WELCOME

College Pathways for Former Foster Youth Community of Practice Meeting

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Dione Washington
Senior Consultant

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CAREER LADDERS PROJECT

Fosters educational and career advancement through research, policy initiatives and direct assistance to community colleges and their partners.
KEY ELEMENTS OF CCP

1. Collaboration between instruction and student services
2. Effective instructional programming
3. Integrated student supports
4. Data-driven decision making
College Presentations

• Jocelyn Villa, Skyline College

• Koji Uesugi, Norco College

• Catherine Lachance, Cabrillo College
Using Data to Tell the Story
EOPS Foster Youth Support Services
Value of Data...
Collecting Valuable Data

I didn’t have any accurate numbers so I just made up this one.

Studies have shown that accurate numbers aren’t any more useful than the ones you make up.

How many studies showed that?

Eighty-seven.
What data do we collect?

- MIS
- Persistence and Success Data
- Student Voices
What data do we collect?

- MIS
- Persistence and Success Data
- Student Voices

Funneling the numbers for MIS

- 130 foster youth at Norco College
- 200+ former foster youth in region
- 80 documented foster youth at Norco College

20 respondents to FYSS participation invitation
**Data for MIS**

1. **Students self-identify as foster youth in FAFSA**
   - Self-identification in CCC Apply = referral to Financial Aid

2. **Coding of students**
   - Students are coded in a special programs screen in Datatel using a unique code

3. **Students coded in Financial Aid office for MIS**
   - Approximately 130 students self-identify as foster youth on their FAFSA, we code about 80 students into the system
Data for MIS

4
- Verification of foster youth status:
  - County Ward of the Court letter
  - Court minute orders (WIC code, students name, and DOB)
  - Placement History orders (form has students name SS# DOB, and placement assignment)

5
- Verification of data for MIS
  - RCCCD district MIS office verifies data with college and submits to the CO
Connect with your campus researcher
**Success and Persistence Data**

<table>
<thead>
<tr>
<th>College: Norco College</th>
<th>Headcount (Sp12)</th>
<th>GPA (Sp12)</th>
<th>Course Success (Sp12)</th>
<th>Course Retention (Sp 12)</th>
<th>Persist to Fall 2012</th>
<th>% Persist to Fa12</th>
</tr>
</thead>
<tbody>
<tr>
<td>(n)</td>
<td>74</td>
<td>2.499</td>
<td>144/208 enrollments 69.2% successful</td>
<td>184/208 enrollments 88.5% retained</td>
<td>51/74 enrolled in spr 12 and fall 12</td>
<td>68.9%</td>
</tr>
</tbody>
</table>

Success: defined as earning a “C” grade or better in enrolled course
Maybe stories are just data with a soul.

- Brene Brown
Funneling the numbers for MIS respondents to FYSS participation
documented foster youth at Norco College
130 foster youth at Norco College
200+ former foster youth in region

Student Voices

consistency family
safe-space flexible
transparent cohesive
fresh-start accessible-adult
community support
no-hidden-agenda relaxing
trust healing
judgment-free
Foster Youth Retreat Feedback

The "Sharing our Journeys" discussion was a positive experience.
Foster Youth Retreat Feedback

I made at least one meaningful connection with another **STUDENT** at the FALL Retreat.
Foster Youth Retreat Feedback

I made as least one meaningful connection with a STAFF member at the Fall Retreat.
Barriers to Success

What do you feel are the biggest barriers to your education?

- Lack of positive peers: 5.00
- Lack of safe home: 5.88
- Lack of basic academic skills: 5.13
- Lack of school supplies: 5.38
- Lack of motivation: 4.75
- Lack of transportation: 6.00
- Lack of emotional support: 4.63
- Lack of knowledge: 4.38
- Lack of finances: 3.88
Biggest Barriers

What for you has been the most difficult part of school? (check all that apply)

- Overcoming failure: 88.9%
- Connecting with instructors and staff: 0.0%
- Overcoming my past experiences: 55.6%
- Finding motivation to keep going: 33.3%
- Having basic needs met (housing, food, and having very little emotional support): 33.3%
Perception of College

I am confident a college degree or certificate will help me to my next step in life.

[Bar chart showing the distribution of responses with the majority strongly agreeing.]
The journey continues...
2012-2013 Foster Youth Data

Based on FAFSA application only

- Students who submitted a FAFSA and listed Skyline College

Foster Youth - FAFSA 2012-2013
(N=102)

- Did NOT enroll at Skyline: 44%
- Enrolled at Skyline: 56%
2012-2013 Foster Youth Data

**Gender – Enrolled (57)**
(Female = 27; Male = 30)

- Male: 53%
- Female: 47%

**Gender – Not Enrolled (44)**

- Male: 47%
  - (n=21)
- Female: 51%
  - (n=23)
- No answer: 2% (n=1)
2012-2013 Foster Youth Data

Ethnicity - Enrolled

- American Indian/Alaskan Native: 1
- Asian: 1
- Black - Non-Hispanic: 15
- Filipino: 2
- Hispanic: 15
- Multi Races: 8
- Unknown: 3
- White Non-Hispanic: 12
2012-2013 Foster Youth Data

Ethnicity - Not Enrolled

- Asian: 2
- Black - Non-Hispanic: 12
- Filipino: 2
- Hispanic: 12
- Multi Races: 8
- Pacific Islander: 1
- Unknown: 2
- White Non-Hispanic: 6
# 2012-2013 Foster Youth Data: Enrolled

<table>
<thead>
<tr>
<th>Category</th>
<th>Value</th>
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<tbody>
<tr>
<td>Course retention rate:</td>
<td>76%</td>
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<tr>
<td>Course success rate:</td>
<td>51%</td>
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<tr>
<td>Average # of units attempted:</td>
<td>14.7</td>
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<tr>
<td>Average # of units completed (N = 57):</td>
<td>7.31</td>
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<td>(25 students had no completed units)</td>
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<tr>
<td>EOPS Program</td>
<td>14</td>
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<tr>
<td>Financial Aid</td>
<td>48</td>
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<td>TRiO</td>
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<td>Number who earned an award in 12-13</td>
<td>3</td>
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<td>IS-Social/Natural Sciences</td>
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<td>Early Childhood Education</td>
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<td>IS-Social &amp; Behavior Science</td>
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Tell the Story
Reaching out
Trouble shooting
Advocating for Change
COLLEGE INQUIRY

OUTCOMES AND CHANGE

IDENTIFICATION

PROGRAM INTERVENTION

TRACKING

LEARNING AND SHARING

ANALYSIS

FFY Student
Findings from Homework Questions

• All of you believe FFY are being flagged in your MIS system.

Sources are:

• CCC Apply/Admissions for flagging student – 6 of 8 colleges
• FAFSA/Chafee for flagging – 2 colleges
• Verification- Financial aid (sometimes specifically Chafee) with student providing proof
• Cabrillo is considering a pilot with County database sharing
FFY Student

IDENTIFICATION
• MIS Special Pops Former Foster Youth data flag
• Intake: Revised question on CCC Apply
• FAFSA – Chaffee Roster
• Peers – table on the quad

TRACKING
• Identify MIS fields of interest – demographics, services, outcomes for e.g.
• Pull MIS data
• Link MIS with social service databases?
• Data reports produced
• Focus groups
• Counseling
• Conversations
BRONZE LEVEL

IDENTIFY FFY IN MIS
COLLECT STUDENT OUTCOME DATA

BASIC FFY STUDENT DATA REPORTED TO CLP
BASIC FFY STUDENT DATA REVIEWED BY YOUR COLLEGE LEADERSHIP TEAM
<table>
<thead>
<tr>
<th>Year</th>
<th>Term</th>
<th># FFY</th>
<th>Course Success Rate</th>
<th>Course Retention Rate</th>
<th>Completion (#cert #AA, #transfer)</th>
<th>Ave Units attempted/ completed</th>
<th>GPA</th>
<th># Enrolled below college level English</th>
<th># Enrolled below college level math</th>
<th>Persistence Rate*</th>
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<td>2013</td>
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<td>Ave Units attempted/completed</td>
<td>GPA</td>
<td># Enrolled remedial English</td>
<td># Enrolled remedial math</td>
<td>Persistence Rate*</td>
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FORMER FOSTER YOUTH (FFY)  NOT SERVED
SILVER LEVEL
TRACKING
ANALYSIS
LOSS POINTS, BARRIERS
LEARNING, SHARING
TROUBLE-SHOOTING
PARADIGM SHIFT: PROBLEM SOLVING
GOLD LEVEL

STRATEGIC CHANGE INTERVENTION
TRACK, ANALYZE
LEARN, SHARE
RAISE THE PROFILE OF FFY ISSUES
ADVOCATE
INSTITUTIONALIZE CHANGES
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