HOW TO HELP FOSTER YOUTH AVOID THE REMEDIATION TRAP & ACHIEVE COLLEGE SUCCESS

February 9th, 2017
Information to Participate

• Call-in information
  • Phone number: (702) 489-0008
  • Access code: 928-441-384

• To submit live questions, click on the “Questions” panel, type your question, and click “send”

• Presentation materials and audio will be posted at www.thpplus.org and www.cacollegepathways.org
Send a Support Letter for SB 12 today!

**Senate Bill 12 (Beall): Improving Access to Financial Aid for Foster Youth**

- **Every county child welfare agency would be required to identify a person to assist the foster youth in the financial aid application process.**
- **Foster youth would no longer have to verify their foster youth status for financial aid – it would be done automatically at the state level.**
- **Expand the existing CAFYES program from the current level of 10 community college districts to 20.**

Upcoming JBAY Web Seminars

• **February 14, 2017**: SB 12: Increasing Pell Grant Receipt Among Foster Youth
• **February 16, 2017**: SB 245: Reducing Unplanned Pregnancy Among Foster Youth
• **February 23, 2017**: Let’s Talk THP-Plus Rates: Regional Housing Costs & Serving Parenting Youth
• **March 9, 2017**: On-Campus Supports & Resources for Foster Youth (Post-Secondary Education Training Series Webinar)

Register for these webinars on the John Burton Advocates for Youth website: [http://www.jbaforyouth.org/upcoming-events-trainings/](http://www.jbaforyouth.org/upcoming-events-trainings/)

Sign up for John Burton Advocates for Youth newsletters to receive info on all upcoming webinars: [http://www.jbaforyouth.org/sign-up-for-mailing-list/](http://www.jbaforyouth.org/sign-up-for-mailing-list/)
Today’s Presenters

JESSICA PETRASS
Project Manager
John Burton Advocates for Youth

KEN SOREY
Executive Vice President
Educational Results Partnership

DR. KATIE HERN
English Instructor, Chabot College
Co-Founder, California Acceleration Project
Matriculating into Community College

JESSICA PETRASS
Project Manager

*John Burton Advocates for Youth*
What is Priority Registration & who is eligible?

• Priority Registration allows a student to register early so they can get into courses before they fill up

• Eligibility requirement for priority registration at community college and CSU’s expanded with SB 906:
  ▪ Effective January 1, 2017 eligibility requirement expanded from students who were in foster care on or after their 18th birthday and under age 24 to foster youth who were in foster care on or after their 16th birthday and under the age of 26.

• Not all schools may be aware of the newly expanded eligibility requirement
What is Priority Registration & who is eligible?

• Other eligible groups for priority registration:
  ▪ Homeless youth until January 1, 2020 **
  ▪ Extended Opportunity Programs & Services (EOPS) participants
  ▪ Disabled Students Programs and Services (DSPS) participants
  ▪ CalWORKs participants
  ▪ Active duty military & recent Veterans

**Homeless youth is a student under the age of 25, who has been verified at any time during the 24 months immediately preceding their application for admission that meets the definition as in the federal McKinney-Vento Homeless Assistance Act.

**The addition of homeless youth is new as of January 1st due to SB 906 and not all colleges may have a system in place yet
Complete 3 Steps to qualify for Priority Registration at CA Community Colleges

#1 - Participate in Orientation
#2 - Complete the Assessment Process
#3 - Develop an Education Plan

Contact your college to learn more about the process or go to www.stepforward.cccco.edu

JOHN BURTON ADVOCATES FOR YOUTH
When is Priority Registration?

• Varies by school
  ▪ Ex. A month prior, a week prior etc.

• Some schools have a firm deadline, other’s allow students to enroll early after this deadline

• TIPS:
  ❖ Start the process early
  ❖ Be aware of deadlines
  ❖ Can be difficult to find this information online, may need to call or go in person
  ❖ Get connected to the FYSI Foster Youth Liaison and/or Foster youth campus support programs in the beginning of the process
  ❖ Visit www.cacollegepathways.org to find the contact person by clicking the “Find Campus Support Programs” tab
Multiple Measure of Placement: Reimagining Student Capacity

Ken Sorey
Executive Vice President
*Educational Results Partnership*
www.edresults.org
# Educational Productivity Conceptual Framework

<table>
<thead>
<tr>
<th>Increase Math and English Achievement before Grade 8</th>
<th>Curriculum Improvement in 9th - 12th Grades</th>
<th>Multiple Measures for Placement</th>
<th>Alternative Remediation and Targeted Support</th>
<th>Accelerate Time to BA/BS Degrees and Increased Capacity for More Students</th>
<th>Labor Market Alignment</th>
</tr>
</thead>
</table>
| Predictive data on high school success              | Co-designed 9th - 12th grade math and English courses between K-12 and college faculty | Multiple Measures of HS preparation and placement  
- HS GPA and Courses | Alternative curriculum for basic skills/remedial course sequences (acceleration, co-requisites) | Improve articulation of courses among high school, community college and 4-year universities | Alignment of industry demand with degree/certificate programs |
| Curricular alignment and evidenced-based placement for middle school to high school math transitions | Expand Expository Reading and Writing Curricula | Predictive data on student capacity leads to placement in one or more courses higher than current assessments | Student supports targeted at those with most need | Increase community college BA/BS degree programs where demand is high | Organize 10 high economic impact industry sectors and leaders by region |
| Every student at “grade level” or above by 5th Grade in both math and English | Create a 12th Grade math course for students who are close to college ready | Summer bridge and “you are college material” orientation programs | Academic programs mapped out clearly for students and aligned to skills sets and meta major pathways | Guarantee seats for community college transfer students in local universities with a focus on associate degrees for transfer | Predictive analytics to bridge “skills versus courses/degree” disconnect |
| Replication of success of higher performing systems | Best practice replication of higher performing systems | Throughput increases as more students succeed at higher rates in their first credit-bearing college-level courses and proceed through college | Early-alert systems to ensure students are making progress based on academic and non-academic milestones | Multiple measures of placement into universities decreasing percent of students taking non-credit coursework | |

- **3 of 10 Students Ready**
- **4 of 10 Students Ready**
- **6 of 10 Students Ready**
- **8 of 10 Students Ready**
- **7 of 10 Complete**
- **Living Wage / Stackable Career Ladder**
Reality of Assessment & Placement

• Majority of students placed below transfer-level in ≥1 discipline
  ▪ 68% nationally (Scott-Clayton & Belfield, 2015) bit.ly/CCRCPlacementAccuracy

• Cohort completion rates of transfer-level course drop by a third to half for every additional level placed below transfer (CCCCO Basic Skills Cohort Tracker: http://bit.ly/BSCohort)

• **50-60% of equity gap** in outcomes occur during assessment and matriculation (Stoup, 2015: bit.ly/STOUP2015)
## Evidence that Conventional Assessment is Flawed

|---|---|---|
### What’s Happening to Foster Youth?

<table>
<thead>
<tr>
<th>College</th>
<th>Academic Year</th>
<th>Comparison</th>
<th>Program</th>
<th>Export Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Colleges</td>
<td>2015-2016</td>
<td>All Students</td>
<td>No Cohort Available</td>
<td></td>
</tr>
</tbody>
</table>

**Distinct Count**

<table>
<thead>
<tr>
<th>College Preparedness</th>
<th>All Foster Youth</th>
<th>% Foster Youth</th>
<th>All Non Foster</th>
<th>% Non Foster</th>
</tr>
</thead>
<tbody>
<tr>
<td>First college course ever attempted in the community college system in either Math, English or ESL was below transfer level</td>
<td>20,258</td>
<td>90 %</td>
<td>1,158,828</td>
<td>81 %</td>
</tr>
<tr>
<td>First college course ever attempted in the community college system in Math was below transfer level</td>
<td>16,540</td>
<td>88 %</td>
<td>943,310</td>
<td>78 %</td>
</tr>
<tr>
<td>First college course ever attempted in the community college system in English or ESL was below transfer level</td>
<td>15,060</td>
<td>73 %</td>
<td>801,054</td>
<td>62 %</td>
</tr>
<tr>
<td>First Math course attempted was below transfer level, and who then completed a transfer level course in Math within 2 years</td>
<td>2,049</td>
<td>12 %</td>
<td>190,582</td>
<td>20 %</td>
</tr>
<tr>
<td>First English or ESL course attempted was below transfer level, and who then completed a transfer level course in English within 2 years</td>
<td>4,626</td>
<td>31 %</td>
<td>334,701</td>
<td>42 %</td>
</tr>
</tbody>
</table>
Multiple Measures

HOW IT WORKS

• Utilizes high school transcript data, and multiple variables to better predict student success in college-level courses.

• Engages faculty with data to fundamentally change placement practices at colleges and universities where under-placement and over-reliance on a single test is rampant.

WHY IT MATTERS

• Significantly reduces the number of students placed into remedial classes and/or moves them up in the course sequence.

• Saves students years of time and large amounts of money.

• Increases students likelihood of completing a degree, certificate transfer.
Multiple Measures

High school variables that predict success in college-level courses:

• English
  • Cumulative HS GPA
  • Grade in last HS English
    • C+ or better in AP English class
  • Score on English CST*
  • Non-remedial status in HS English

• Math
  • Cumulative HS GPA
  • Enrollment and grades in Geometry, Algebra II, Trigonometry, Pre-calculus, Statistics, Calculus
  • Score on math CST and level
  • Delay*

*CST is the California Standards Test used until 2013
Potential Statewide Transfer-Level Placement

<table>
<thead>
<tr>
<th>Subject</th>
<th>Current (n=103,510)</th>
<th>Disjunctive MM (n=143,253)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>38%</td>
<td>61%</td>
</tr>
<tr>
<td>Math</td>
<td>31%</td>
<td>42%</td>
</tr>
</tbody>
</table>
Las Positas Preliminary F2016 results: English

**Transfer-Level Placement**

- F2015: 35%
- F2016: 78%

**Success Rate**

- F2013: 75%
- F2014: 70%
- F2015: 75%
- F2016 (all): 76%
- F2015 (MM only): 77%
Spring/Fall 2016: Mira Costa

Placement into Transfer-Level English

- Overall: 77% Pre-Reform, 83% Post-Reform
- Asian: 65% Pre-Reform, 79% Post-Reform
- African American: 49% Pre-Reform, 63% Post-Reform
- Hispanic: 52% Pre-Reform, 69% Post-Reform
- PI: 59% Pre-Reform, 67% Post-Reform
- White: 72% Pre-Reform, 83% Post-Reform
Mira Costa Transfer-Level English Success rate by year/placement type

<table>
<thead>
<tr>
<th></th>
<th>S2016</th>
<th>F2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Reform</td>
<td>65%</td>
<td>68%</td>
</tr>
<tr>
<td>Post_Reform</td>
<td>69%</td>
<td>70%</td>
</tr>
<tr>
<td>Compass</td>
<td>64%</td>
<td>75%</td>
</tr>
<tr>
<td>MMAP</td>
<td>67%</td>
<td>80%</td>
</tr>
<tr>
<td>EAP</td>
<td>71%</td>
<td>72%</td>
</tr>
</tbody>
</table>
Success Story: Cañada College

Transfer-level Placements

<table>
<thead>
<tr>
<th>Course</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math</td>
<td>191</td>
<td>192</td>
</tr>
<tr>
<td>English</td>
<td>123</td>
<td>123</td>
</tr>
</tbody>
</table>

Transfer-level Success Rates

<table>
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<tr>
<th>Course</th>
<th>2014</th>
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<td>65%</td>
<td>68%</td>
</tr>
<tr>
<td>English</td>
<td>78%</td>
<td>75%</td>
</tr>
</tbody>
</table>
Not All Colleges Have Changed: Most Still Use the Test

Assessment is high-stakes for their future

Encourage FY to take the test seriously:

- Ex. Study and prepare, eat breakfast, sleep the night before

If there are pre-screening or options for which test to take, encourage the student to not settle for the easier one

Other resources for preparing for the test:

- College websites for sample tests and test prep opportunities; Kahn Academy; Summer Bridge programs at colleges; College workshops

If another school offers test prep, any student can usually attend

If the results are not great:

- Check out college’s retesting policy and if there are “boot-camps” for assisting students with gaps and allow for a re-take of the test
But, Many Colleges are Considering High School Transcripts

- Many are just using the state model and it’s automated
- Others have a questionnaire and require verification
  - This may require support for FY students to acquire transcripts
- Others do it on site: again the student needs help getting the documents to advocate for themselves
- If there are choices, inquire about local colleges that are using multiple measures and other options for access to higher courses and/or acceleration
A Look into Remediation: Improving Completion and Equity Among Foster Youth

Dr. Katie Hern
English Instructor, Chabot College
Co-Founder, California Acceleration Project
http://www.AccelerationProject.org
Statewide, more than three-quarters of incoming students are classified “unprepared”
Colleges’ Traditional Approach to Students We Think are Under-Prepared

• Require students to take 1-4 semesters of remedial courses (more if they start in ESL)

• In up to four different subjects
  
  Math
  English
  Reading
  and/or ESL

• Most courses do not earn degree/transfer credit
The Unintended Consequence

The more remedial courses a student must take, the less likely that student is to ever complete college English or Math.

Outcomes for Students Placed 3 Levels Below in Math

<table>
<thead>
<tr>
<th>Report Area</th>
<th>Fall 2010-Spring 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Three Levels Below Transfer</td>
</tr>
<tr>
<td>Cuyamaca Total</td>
<td>Mathematics</td>
</tr>
</tbody>
</table>
## Disappearing Students: English-Writing in California

<table>
<thead>
<tr>
<th>Students’ Starting Placement English-Writing</th>
<th>% Completing Transfer-Level English in 3 Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>One Level Below</td>
<td>48%</td>
</tr>
<tr>
<td>Two Levels Below</td>
<td>34%</td>
</tr>
<tr>
<td>Three or more Levels Below</td>
<td>19%</td>
</tr>
</tbody>
</table>

Statewide data, Basic Skills Cohort Tracker, Fall 2009-Spring 2012

Across CA, students of color 2-3 times more likely to begin in lowest levels than white students.
Disappearing Students: Mathematics in California

<table>
<thead>
<tr>
<th>Students’ Starting Placement Mathematics</th>
<th>% Completing Transfer-Level Math in 3 Years</th>
</tr>
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<tr>
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<td>35%</td>
</tr>
<tr>
<td>Two Levels Below</td>
<td>15%</td>
</tr>
<tr>
<td>Three or more Levels Below</td>
<td>6%</td>
</tr>
</tbody>
</table>

Across CA, more than half of Black and Hispanic students in remedial math begin here.

Statewide data, Basic Skills Cohort Tracker, Fall 2009-Spring 2012
The Research

*Students are much more likely to complete if they...*

**Begin directly in transferable, college-level courses**
- Regular transfer-level English/math, or
- Transfer-level courses with “co-requisite” support (e.g., 2 or 3 extra units to help them succeed in the course)

**Begin in “accelerated” courses one-level-below a transferable English/math course**
- Integrated reading and writing
- Pre-statistics course for students pursuing majors that aren’t math-intensive (e.g., not STEM or Business)
Bottom Line Advice for Students: *Avoid Taking Multiple Remedial Classes If Possible*

Work with the designated foster youth coordinator to investigate these placement options on campus:

- How can the student prepare for the test? What are their options for retaking if they didn’t perform well?

- Can the student be placed in English and math based on high school transcript info (e.g., GPA, classes taken)?

- Can the student submit a “pre-requisite challenge” to start at a higher level of the English/math sequences?
Bottom Line Advice for Students:

Avoid Taking Multiple Remedial Classes If Possible

Work with the designated foster youth coordinator to determine whether the campus has accelerated options for remediation:

• Integrated reading and writing courses, instead of separate courses in each area

• Options for completing remediation in one semester, not two or more

• Pre-statistics course instead of multiple algebra courses

• Co-requisite models where students begin directly in college-level English or math with extra support
Don’t Be Afraid to Accelerate

Remember that every remedial course a student takes reduces their likelihood of earning a degree or transferring.

Even if students don’t think they’re good at math or English, the research shows they will be MUCH better off if they avoid taking multiple remedial classes.

If students are nervous, they should seek out campus tutoring and build regular appointments into their schedule, not start in a lower level course.

Keep in mind that the counselors and faculty on campus may not be aware of the data on the failure of traditional remediation or knowledgeable new approaches; some still believe that remedial courses would be helpful, so student advocates need to keep their goals mind and avoid remedial courses as much as possible.
Question & Answer

CLICK ON THE “QUESTIONS” PANEL, TYPE IT AND HIT “SEND”