

# ACCELERATING SUCCESS:

## Turning Insights into Action for Foster Youth at California Community Colleges

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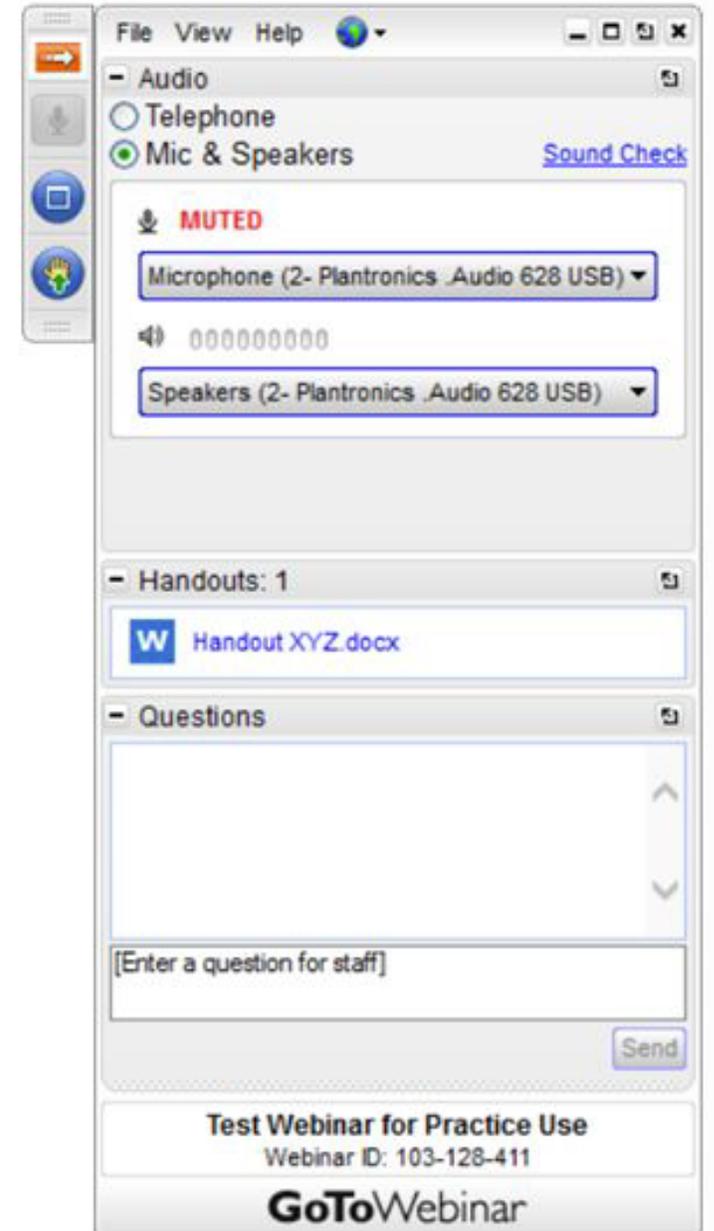


November 1, 2017



# Information to Participate

- Call-in information
  - Phone number: (415) 930-5321
  - Access code: 426-723-023
- To submit questions, click on the “Questions” panel, type your question, and click “send”
- Today’s PowerPoint can be downloaded from the “handouts” section of your control panel
- Presentation materials and audio will also be posted at [www.jbaforyouth.org](http://www.jbaforyouth.org) and [www.cacollegepathways.org](http://www.cacollegepathways.org)



# ACKNOWLEDGEMENTS

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## Consulting Partners:

- Mark Courtney - Chapin Hall
- Nathanael Okpych - University of Connecticut School of Social Work

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# ACKNOWLEDGEMENTS

## Bright Spot Campuses:

- College of the Canyons
- De Anza College
- Evergreen Valley College
- Fresno City College
- Los Medanos College
- Reedley College

# CALIFORNIA COLLEGE PATHWAYS POLICY MILESTONES

- Early 2000's, Guardian Scholars
- In 2006, the Community College Chancellors Office launched the Foster Youth Success Initiative
- In 2015, Senate Bill 1023 created CAFYES, a dedicated source of state funds for supporting foster youth at up to 10 community college districts

# BUILDING ON WHAT WE LEARNED

- Charting the Course (2015)



# METHODOLOGY

- Quantitative data from Cal-PASS Plus
- A survey of institutional policies and foster youth programs
- A multi-method analysis to identify bright spot colleges through data
- Qualitative interviews to uncover promising practices



# EQUIP

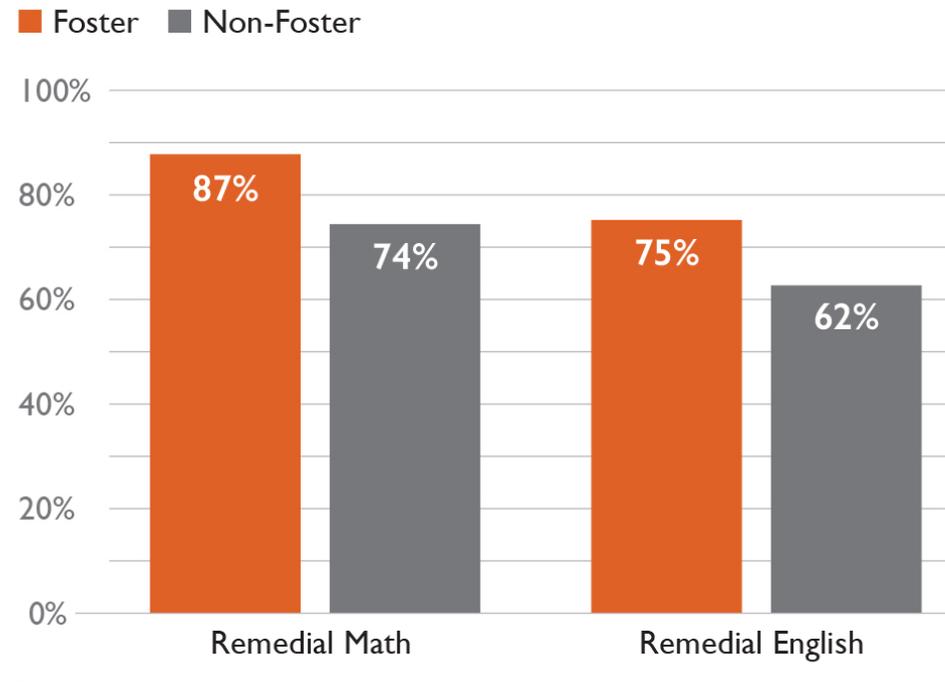
# FOSTER YOUTH DEMOGRAPHICS

TABLE I: Demographics of First-Time College Students, by Foster Youth Status (2015–2016)

		Foster Youth		Non-Foster Youth		CA General Population <sup>3</sup>
		Number	%	Number	%	%
<b>All Students</b>		3,922		294,618		
<b>Gender</b>	Female	2,123	54.1%	145,965	49.5%	50.3%
	Male	1,750	44.6%	145,064	49.2%	49.7%
	Unknown Gender	49	1.2%	3,589	1.2%	N/A
<b>Race</b>	African American	701	17.9%	17,406	5.9%	6.5%
	American Indian or Alaskan Native	56	1.4%	1,292	0.4%	1.7%
	Asian	189	4.8%	39,725	13.5%	14.8%
	Hispanic	1,772	45.2%	137,848	46.8%	38.9%
	Native Hawaiian or Pacific Islander	18	0.5%	1,427	0.5%	0.5%
	Two or More Races	294	7.5%	12,427	4.2%	3.8%
	Unknown Race	28	0.7%	7,648	2.6%	N/A
	White	864	22.0%	76,845	26.1%	37.7%

# STUDENTS WHO START IN REMEDIAL COURSEWORK

**FIGURE I: Students Enrolled in Remedial Math and English Courses**



# PREPARING FOSTER YOUTH FOR COLLEGE

- Staff assist students with paperwork and questions regarding financial aid
- Evergreen Valley College -- accompany students to the financial aid office
- Reedley College -- on-campus housing, foster youth have priority status
- Fresno City College -- collaborates with community partners for foster youth housing



# EQUIPPING FACULTY AND STAFF

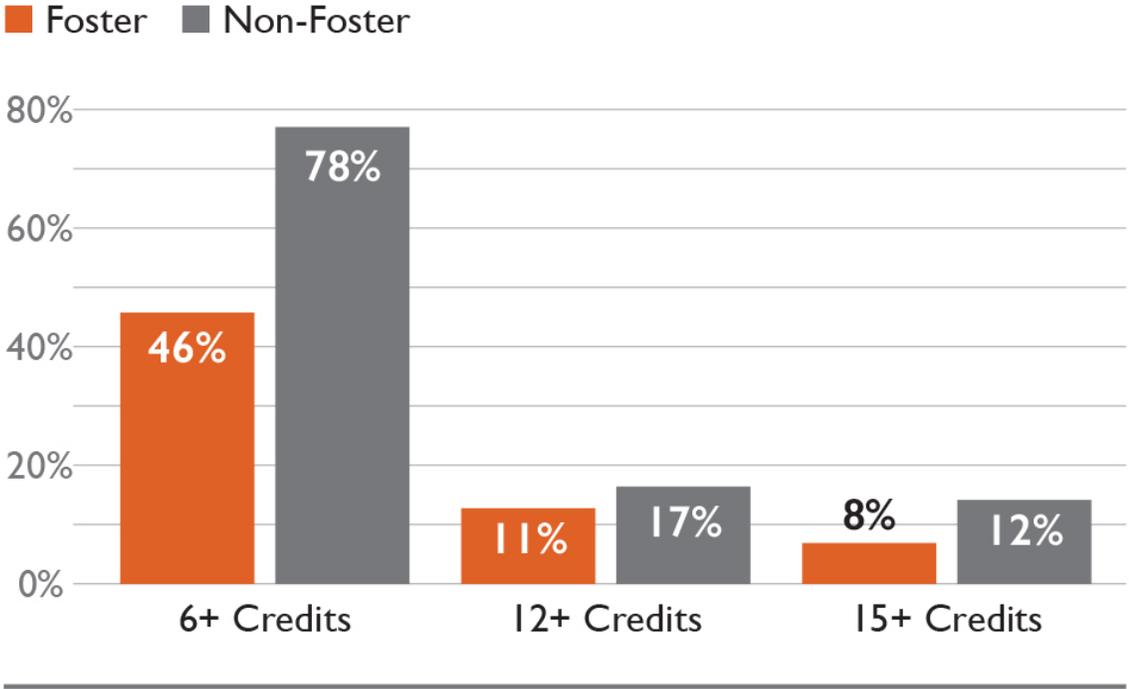
- College of the Canyons and Los Medanos provide training for faculty to understand the needs of foster youth and other vulnerable populations
- General training on trauma and behavior intervention and integration of social-emotional learning in the classroom
- Informing instructors about the needs of foster youth enhances academic experience and educational success



# ENROLL

# COURSE ATTEMPTS

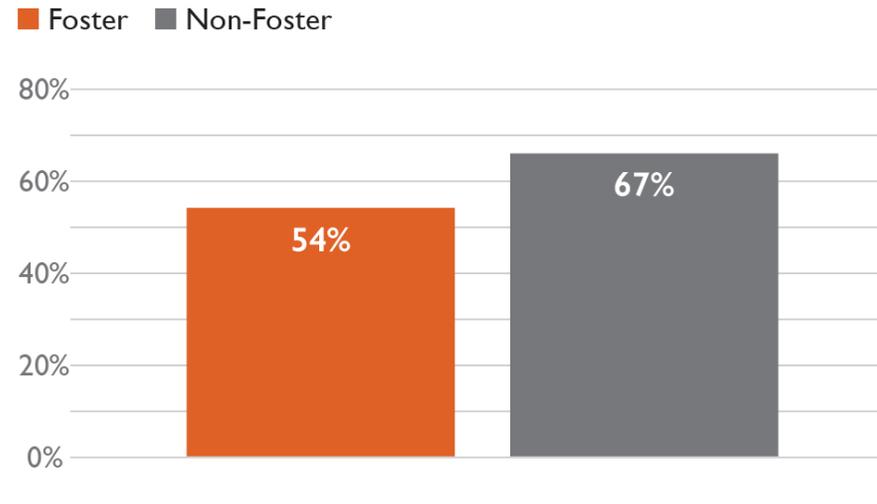
**FIGURE 2: Number of Credits Attempted in First Term (categories not exclusive)**



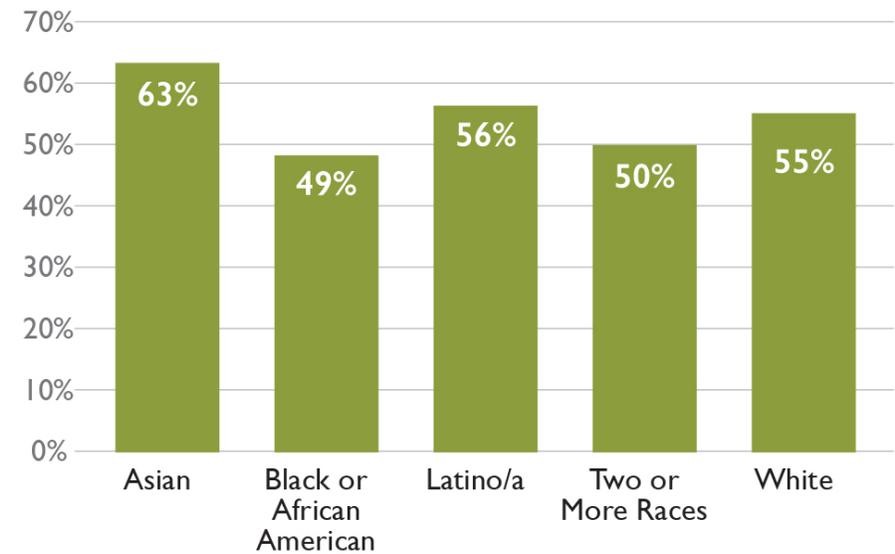
- FY on average attempt fewer credits at all levels than non-foster youth
- FY enroll full-time at comparable rates as other students – yet low percentages

# TERM-TO-TERM PERSISTENCE

**FIGURE 3: Term-to-Term Persistence**



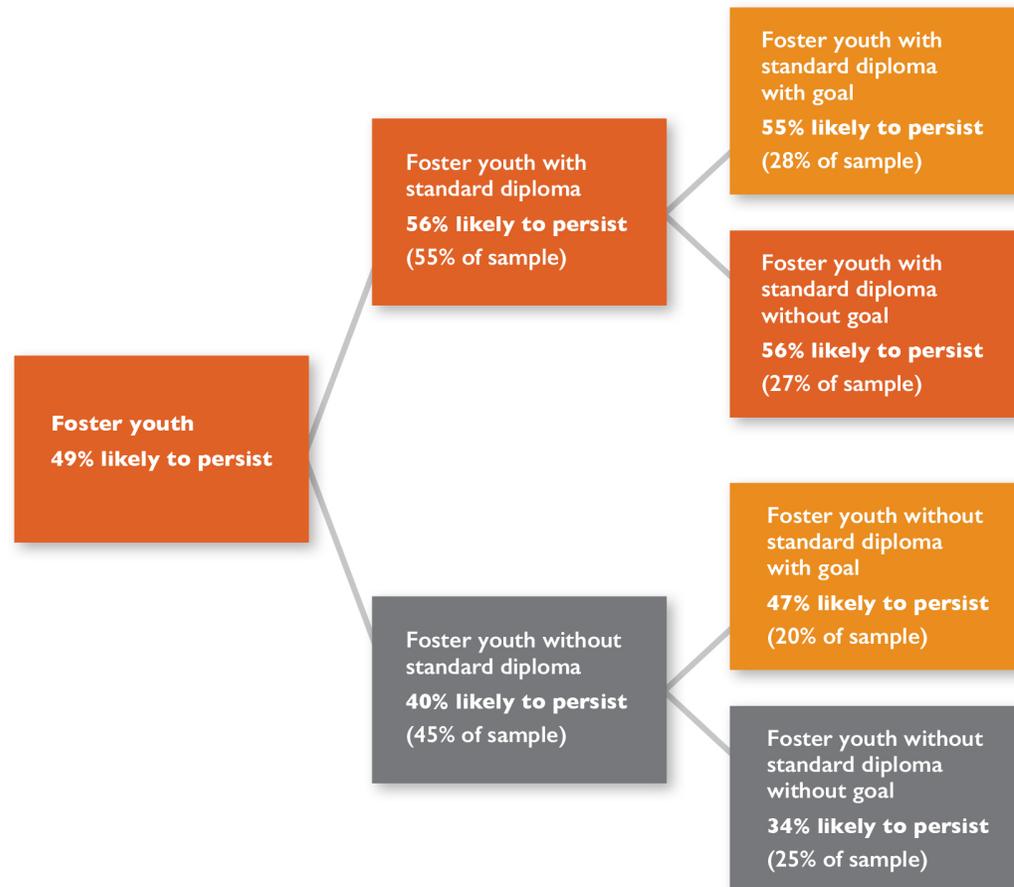
**FIGURE 4: Foster Youth Persisting from Term 1 to Term 2 by Ethnicity**



# PATHWAYS TO FOSTER YOUTH PERSISTENCE

FIGURE 5: Pathways to Persistence

■ Best Outcomes ■ Best Alternative ■ Lowest Persistence



- Standard high school diploma was the most important factor for term-to-term persistence
- For foster youth without a standard diploma, declaring an academic goal was associated with a 13% increase in persistence

# FACILITATING PERSISTENCE WITH SOCIAL SUPPORTS

- Ensure uninterrupted contact with foster youth
- Reedley College – sends text messages to foster youth about workshops, deadlines or to just stay connected
- Mental health counseling, peer support groups, and life skills workshops have proven to be beneficial
- Bright spot colleges described a higher intensity or greater availability of these services

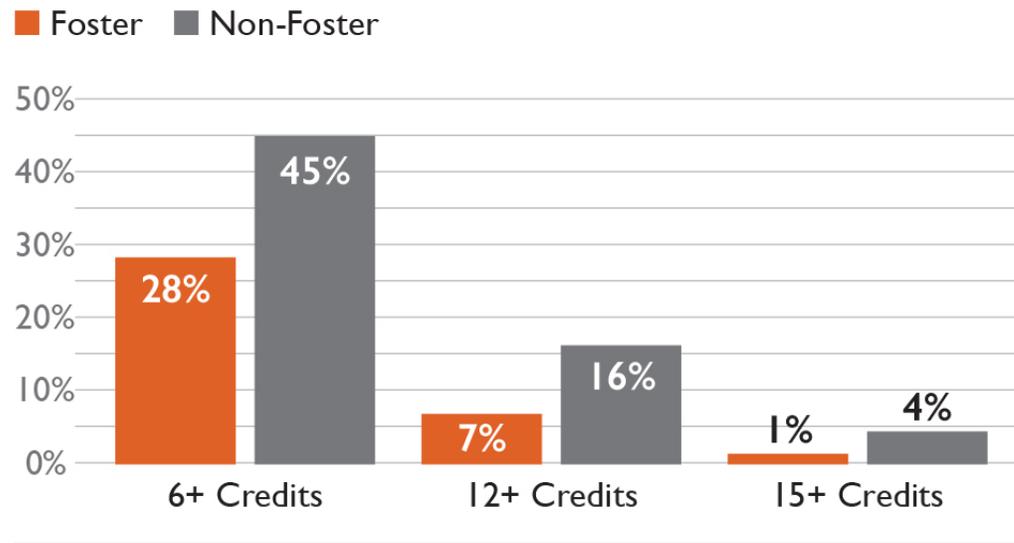


EARN

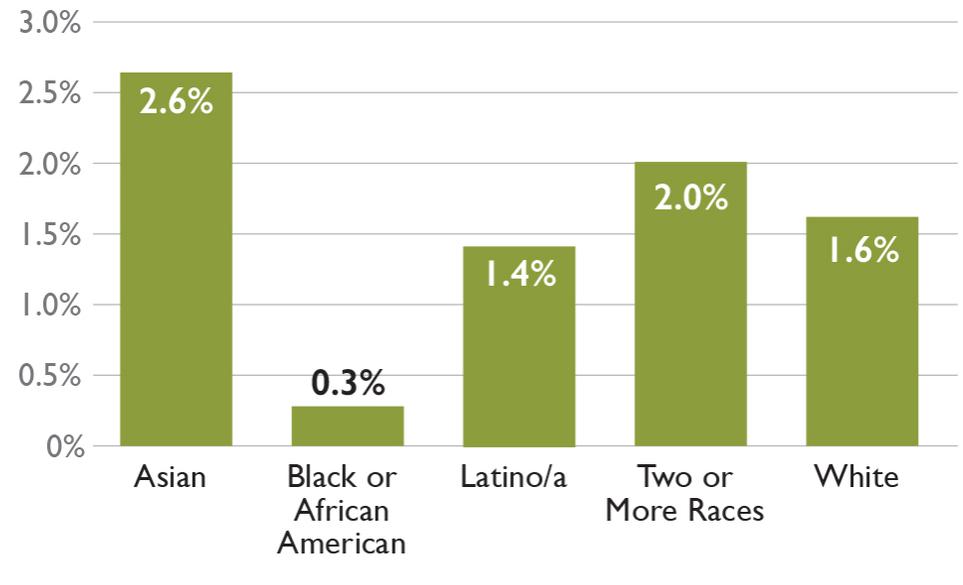


# CREDITS EARNED

**FIGURE 6: Number of Credits Earned in First Term**  
(categories are not exclusive)

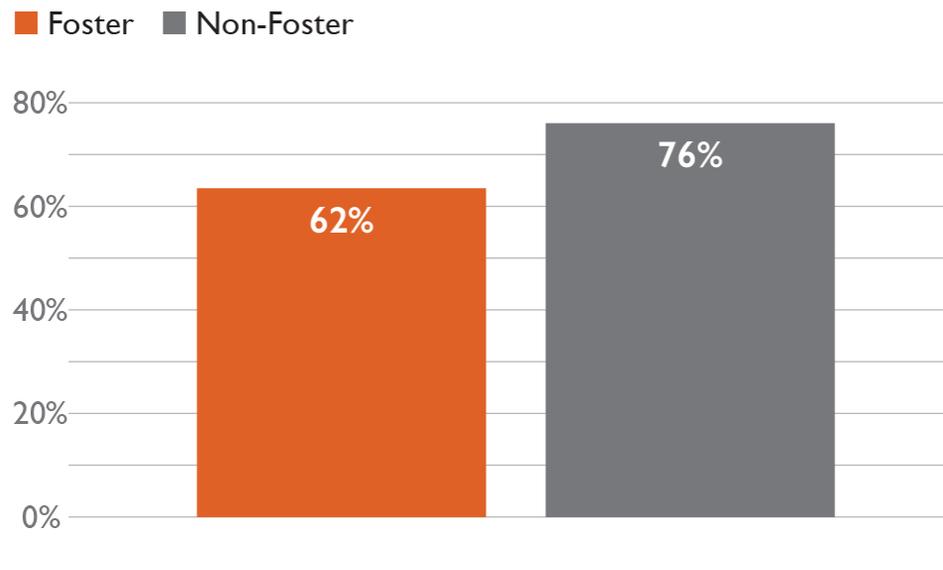


**FIGURE 7: Foster Youth Earning 15+ Credits in First Term by Race**

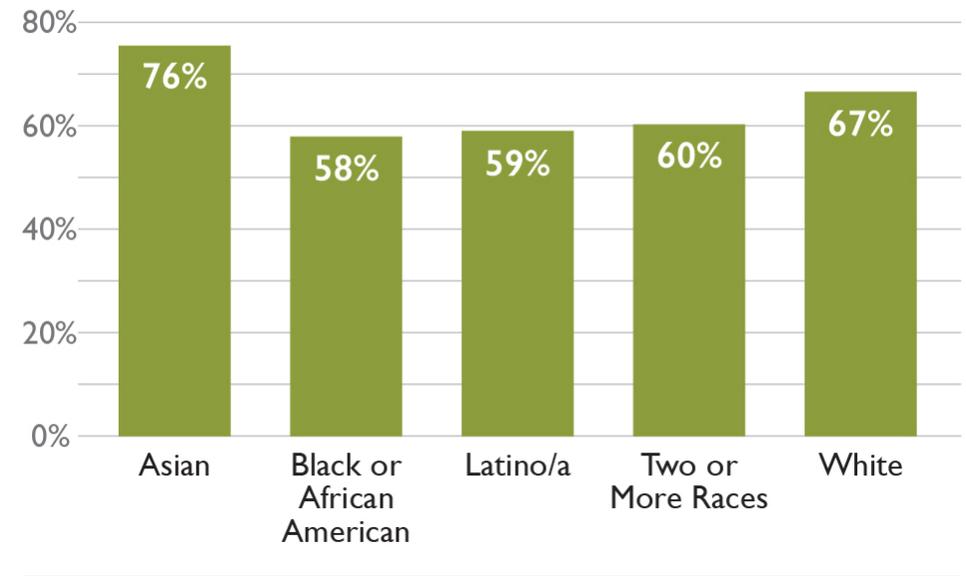


# COURSE SUCCESS

**FIGURE 11: College-Level Course Success Rate**

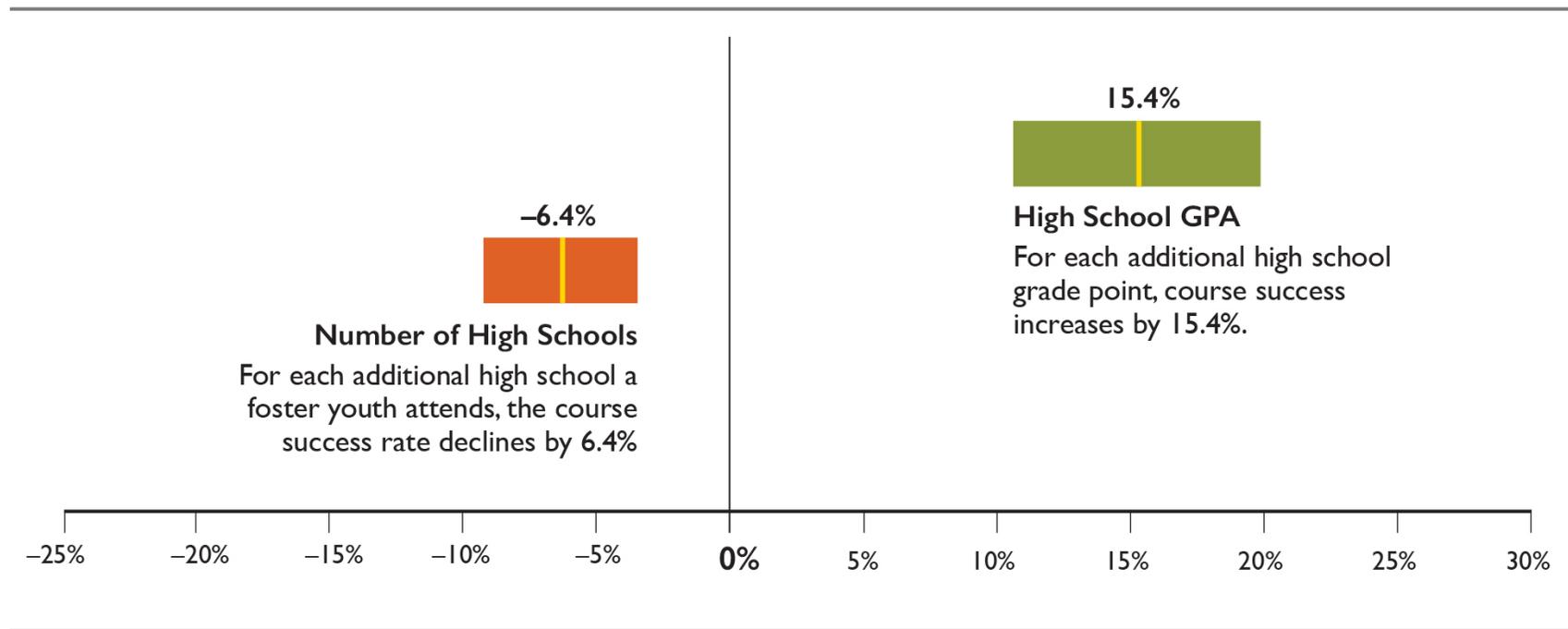


**FIGURE 12: Foster Youth College-Level Course Success Rate by Ethnicity**



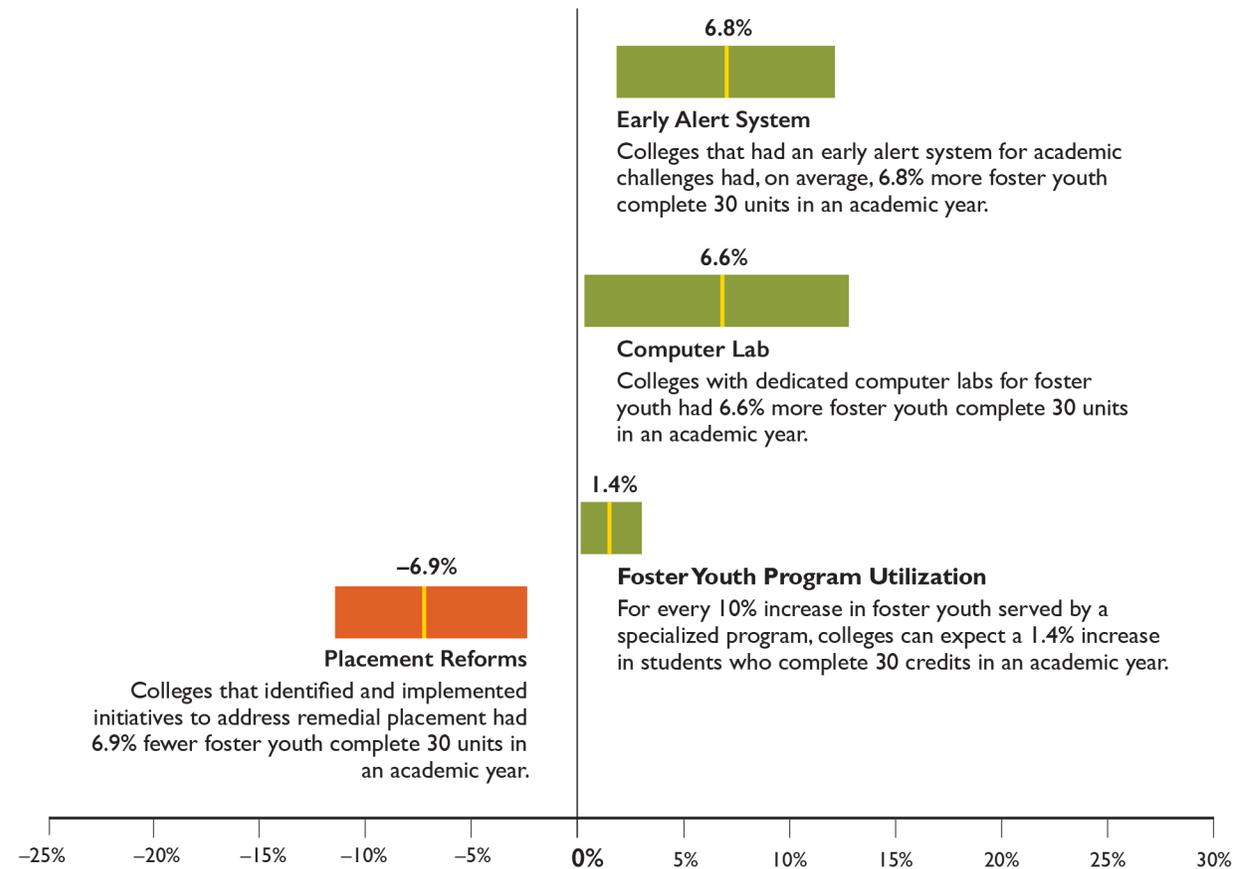
# PREDICTORS OF COURSE SUCCESS

**FIGURE 13: Foster Youth Community College Course Completion**  
(First-Time Foster Youth Students)



# INSTITUTIONAL AND PROGRAM FACTORS THAT PREDICT 30-CREDIT COMPLETION

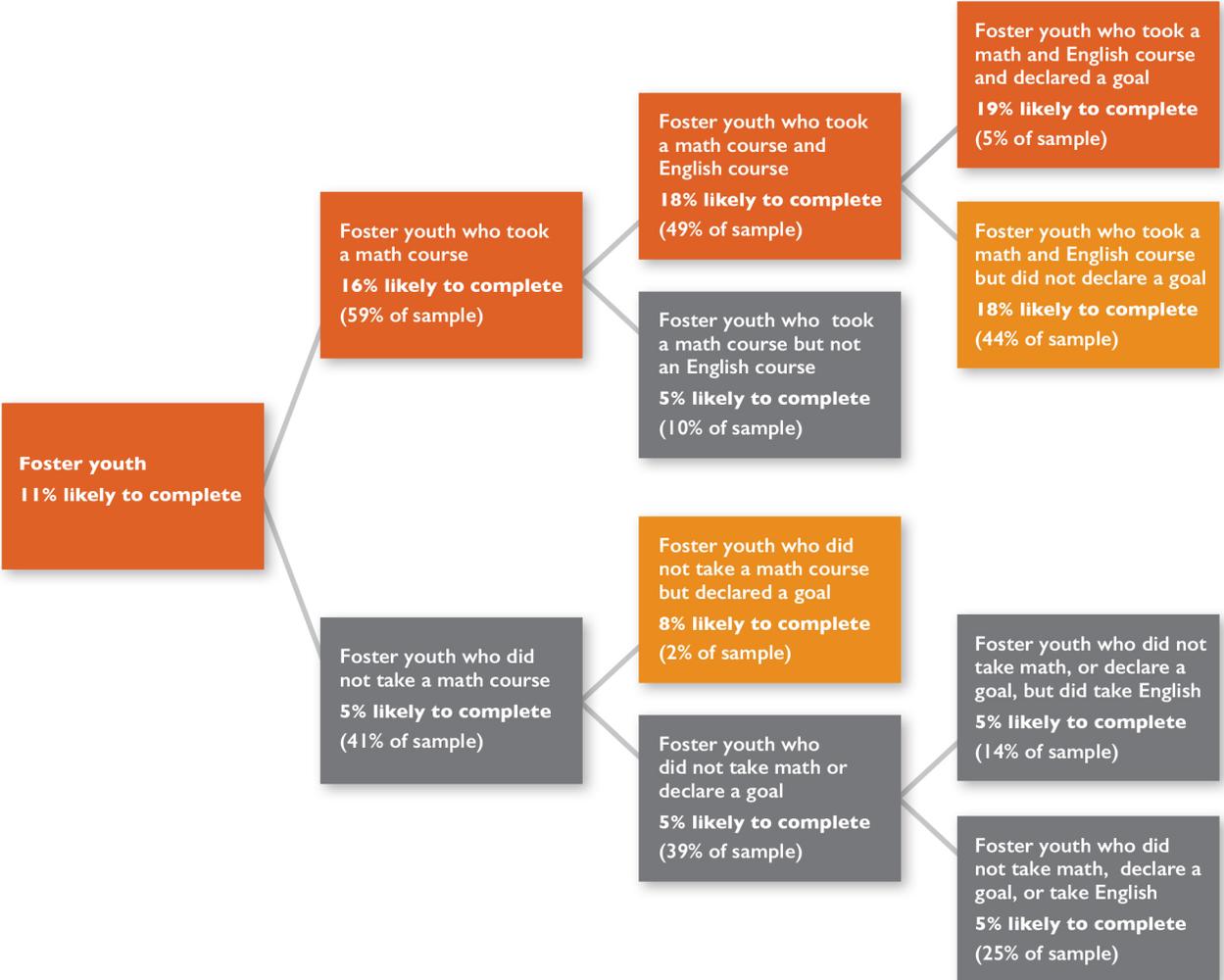
FIGURE 14: Foster Youth 30-Unit Completion During the Academic Year (All Foster Youth Students)



# PATHWAYS TO COMPLETION OF AN AWARD/TRANSFER

FIGURE 15: Pathways to Completion<sup>8</sup>

■ Best Outcomes ■ Best Alternative ■ Lowest Completion



- Foster youth who took a math or English course in the first two years increased their likelihood of completing college by 7%
- Declaring an Ed. Goal in addition to math and English only slightly increased completion

# DISCUSSION

- The educational experience of racial minority foster youth gives cause for concern
- Persistence after the first year of college was influenced by receiving a standard high school diploma
- Number of high schools attended by foster youth influenced their academic outcomes
- Taking math and English courses in the first two years was the strongest predictor of completing a degree/certificate/transfer
- Institutional and program practices were supportive of foster youth student success, in addition to serving a high proportion of foster youth in specialized programming

# LIMITATIONS

- Foster youth were identified via self-identification and financial aid application
- The analyses presented do not control for length or intensity of a student's experience in foster care
- This report does not evaluate the causal relationship between specific foster youth programs and student outcomes
- This analysis was limited to foster youth in California

## NEXT STEPS

- Data matching and analysis between K-12 school districts and community colleges
- Future work should cross-reference community college and child welfare data
- Deeper analysis of institutional and program factors with a larger sample of colleges
- Hearing directly from foster youth to bolster identification of challenges and promising practices
- Analyzing the fourth “E” (Embark) when enough time has lapsed will illuminate the connection between post-secondary education and the labor market/economic well-being

# POLICY IMPLICATIONS

- New strategies for reducing placement instability and school mobility are needed.
- Ensuring that foster youth are receiving proper guidance in high school regarding graduation options, college matriculation and educational planning is key.
- Access to adequate financial aid so that students can enroll in as many units as possible is essential.
- Continued investments in support for foster youth attending community college is crucial.

# Upcoming JBAY Web Seminar

*JBAY FAFSA Challenge: Informational Webinar*

Date: Friday, November 17

Time: 10:00 a.m. – 11:15 a.m.

<https://attendee.gotowebinar.com/register/9114374536294294017>

Sign up for California College Pathways newsletters to receive info on all upcoming webinars: <http://www.jbaforyouth.org/sign-up-for-mailing-list/>

## TO ASK A QUESTION NOW:

Click on the “questions” panel, type it and hit “send”

## To read the full report:

<http://www.cacollegepathways.org/wp-content/uploads/2015/09/Accelerating-Success.pdf>

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