ACCELERATING SUCCESS:
Turning Insights into Action for Foster Youth at California Community Colleges

April Allen, Ph.D.
Vice President of Innovation and Strategy

Elliott Rice
Data Scientist

Debbie Raucher
John Burton Advocates for Youth
CCP Director

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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 and www.cacollegepathways.org
ACKNOWLEDGEMENTS

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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>
<thead>
<tr>
<th></th>
<th>Foster Youth</th>
<th>Non-Foster Youth</th>
<th>CA General Population¹</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>%</td>
<td>Number</td>
</tr>
<tr>
<td>All Students</td>
<td>3,922</td>
<td></td>
<td>294,618</td>
</tr>
<tr>
<td>Gender</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>2,123</td>
<td>54.1%</td>
<td>145,965</td>
</tr>
<tr>
<td>Male</td>
<td>1,750</td>
<td>44.6%</td>
<td>145,064</td>
</tr>
<tr>
<td>Unknown Gender</td>
<td>49</td>
<td>1.2%</td>
<td>3,589</td>
</tr>
<tr>
<td>Race</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>African American</td>
<td>701</td>
<td>17.9%</td>
<td>17,406</td>
</tr>
<tr>
<td>American Indian or Alaskan Native</td>
<td>56</td>
<td>1.4%</td>
<td>1,292</td>
</tr>
<tr>
<td>Asian</td>
<td>189</td>
<td>4.8%</td>
<td>39,725</td>
</tr>
<tr>
<td>Hispanic</td>
<td>1,772</td>
<td>45.2%</td>
<td>137,848</td>
</tr>
<tr>
<td>Native Hawaiian or Pacific Islander</td>
<td>18</td>
<td>0.5%</td>
<td>1,427</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>294</td>
<td>7.5%</td>
<td>12,427</td>
</tr>
<tr>
<td>Unknown Race</td>
<td>28</td>
<td>0.7%</td>
<td>7,648</td>
</tr>
<tr>
<td>White</td>
<td>864</td>
<td>22.0%</td>
<td>76,845</td>
</tr>
</tbody>
</table>
STUDENTS WHO START IN REMEDIAL COURSEWORK

FIGURE 1: Students Enrolled in Remedial Math and English Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Foster</th>
<th>Non-Foster</th>
</tr>
</thead>
<tbody>
<tr>
<td>Remedial Math</td>
<td>87%</td>
<td>74%</td>
</tr>
<tr>
<td>Remedial English</td>
<td>75%</td>
<td>62%</td>
</tr>
</tbody>
</table>
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

• 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

FIGURE 2: Number of Credits Attempted in First Term (categories not exclusive)
TERM-TO-TERM PERSISTENCE

FIGURE 3: Term-to-Term Persistence

<table>
<thead>
<tr>
<th></th>
<th>Foster</th>
<th>Non-Foster</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage</td>
<td>54%</td>
<td>67%</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>63%</td>
</tr>
<tr>
<td>Black or African American</td>
<td>49%</td>
</tr>
<tr>
<td>Latino/a</td>
<td>56%</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>50%</td>
</tr>
<tr>
<td>White</td>
<td>55%</td>
</tr>
</tbody>
</table>
PATHWAYS TO FOSTER YOUTH 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)

<table>
<thead>
<tr>
<th>Category</th>
<th>Foster</th>
<th>Non-Foster</th>
</tr>
</thead>
<tbody>
<tr>
<td>6+ Credits</td>
<td>28%</td>
<td>45%</td>
</tr>
<tr>
<td>12+ Credits</td>
<td>7%</td>
<td>16%</td>
</tr>
<tr>
<td>15+ Credits</td>
<td>1%</td>
<td>4%</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Race</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>2.6%</td>
</tr>
<tr>
<td>Black or African American</td>
<td>0.3%</td>
</tr>
<tr>
<td>Latino/a</td>
<td>1.4%</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>2.0%</td>
</tr>
<tr>
<td>White</td>
<td>1.6%</td>
</tr>
</tbody>
</table>
FIGURE 11: College-Level Course Success Rate

- Foster: 62%
- Non-Foster: 76%

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

- Asian: 76%
- Black or African American: 58%
- Latino/a: 59%
- Two or More Races: 60%
- White: 67%
FIGURE 13: Foster Youth Community College Course Completion
(First-Time Foster Youth Students)

-6.4%

Number of High Schools
For each additional high school a foster youth attends, the course success rate declines by 6.4%

15.4%

High School GPA
For each additional high school grade point, course success increases by 15.4%.
INSTITUTIONAL AND PROGRAM FACTORS THAT PREDICT 30-CREDIT COMPLETION

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

- **6.8%**
  - Early Alert System
  - Colleges that had an early alert system for academic challenges had, on average, 6.8% more foster youth complete 30 units in an academic year.

- **6.6%**
  - Computer Lab
  - Colleges with dedicated computer labs for foster youth had 6.6% more foster youth complete 30 units in an academic year.

- **-6.9%**
  - Placement Reforms
  - Colleges that identified and implemented initiatives to address remedial placement had 6.9% fewer foster youth complete 30 units in an academic year.

- **1.4%**
  - Foster Youth Program Utilization
  - For every 10% increase in foster youth served by a specialized program, colleges can expect a 1.4% increase in students who complete 30 credits in an academic year.
PATHWAYS TO COMPLETION OF AN AWARD/TRANSFER

- 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/
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To read the full report:

Contacts:
April Allen
aallen@edresults.org