between how many foster youth are eligible for priority registration as compared to how many are actually utilizing priority registration, partners can better identify and understand barriers to the increased use of priority registration.

*Where can partners access this information?*

Colleges track priority registration through a variety of different methods. In this instance, the partners must work directly with the research department at the institution to obtain the necessary data points.

**EARN**

The milestone and momentum metrics within this category are intended to assist in tracking the rate of persistence and success of foster youth toward completion of a degree at a CCC, CSU, or UC, transfer to a CSU/UC from community college, or completion of a certificate program at a CC.

Completion

This set of milestones and momentum points will assist partner institutions and programs with understanding the rates of completion for foster youth who have obtained an AA or AS, certificate, transfer to a 4-year university, or become “transfer prepared.”

**Milestone Metrics: Completion**

1. Percent and number of first-time students from a cohort and who attend a 2-year institution who complete an AA or AS, certificate, transfer to a 4-year university, or become “transfer prepared” (60 or more UC/CSU transferable units with a GPA of 2.0 or higher) within 6 years.

*What is the purpose of this metric?*

The purpose of this metric is to identify, by cohort, the percent and number of foster youth who attend a 2-year institution who complete an AA or AS, certificate, transfer to a 4-year university, or become “transfer prepared” (60 or more UC/CSU transferable units with a GPA of 2.0 or higher) within 6 years. For partners that do not have access to data prior to 2012-13, this initial collection effort will serve to establish the data baseline. Partners and programs that have access to historical data prior to 2012-13 are encouraged to provide as much data as available to fulfill this metric.

*What can partners learn from this metric?*

This metric seeks to identify a variety of success factors and positives outcomes for foster youth who are seeking different outcomes, including remediation, certificate completion, as well as 2-year and 4-year degrees. 6 years is considered an average time frame for the general student population to complete a 2-year degree program, certificate, or transfer from CC to a 4-year university. Tracking data in this manner will allow partners to better understand how to support foster youth in achieving similar, or greater, outcomes than the general student population.

*Where can partners access this information?*

All community colleges, as well as some CSU and UC institutions, participate in the Cal-PASS Plus (CPP) system of data. In these instances, these data can be extracted directly from CPP. If an institution does not participate in CPP, and does not desire to do so, the partners must work directly with the research department at the institution to obtain the necessary data points.

1. Percent and number of first-time students from a cohort and who attend a CSU or UC who complete a BA/BS within 6 years.

*What is the purpose of this metric?*

The purpose of this metric is to identify, by cohort, the percent and number of foster youth who attend a CSU or UC and who complete a BA/BS within 6 years.

*What can partners learn from this metric?*

This metric seeks to identify foster youth who have successfully completed a BA/BS within 6 years at a CSU or UC. Six years is considered an average time frame for the general student population to complete a 4-year degree program. Tracking data in this manner will allow partners to better understand how to support foster youth in achieving similar, or greater, outcomes than the general student population.

*Where can partners access this information?*

All community colleges, as well as some CSU and UC institutions, participate in the Cal-PASS Plus (CPP) system of data. In these instances, these data can be extracted directly from CPP. If an institution does not participate in CPP, and does not desire to do so, the partners must work directly with the research department at the institution to obtain the necessary data points.

1. Percent and number of eligible students from a cohort transferring from community college to a 4-year institution.

*What is the purpose of this metric?*

The purpose of this metric is to identify, by cohort, the percent and number of foster youth transferring from community college to a 4-year institution.

*What can partners learn from this metric?*

This metric will assist partners in identifying foster youth who have successfully completed the necessary coursework and transferred to a 4-year university from a community college. While these data points are included in the overall completion metric, it is instructive to specifically track transfers to identify potential opportunities or barriers for foster youth who complete the requirements to transfer but who do not enroll in a university.

*Where can partners access this information?*

All community colleges, as well as some CSU and UC institutions, participate in the Cal-PASS Plus (CPP) system of data. In these instances, these data points can be extracted directly from CPP. If an institution does not participate in CPP, and does not desire to do so, the partners must work directly with the research department at the institution to obtain the necessary data points.

**Momentum Metrics: Completion**

1. Percent and number of degree and/or transfer-seeking students in one academic year cohort who enroll in three consecutive primary terms.

*What is the purpose of this metric?*

The purpose of this metric is to identify, by cohort, the percent and number of degree and/or transfer-seeking foster youth in one academic year cohort who enroll in three consecutive primary terms. For partners that do not have access to data prior to 2012-13, this initial collection effort will serve to establish the data baseline. Partners and programs that have access to historical data prior to 2012-13 are encouraged to provide as much data as available to fulfill this metric.

*What can partners learn from this metric?*

This metric will assist partners in identifying foster youth who are on a trajectory to persist in completing the necessary coursework to transfer to a 4-year university or obtain a degree.

*Where can partners access this information?*

All community colleges, as well as some CSU and UC institutions, participate in the Cal-PASS Plus (CPP) system of data. In these instances, these data points can be extracted directly from CPP. If an institution does not participate in CPP, and does not desire to do so, the partners must work directly with the research department at the institution to obtain the necessary data points.

1. Percent and number of degree and/or transfer seeking students in one academic year cohort who achieve 30 or more units.

*What is the purpose of this metric?*

The purpose of this metric is to identify, by cohort, the percent and number of degree and/or transfer seeking foster youth in one academic year cohort who achieve 30 or more units. For partners and programs that do not have access to data prior to 2012-13, this initial collection effort will serve to establish the data baseline. Partners that have access to historical data prior to 2012-13 are encouraged to provide as much data as available to fulfill this metric.

*What can partners learn from this metric?*

This metric will assist partners in identifying foster youth who are on a trajectory to successfully complete the necessary coursework to transfer to a 4-year university or obtain a degree.

*Where can partners access this information?*

All community colleges, as well as some CSU and UC institutions, participate in the Cal-PASS Plus (CPP) system of data. In these instances, these data points can be extracted directly from CPP. If an institution does not participate in CPP, and does not desire to do so, the partners must work directly with the research department at the institution to obtain the necessary data points.

Career Technical Education

This set of milestones and momentum points will assist partner institutions and programs with understanding the percent and number of foster youth who have participated in and completed career development or career technical education programs.

**Milestone Metrics: Career Technical Education**

1. Percent and number of students from a cohort who are classified as career technical education and who completed an AA or AS, certificate, or industry/local certification.

*What is the purpose of this metric?*

The purpose of this metric is to identify, by cohort, the percent and number of foster youth who are both classified as being in a career technical education pathway/program and also completed an AA, AS, certificate, or industry/local certificate. For partners and programs that do not have access to data prior to 2012-13, this initial collection effort will serve to establish the data baseline. Partners that have access to historical data prior to 2012-13 are encouraged to provide as much data as available to fulfill this metric.

*What can partners learn from this metric?*

This metric will assist partners and institutions in identifying foster youth who have successfully completed the necessary coursework to obtain a degree or certificate in a career technical field.

*Where can partners access this information?*

All community colleges, as well as some CSU and UC institutions, participate in the Cal-PASS Plus (CPP) system of data. In these instances, these data points can be extracted directly from CPP. If an institution does not participate in CPP, and does not desire to do so, the partners must work directly with the research department at the institution to obtain the necessary data points.

**Momentum Metrics: Career Technical Education**

1. Percent and number of students who complete 9 or more units in a particular CTE program of study or college pathway.

*What is the purpose of this metric?*

The purpose of this metric is to identify, by cohort, the percent and number of foster youth who have completed 9 or more units in a particular CTE program of study or college pathway. Note, students may complete 9 or more units in more than one program and should be counted as such.

*What can partners learn from this metric?*

This metric will assist partners in identifying foster youth who have are on a trajectory to complete the necessary coursework to obtain a degree or certificate in a career technical field or program or who have indicated a particular focus of coursework in a particular CTE program.

*Where can partners access this information?*

All community colleges participate in the Cal-PASS Plus (CPP) system of data. In these instances, these data points can be extracted directly from CPP. If an institution does not participate in CPP, and does not desire to do so, the partners must work directly with the research department at the institution to obtain the necessary data points.

Grades

This set of milestones and momentum points will assist partner institutions and programs in identifying and understanding the percent and number of foster youth who are currently making academic progress with satisfactory GPAs toward course completion and continuation in financial aid programs in the current and in recent academic years versus those who are not persisting.

**Milestone Metric: Grades**

1. Percent and number of students from one academic year cohort achieving Satisfactory Academic Progress (SAP), defined as not on academic or progress probation.

*What is the purpose of this metric?*

The purpose of this metric is to identify, by cohort, the percent and number of foster youth who are achieving Satisfactory Academic Progress (SAP).

*What can partners learn from this metric?*

This metrics will indicate how many foster youth are meeting SAP in a current academic year and cumulatively. In addition to demonstrating how many foster youth are meeting minimum requirements to remain in good academic standing, this information may indicate foster youth eligibility for certain courses, colleges, financial aid or scholarships.

*Where can partners access this information?*

All community colleges, as well as some CSU and UC institutions, participate in the Cal-PASS Plus (CPP) system of data. In these instances, these data can be extracted directly from CPP. If an institution does not participate in CPP, and does not desire to do so, the partners must work directly with the research department at the institution to obtain the necessary data points.

**Momentum Metrics: Grades**

1. Percent and number of students achieving a 3.0 GPA or higher - current term and cumulative.

*What is the purpose of this metric?*

The purpose of this metric is to identify, by cohort, the percent and number of foster youth who successfully completed with a GPA of 3.0 or higher in both the current term and cumulatively.

*What can partners learn from this metric?*

This metric will assist partners in identifying how many foster youth are achieving a 3.0 GPA – equal to an 85% or B average – in a current academic year and cumulatively. In addition to signifying academic achievement and persistence, this information may indicate foster youth eligibility for certain courses, colleges, financial aid or scholarships.

*Where can partners access this information?*

All community colleges, as well as some CSU and UC institutions, participate in the Cal-PASS Plus (CPP) system of data. In these instances, these data can be extracted directly from CPP. If an institution does not participate in CPP, and does not desire to do so, the partners must work directly with the research department at the institution to obtain the necessary data points.

Course Success

This set of momentum points will assist partner institutions and programs in identifying and understanding the percent and number of foster youth who are currently making progress toward course completion in the current and in recent academic years versus those who are not persisting.

**Momentum Metric: Course Success**

1. Successful course completion rate for foster youth for most recent academic year at a community college: A, B, C, pass, or credit.

*What is the purpose of this metric?*

The purpose of this metric is to identify, by cohort, the percent and number of foster youth who successfully completed coursework at a community college within an academic year.

*What can partners learn from this metric?*

This metric will assist partners in identifying how many foster youth in a given academic year were able to successfully complete community college coursework. This information can guide decision-making about the allocation of program resources and services to ensure foster youth continue to make academic gains.

*Where can partners access this information?*

All community colleges participate in the Cal-PASS Plus (CPP) system of data. In these instances, these data points can be extracted directly from CPP. If an institution does not participate in CPP, and does not desire to do so, the partners must work directly with the research department at the institution to obtain the necessary data points.

1. Percent and number of students in one academic year cohort who successfully complete a remedial math and/or English course.

*What is the purpose of this metric?*

The purpose of this metric is to identify, by cohort, the percent and number of foster youth who successfully completed at least one basic skills/remedial course.

*What can partners learn from this metric?*

This metric will assist partners in identifying foster youth who were placed into a basic skills level course in at least one key academic subject upon enrolling college and who have successfully completed one basic skills course, demonstrating academic growth and persistence.

*Where can partners access this information?*

All community colleges, as well as some CSU and UC institutions, participate in the Cal-PASS Plus (CPP) system of data. In these instances, these data can be extracted directly from CPP. Currently, CPP has remedial course data at the CC level, but not at the CSU and UC. For 4-year universities, the partners will need to work directly with the research department at the institution to obtain the necessary data points.

1. Percent and number of students who took at least one basic skills/remedial course and who successfully completed a college/transfer level course within six years for Math, English or ESL.

*What is the purpose of this metric?*

The purpose of this metric is to identify, by cohort, the percent and number of foster youth who took at least one basic skills/remedial course and who also successfully completed a college/transfer level course in the same subject (Math, English, or ESL) within a period of 6 years.

*What can partners learn from this metric?*

This metric will assist partners in identifying foster youth who were effectively remediated and are now on a trajectory to complete a college degree program. These students were placed into a basic skills level course in at least one key academic subject upon enrolling in college and, over a period of six years received academic and additional supports adequate to facilitate remediation and persisted to take college/transfer level courses.

*Where can partners access this information?*

All community colleges, as well as some CSU and UC institutions, participate in the Cal-PASS Plus (CPP) system of data. In these instances, these data can be extracted directly from CPP. Currently, CPP has remedial course data at the CC level, but not at the CSU and UC. For 4-year universities the partners will need to work directly with the research department at the institution to obtain the necessary data points.

**EMBARK**

The milestones and momentum points in this category are intended to assist in identifying life outcomes, such as employment and wage, for foster youth following their successful completion of coursework, degrees and certificates at a CCC, CSU, or UC. Partners are encouraged to provide additional metrics, as they relate to specific programs and services in the partners’ service area.

As with the other milestone and momentum metrics, partners are encouraged to provide historical data, when available. However, for this specific category, we acknowledge historical data may be disparately unavailable. In those instances, partners are expected to establish a baseline data point with the first submission and to begin efforts to build the infrastructure necessary to support future data submission efforts.

Employment Outcomes

This set of milestones and momentum points will assist partners institutions and programs with understanding the employment outcomes for foster youth following their participation in a support service or program, and/or following their completion of a degree or certificate at a CCC, CSU, or UC.

**Milestone Metric: Employment Outcomes**

1. Percent and number of students from a cohort who are employed within 1 year and 3 years of completing or leaving an institution, excluding students who transferred and/or are still enrolled at any level.

*What is the purpose of this metric?*

The purpose of this metric is to identify, by cohort, the percent and number of students who are employed after completing or leaving a college or university. This metric is intended only to identify foster youth who are no longer enrolled in a college or university.

*What can partners learn from this metric?*

Tracking this information will help partners to understand the employment outcomes of foster youth who participate in specific programs or services, versus non-participating foster youth and the general population.

*Where can partners access this information?*

All community colleges participate in the Cal-PASS Plus (CPP) system of data. In these instances, these data can be extracted directly from CPP. For CSU and UC, collaboration with California’s Employment Development Department (EDD) may be necessary to match student data to gain employment data. These agreements may already be in place through the CSU Chancellor’s Office or UC Office of the President, and may not need to be created by individual institutions. Some partners may also have in place alumni surveys that could provide some of this information.

1. Percent and number of students who are accepted into a graduate level program.

*What is the purpose of this metric?*

The purpose of this metric is to identify, by cohort, the percent and number of foster youth who are accepted in to a graduate level program after completing a degree program at a college or university.

*What can partners learn from this metric?*

This metric will tell us the foster youth, by cohort, who have graduated from a CSU or UC and have applied and been accepted in to a graduate level program. With this, partners can identify pathways that support foster youth in achieving graduate level educations.

*Where can partners access this information?*

This information is accessed directly from academic institutions and would require the research department at selected institutions to identify and track those foster youth who were accepted in to a graduate program. This information can also be tracked on a self-reported basis from students.

1. Average wages of a cohort within 1 and 3 years of completing or leaving an institution, excluding students who transferred and/or are still enrolled at any level.

*What is the purpose of this metric?*

The purpose of this metric is to identify, by cohort, wage gains associated with foster youth who have either completed or left an institution. This metric is intended only to identify foster youth who are no longer enrolled in a college or university.

*What can partners learn from this metric?*

This metric will tell us the average wage gains of foster youth, by cohort, who have graduated from or left a CCC, CSU, or UC. With this information, partners can understand the impact that support services, programs, and college completion have on the life trajectories and wage outcomes of foster youth over time. Wage gain measurement is still an evolving area of research in California. Measuring gains is often problematic at a student or cohort level, due to the fact that for the 4-6 years prior to graduation, students are often not working or working part-time (and not necessarily in higher wage fields). Thus wage gain comparisons may not be particularly reliable unless the span of years covers a student’s work history before entering college. At this time, it may be more instructive to measure student wages against the median salary or hourly wage of similar people employed in a particular industry sector within an economic region, or to at least assess whether students reach a particular “living-wage” level of earnings regardless of prior history.

*Where can partners access this information?*

All community colleges participate in the Cal-PASS Plus (CPP) system of data. In these instances, these data can be extracted directly from CPP. For CSU and UC, collaboration with California’s Employment Development Department (EDD) may be necessary to match student data to gain employment data. These agreements may already be in place through the CSU Chancellor’s Office or UC Office of the President, and may not need to be created by individual institutions. Some partners or institutions may also have in place alumni surveys that could provide some of this information.

**Momentum Metric: Employment Outcomes**

1. Percent and number of students employed at least part-time (or work-based learning experience) while attending a college or university.

*What is the purpose of this metric?*

The purpose of this metric is to identify, by cohort, the percent and number of students who are employed part-time while attending a college or university.

*What can partners learn from this metric?*

Tracking this information will help partners to understand how foster youth with employment and/or work-based learning experiences perform versus the outcomes of foster youth who do not work during college.

*Where can partners access this information?*

In some instances, this information is already available, or can be made available through Cal-PASS Plus. Additionally, individual institutions or colleges may have their own mechanisms for tracking student employment. If an institution does not participate in CPP, or does not currently supply these data points to Cal-PASS Plus, and does not desire to do so, the partners must work directly with the research department at the institution to obtain the necessary data points, or rely on student self-reporting.

1. Percent and number of students in default on student loans.

*What is the purpose of this metric?*

The purpose of this metric is to identify, by cohort, the percent and number of students who have defaulted on student loans.

*What can partners learn from this metric?*

Student loan default is a state of delinquency on student loans that occurs when a student has violated the terms of his loan agreement by not making payment on the loan for 270 days. Tracking this information will help partners to understand the financial outcomes of foster youth upon college completion as compared non-participating foster youth and the general student population.

*Where can partners access this information?*

While this metric is not a required reporting metric for most academic institutions, some programs track this information. In such instances, the partners must work directly with the research department at the institution to obtain the necessary data points. Additionally, student loan default is reported to the California Student Aid Commission (CSAC). An academic institution may explore collaborating via MOU with CSAC to match student data with this information.

1. Average earnings of graduates.

*What is the purpose of this metric?*

The purpose of this metric is to identify, by cohort, the average earnings of graduates.

*What can partners learn from this metric?*

This metric will tell us the average earnings of foster youth, by cohort, who have graduated from a CCC, CSU, or UC. With this information, partners can understand the impact that support services, programs, and college completion have on the life trajectories of foster youth over time.

*Where can partners access this information?*

For Community Colleges, this information is already available, or can be made available through Cal-PASS Plus. While this metric is not a required reporting metric for most academic institutions, some programs track this information. In such instances, the partners must work directly with the research department at the institution to obtain the necessary data points. Additionally, the institution may explore collaborating via MOU with California’s Employment Development Department to match student data with this information.

**Glossary of Terms**

**Accepted:** This refers to when a student has applied and has been accepted to a CC, CSU, UC, or other university, regardless of whether or not they have enrolled and begun classes.

**ACT:** The ACT test is a college readiness assessment and standardized test for high school achievement and college admissions in the United States. It covers four skill areas: English, mathematics, reading, and science. It also includes an optional writing test. The main four tests are scored individually on a scale of 1–36, and a Composite score is provided which is the whole number average of the four scores. ACT has set a benchmark for each test that indicates college readiness – a score often used by institutions to waive placement test requirements for students and to place students in college-level courses.

**Advanced Placement (AP) Courses:** AP classes are college-level courses offered at the high school level. Students who take, and successfully complete these courses, along with taking and scoring a 3 or higher on the end of course exam, may be eligible for college credit for these courses once enrolled in a CCC, UC, CSU, or other post-secondary institution. These challenging classes may assist high school students in developing college-level academic skills and improve college admission opportunities.

**A-G:** This refers to the courses required for entrance to the CSU and UC system. There are seven general subject areas labeled A-G that include: History/Social Science, English, Mathematics, Laboratory Science, Language Other than English, Visual and Performing Arts, and College-Preparatory Electives. These requirements are not the same requirements for graduation within the state of California or within all individual school districts.

The California State University (CSU) system requires for acceptance a minimum of a “C” grade in all A-G courses while the University of California (UC) system requires a 3.0 Grade Point Average in the A-G courses meaning that a “C” grade can be balanced by an “A” grade in another class.

**Associates of Arts (AA) Degree:** An AA degree is an undergraduate academic degree awarded by a Community College, Junior College, Technical College, or 4-year institution upon completion of a specific course of study in humanities, business, or social science fields which equates 90 quarterly or 60 semester credit units. These programs are typically designed to span two years.

**Associates of Science (AS) Degree:** An AS degree is an undergraduate academic degree awarded by a Community College, Junior College, Technical College, or 4-year institution upon completion of a specific course of study in science or technical fields which equates 90 quarterly or 60 semester credit units. These programs are typically designed to span two years.

**Board of Governor’s (BOG) Waiver:** The BOG waiver was created as a form of financial aid to eliminate financial barriers to entry in the California Community Colleges. Students who meet certain eligibility requirements are eligible to have enrollment fees waived. These may be students or their families who are below specific income thresholds, and/or are receiving public assistance from the Temporary Assistance to Needy Families (TANF/CalWORKS), Supplemental Security Income (SSI), or General Assistance; students who have a certification from the California Department of Veterans' Affairs or the national Guard Adjutant General for a dependent's fee waiver; students who are a dependent of or a recipient of the Congressional Medal of Honor; and students who are a dependent of a victim of the September 11, 2001 terrorist attack.

**Cal Grant:** A Cal Grant is a financial aid award funded by the State of California that does not have to be repaid. There are several types of Cal Grant awards of differing amounts and at different levels of competitiveness. Additional information about these award types can be found at [www.csac.ca.gov](http://www.csac.ca.gov). All Cal Grant applicants must:

* Be California residents
* Be U.S. citizens or eligible non-citizens
* Meet U.S. Selective Service requirements
* Attend an eligible California qualifying postsecondary institution
* Be enrolled at least half-time
* Maintain satisfactory academic progress as defined at school of attendance
* Have family income and assets below the established ceilings
* Not be in default on any student loan
* Not owe any federal or state grant refund

**California College Pathways:** California College Pathways is a statewide partnership that provides resources and leadership to campuses and community organizations to help foster youth succeed at community colleges, vocational schools, and four-year universities. For more information, visit www.cacollegepathways.org .

**California Community College (CCC) Apply:** The online gateway to the California Community College system of 112 community colleges. At CCCApply.org, potential students and their families can learn about the CCC system, what the requirements are, costs and financial aid options, and can apply directly to the CCC of choice.

**California Partnership for Achieving Student Success (Cal-PASS) Plus:** California's K-16 actionable, accessible school data system. With it, Cal-PASS Plus members can use the power of data to raise student achievement, close achievement gaps and increase college readiness and success across the state. This occurs through increased collaboration and problem solving among faculty and education leaders, informed by data and evidence of effective practices. Currently all CCC participate in Cal-PASS Plus, but not all K-12 districts, CSU, and UC institutions, though they are encouraged to do so and participation is completely free to institutions. Cal-PASS Plus requires that participating institutions agree through a memoranda of understanding (MOU) to share their data. K-12 districts, CSU and UC institutions desiring to participate in the Cal-PASS Plus system of data can contact Cal-PASS Plus for more information: [www.calpassplus.org](http://www.calpassplus.org), email: [info@calpass.org](mailto:info@calpass.org), or (916) 498-8980.

**California Student Aid Commission (CSAC):** The Commission was established by the Legislature in 1955 to operate as the principal state agency responsible for administering financial aid programs for students attending public and private universities, colleges, and vocational schools in California. Its central mission is to make education beyond high school financially accessible to all Californians.

The Commission provides financial aid policy analysis and leadership, in partnership with California's colleges, universities, financial institutions, and financial aid associations. Additionally, the Commission publishes a number of annual reports on its financial aid programs that include policy reports, data arrays and a publication series. For more information: www.csac.ca.gov.

**California State University (CSU) data:** The CSU system has 23 campuses statewide. Some of these campuses participate in Cal-PASS Plus for the purposes of data sharing, but not all. To determine if a CSU is participating in the Cal-PASS Plus system of data, or to sign up to participate, contact Cal-PASS Plus for more information: [info@calpass.org](mailto:info@calpass.org) or (916) 498-8980. To collaborate with a CSU institution that does not participate in Cal-PASS Plus, the partners must work directly with the appropriate research department at the institution to obtain data directly.

**Career Technical Education (CTE):** A program of study that involves a sequence of courses that integrates core academic knowledge with technical and occupational knowledge to provide students with a pathway to postsecondary education and careers.

**Certificate:** A college certificate is awarded when a student completes a series of college-level courses in a field of study, often covered by a longer associate or bachelor degree program, and that are aligned to a particular industry sector. Certificates are awarded in a wide range of course requirements and duration, ranging from Chancellor’s Office approved certificates (often longer with larger unit requirements) to industry or local certification that may be a shorter duration or specific to an industry identified skill set for employment.

**Chafee Grant:** The Chafee Grant is a financial aid award funded via state and federal sources. Students who are or were in foster care and have financial need may qualify for up to $5,000 a year for career and technical training or college. Specifically, a student must be a current or former foster youth who has not reached his 22nd birthday as of July 1 of the award year. The court must have established his dependency when the student was between the ages of 16 and 18.

These funds are flexible and may be used to pay for childcare, transportation and rent while a student is enrolled in school. Additionally, these funds can be used at any eligible California college or university or career or technical school, as well as schools in other states.

**Child welfare system data:** Certain data about foster youth is required to maintain compliance with federal reporting. This data is collected through a centralized system known as Child Welfare Services / Case Management System (CWS/CMS) and may range in quality from region to region. When this data is shared among programs and regions, cross-system collaboration and program efficacy are greatly increased.

**Cohort:** A group of foster youth enrolled for the first time at a specific institution or organization within a single academic year. Partners may desire to consider multiple cohorts over the life of their grant to better understand the effectiveness of programs, services, and the outcomes that foster youth experience as a result of them over time.

**Data Source:** The data sources noted alongside corresponding Milestone and Momentum points are intended to define the potential sources of information and systems of data that exist to support partners as they monitor the progress of program efforts. These sources, defined further in this glossary, include:

* California Community College (CCC) Apply
* California Partnership for Achieving Student Success (Cal-PASS) Plus
* California State University (CSU) data
* California Student Aid Commission (CSAC)
* Child welfare system data (CWS/CMS)
* Employment Development Department (EDD) matching data
* Local college data
* Local K-12 school district data
* University of California (UC) data
* University data
* Other survey data

**Default:** Student loan default is a state of delinquency on student loans that occurs when a student has violated the terms of his loan agreement by not making payment on the loan for 270 days. These defaults are reported to CSAC.

**Disabled Student Programs and Services (DSPS):** The DSPS program provides support services, specialized instruction, and educational accommodations to students with disabilities so that they can participate as fully and benefit as equitably from the college experience as their non-disabled peers. A Student Educational Contract (SEC) is developed for each student which links student´s goals, curriculum program, and academic accommodations to his/her specific disability related educational limitation.

**Early Assessment Program (EAP):** According to collegeeap.org, the Early Assessment Program (EAP) is a collaborative effort among the State Board of Education (SBE), the California Department of Education (CDE), the California State University (CSU), and participating California Community Colleges (CCC). The program was established to provide opportunities for students to measure their readiness for college-level English and mathematics in their junior year of high school, and to facilitate opportunities for them to improve their skills during their senior year. Results from the EAP are used by all CSUs and many community colleges to make placement decisions into college-level courses and to exempt students from needing to take placement tests. These data are also the most consistent set of information about college readiness of students in California high schools.

**Employment Development Department (EDD) matching data:** The mission of the California Employment Development Department (EDD) is to connect job seekers and employers; however, they provide a variety of services including career training, and oversee the management of unemployment and disability benefits. Further, EDD tracks critical data about California employees through reporting on Unemployment Insurance (UI). An agreement between the California Community Colleges Chancellor’s Office and EDD allows for matching these data with academic and other information to better understand employment and wage outcomes for former foster youth. A similar agreement at the CSU Chancellor’s Office and/or UC Office of the President may allow for similar matching of data, and would need to be explored by each institution.

**Enrolled:** This refers to when a student has applied, has been accepted to attend, and has enrolled in courses at a CC, CSU, UC, or other university.

**Extended Foster Care Program:** Assembly Bill (AB) 12, The California Fostering Connections to Success Act was signed in to law September 30, 2010. The extended care program in California provides an opportunity for foster youth to voluntarily opt in to the foster youth system after turning 18 years of age to continue receiving benefits.

At the six-month hearing prior to youth’s 18th birthday, the social worker/probation officer must have a plan to ensure the youth meets at least ONE of the following criteria to be eligible for extended foster care:

* Completing high school or equivalent program (e.g. GED);
* Enrolling in college, community college or a vocational education program;
* Employed at least 80 hours a month;
* Participating in a program designed to promote or remove barriers to employment; or,
* Unable to do one of the above requirements because of a medical condition.

**Educational Opportunity Program (EOP):** This is a financial aid program of the State of California and its CSU and UC systems. It is designed to improve access and retention of historically low-income and educationally disadvantaged students. Its purpose is to encourage enrollment, retention and transfer of students disadvantaged by various factors, such as language, social, economic and education. The EOP provides enrollment assistance, educational planning, tutoring/educational services, and limited financial assistance when available. Campuses tailor their programs to accommodate the needs of their student population.

Each CSU campus except California Maritime Academy has an EOP for low-income undergraduate students who are California residents or qualify for an AB540 non-resident tuition exemption and are disadvantaged because of their economic and educational backgrounds. Students with a history of low income who need academic and financial assistance may apply for the program. EOP accepts students who do not meet regular admission criteria, as well as those who qualify for regular admission.

**Extended Opportunity Programs and Services (EOPS):** This is a financial aid program of the State of California and its Community College districts. It aims to recruit and assist college students who show academic and financial need, considered educationally disadvantaged and or academically underprepared. Its purpose is to encourage enrollment, retention and transfer of students disadvantaged by various factors, such as language, social, economic and education. The EOPS provides enrollment assistance, educational planning, tutoring/educational services, and limited financial assistance when available. Eligibility is limited to California residents who demonstrate eligibility for receiving the Board of Governors Grant and have an academic need. While similar, the criteria for acceptance to the EOPS program is less restrictive than acceptance to similar EOP programs available at CSU and UC campuses.

**Financial Aid:** This term refers broadly to any funds intended to assist with the costs associated with being a student, including: full or partial scholarships, tuition assistance, textbooks and supplies, childcare, work-based stipends, and living stipends. These funds may come from any number of sources, including local, state, federal, non-profit, professional organizations, and the academic institution itself.

**Foster Youth:** These youth are defined as youth who have had an order for out-of-home placement in the foster care system at any point. Institutions/organizations may have three sub-populations of foster youth:

* Total foster youth: The total number of foster youth in a service area for a partner’s institution or program.
* Eligible foster youth: The percent and number of foster youth eligible for services specific to foster youth through the partner’s institution or program.
* Foster youth served: The percent and number of foster youth receiving services specific to foster youth through the partner’s institution or program.

**Grade Point Average (GPA):** This number is the average grade earned by a student, determined by dividing the number of points received per course by the number of courses attempted.

**General Education Development (GED) Test:** GED tests are a group of five subject tests that, if passed, certify that an individual’s educational abilities match that of a high school graduate.

**International Baccalaureate (IB) Course:** Similar to AP courses, IB courses are challenging academic courses for students at all grade levels. IB courses and programs are under the purview of the International Baccalaureate Organization based in Geneva, Switzerland. Classes may be offered individually, in a series, or as part of a complete IB program. These challenging classes may assist high school students in developing college-level academic skills and improve college admission opportunities.

**Local College Data:** In some cases, data will need to be collected directly from a local college or university – either because the institution does not participate in Cal-PASS Plus, and thus it cannot be easily provided to a partner because the data is not collected by CPP, or is specific to an institution. To determine if an institution is participating in the Cal-PASS Plus system of data, or to sign up to participate, contact Cal-PASS Plus for more information: [info@calpass.org](mailto:info@calpass.org) or (916) 498-8980. If collaborating with an institution that does not participate in Cal-PASS Plus or has specific data to the institution, the partner must work directly with the appropriate research department at the institution to obtain data directly.

**Local K-12 school districts:** While some publicly reported data is available for all K-12 districts in the state through Cal-PASS Plus, approximately 60% of K-12 school districts, including some charter school LEAs, actively submit robust information in to the system of data. To determine if a K-12 district or charter school that is in your service area or is a grant partner is participating in the Cal-PASS Plus system of data, or to sign up to participate, contact Cal-PASS Plus for more information: [info@calpass.org](mailto:info@calpass.org) or (916) 498-8980. If collaborating with a local K-12 school district or charter school institution that does not participate in Cal-PASS Plus or needs to update data in the system, the partner must work directly with the appropriate research department at the district or institution to obtain data directly or encourage the district to participate in and submit data to CPP.

**Pell Grant:** A Pell Grant is a financial aid program funded by the federal and is limited to certain students. Specifically, each applicant must be: an undergraduate student who has not yet earned a bachelor’s degree; a United States citizen or an eligible non-citizen; has a high school diploma or a GED; must only use the aid for education related purposes; must not currently be in default for any federal student loans; and must not owe a refund for any federal education grants. A person is ineligible if incarcerated at any point in the past, or if he has received a presidential, 100%, or full-scholarship of any kind. Recipients must maintain satisfactory academic progress in a degree-oriented program. Pell grants are also subject to a 6 year maximum cap.

**Remedial Level:** Remedial level courses (called basic skills courses at community colleges) are courses and course sequences designed to bring underprepared students up to the basic levels of skill and competency to complete college-level courses. Placement into remedial courses is determined by a placement test upon entering a community college or CSU, and also may factor in other measures of student preparation depending on the college.

**Satisfactory Academic Progress (SAP):** This refers to the level of achievement that a student must uphold to maintain financial aid eligibility and, eventually, to earn a degree. This often requires a minimum GPA, minimum course enrollment, and completion, which may differ among programs and institutions.

**Scholastic Aptitude Test (SAT):** The SAT is a college readiness assessment and standardized test used for college admissions in the United States. It is owned, published, and developed by College Board, a nonprofit organization. Possible scores range from 600 to 2400, and are composed of individual scores from three areas: mathematics, critical reading, and writing. SAT has set a benchmark for each test that indicates college readiness – a score often used by institutions to waive placement test requirements for students and to place students in college-level courses.

**Transfer/Transfer-Level:** Transfer level is the point at which a student has completed the academic pre-requisites necessary to transfer from a two-year college program, such as at a CCC, to a four-year institution such as a CSU, UC, or private post-secondary. Credits received in transfer-lever courses transfer directly from a two-year college or CC transfer to a four-year institution to support a student’s movement, or transfer, from a two-year in to a four-year degree program at another institution. Transfer level courses are also used a pre-requisites to complete a certificate or degree at a CCC, and the term is used to delineate between college-level courses versus basic skills (or remedial) courses.

**TRIO:** According to www2.ed.gov, “the Federal TRIO Programs (TRIO) are Federal outreach and student services programs designed to identify and provide services for individuals from disadvantaged backgrounds. TRIO includes eight programs targeted to serve and assist low-income individuals, first-generation college students, and individuals with disabilities to progress through the academic pipeline from middle school to post-baccalaureate programs. TRIO also includes a training program for directors and staff of TRIO projects.”

Depending upon the program, the grant recipient of TRIO funds is generally an institution of higher education, a public or private agency or organization, a community organization, or a combination thereof. Student services available through TRIO are planned, developed, and administered by the grantee. To receive services, “a student must be eligible to receive services and be accepted into a funded project that serves the institution or school that student is attending or the area in which the student lives.”

**Unduplicated:** Unduplicated students should be counted only once for the sake of tracking purposes within a cohort, even if the student appears twice in the same data set as the result of their relevance to more than one query field or factor. For example, students who receive financial aid may do so from several sources, but would be “unduplicated” if only counted once as receiving any financial aid. Similarly, foster youth may be identified and tracked through several sources (Chafee grants, self reporting, etc.) and should only be counted once is the cohort of foster youth.

**University Data:** Most private post-secondary institutions, and other institutions outside of the CSU and UC systems do not currently participate in Cal-PASS Plus. To determine if an institution is participating in the Cal-PASS Plus system of data, or to sign up to participate, contact Cal-PASS Plus for more information: [info@calpass.org](mailto:info@calpass.org) or (916) 498-8980. If collaborating with an institution that does not participate in Cal-PASS Plus, the partner must work directly with the appropriate research department at the institution to obtain data directly.

**University of California (UC) data:** The UC system has 10 campuses statewide. Some of these campuses participate in Cal-PASS Plus for the purposes of data sharing, but not all. To determine if a UC is participating in the Cal-PASS Plus system of data, or to sign up to participate, contact Cal-PASS Plus for more information: [info@calpass.org](mailto:info@calpass.org) or (916) 498-8980. If collaborating with a UC institution that does not participate in Cal-PASS Plus, the partner must work directly with the appropriate research department at the institution to obtain data directly.

**Wage gain:** An increase, over time, in the payment for labor or services provided by an individual, in this instance a foster youth. Wage gain demonstrates growth in employment opportunities and salaries, sometimes as a direct result of receiving a college certificate or degree. Wage gain is difficult to measure and/or compare due to the fact that many students do not work or only work part-time while attending a college or university – thus having low or non-existent wages to compare before and after graduation.

**Work-based learning:** Work-based learning programs extend the classroom in to the work community by allowing students to apply education and skills to employment opportunities, usually for course credit.