

# Santa Cruz FosterEd Program

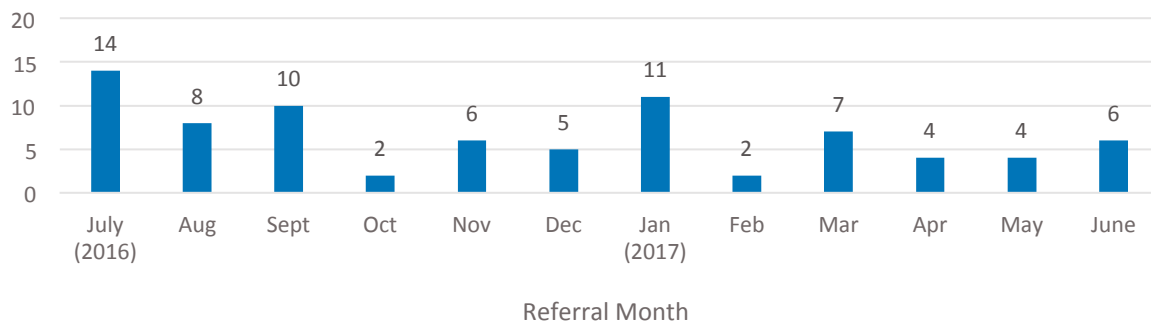
## 2016-2017 OUTCOMES SUMMARY

JULY 2017

### REFERRALS

**TOTAL REFERRALS: In 2016-2017, 79 students were referred into the FosterEd program.**

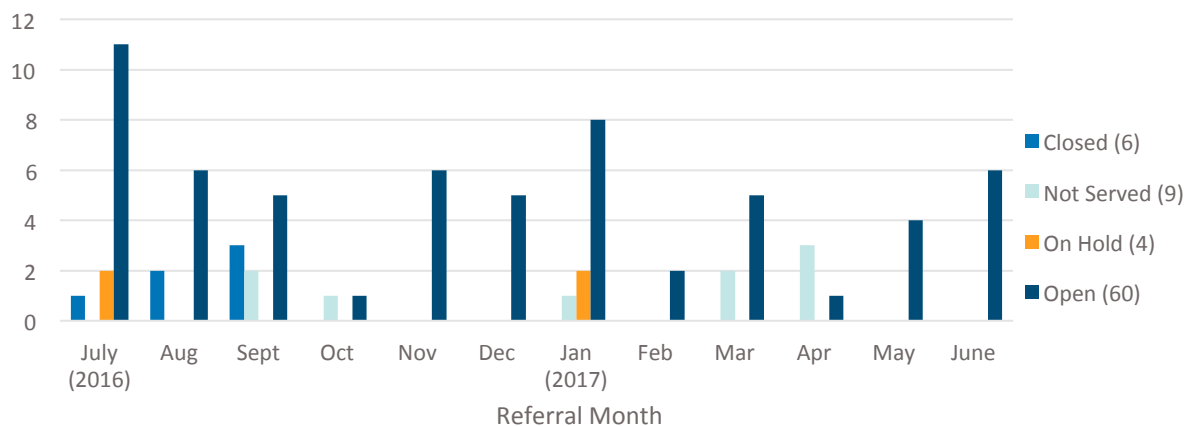
**Fig. 1. Referrals by Month (2016-2017)**



### BY CASE STATUS:

Figure 2 shows the distribution of referrals by current case status. Of the 60 open cases, 11 have not provided consent yet and therefore have not received any services, and two are Transitional Kindergarten students who are too young to be included in the analysis that follows.

**Fig. 2. Referrals by Month & Current Case Status (2016-2017)**

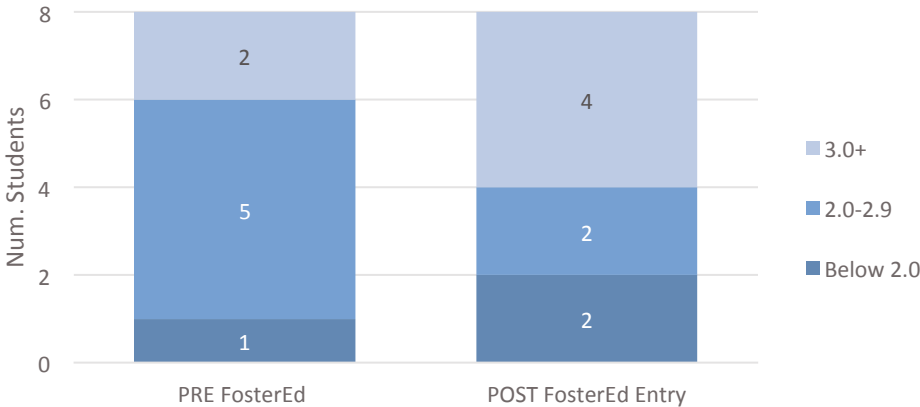


# GPA

## GPA: Did 75% of FosterEd students in high school improve their GPA after joining the FosterEd program?

**63 percent** (5 out of 8) of high school students with pre- and post-referral GPAs showed an increase in GPA after entering the program. The average change in GPA from pre to post was 2.45 to 2.59.

**Fig. 3. HS GPA\* - Pre & Post FosterEd**



\*GPA includes all reported HS terms

# ATTENDANCE

## ATTENDANCE (1): Did 75% of students improve their attendance after entering the program (among those with pre-program attendance below 95%)?

The sample includes 19 out of 37 students with an average attendance rate below 95 percent over the immediate three month period prior to joining the program. This three-month average was compared to these students' entire post-entry attendance period through June 2017.

Of this group, **47 percent** (9 of 19) improved their school attendance after entering the FosterEd program.

**ATTENDANCE (2): How many students with pre-FosterEd attendance rates of 95 percent or higher *sustained* high attendance after joining the program?**

Of those already at 95 percent before the program, **72 percent of students (13/18) sustained** an attendance rate of 95 percent or higher after joining the program. Of the five that declined, all remained between 92 and 94 percent in the post-entry period.

**Extra Data Highlight**

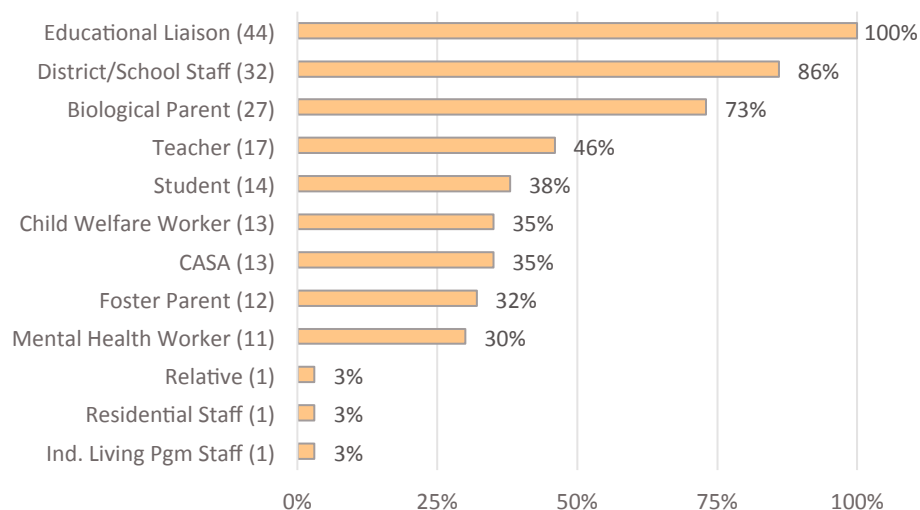
Across all 37 students with pre- and post-program attendance data, **84 percent (31/37)** either improved their below-95% attendance rate after joining the program, or maintained a *satisfactory* attendance throughout the pre and post periods (satisfactory: not chronically absent, or missing no more than 10% of school days before or after joining).

## TEAM MEETINGS

**TEAM MEETINGS (1): What percentage of team members attended initial education team meetings?**

In 2016-17, initial education team meetings were tracked for 37 FosterEd students. The attendees of each meeting occupied one of 10 possible role types supporting a student. The first chart below details the percentage of the 37 tracked meetings in which each role was represented.

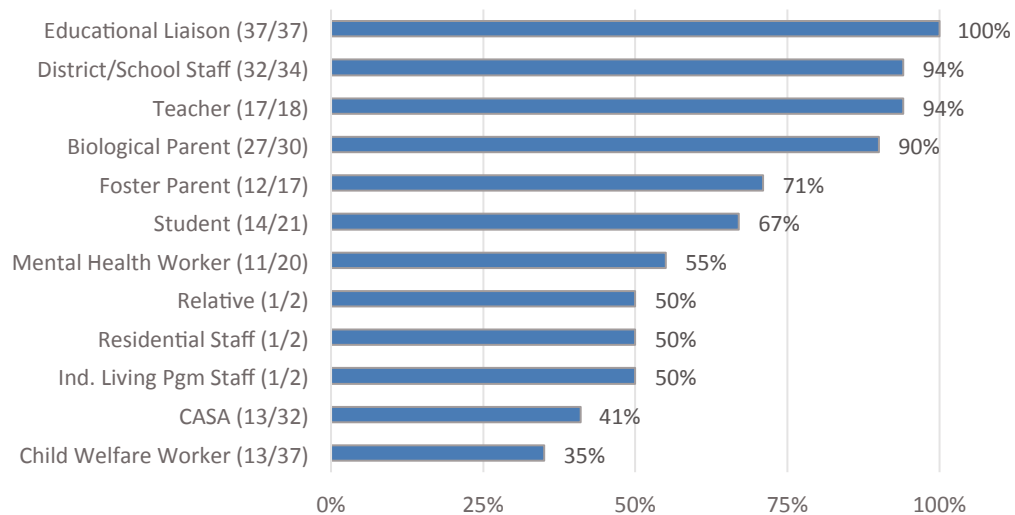
**Fig. 4. Percent of Meetings Attended by Each Role Type (2016-17)**



Note: Total number of meetings attended by each role type are listed in parentheses. Percentages are based on the total divided by 37.

Another way of measuring attendance across the 37 meetings is to consider those meetings in which each team member was *required* to attend, in that their role type was included on the team. For example, not all meetings required the attendance of a relative or CASA representative. To do this, we adjust the denominator for each percentage from 44 down to the number of meetings in which each role type was required to attend.

**Fig. 5. Percent of Required Meetings Attended (2016-17)**



Note: Total number of meetings attended and required by each role type are listed in parentheses. Percentages are derived from those fractions.

## TEAM MEETINGS (2):

### How many initial education team meetings included a parent and/or caregiver?

- 89% of team meetings (33 out of 37) included a foster parent and/or a biological parent.

### How many initial education team meetings included a teacher or district/school staff?

- 95% of team meetings (35 out of 37) included a teacher and/or school staff.

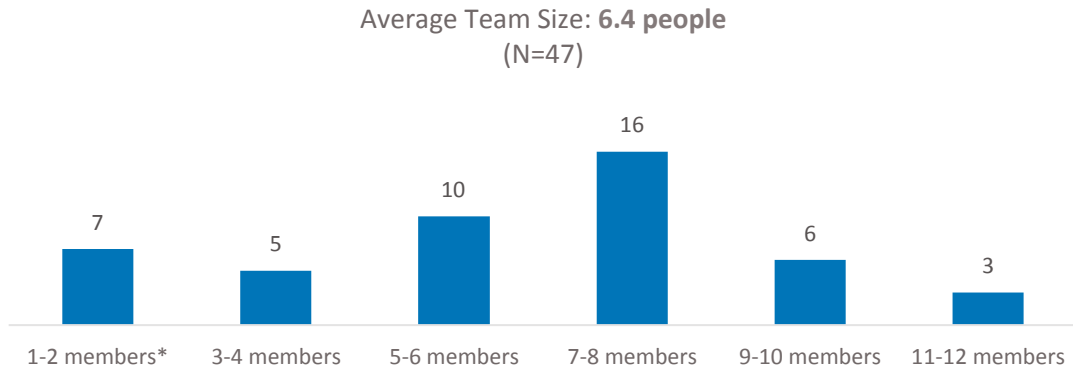
### What percentage of teams have one or more than one district or school staff person and/or teacher assigned to the team (regardless of meeting attendance)?

- 100% of teams had at least one school/district staff person or teacher.
- 89% of teams have *more than one* member that is school/district staff or teacher.
- 78% of teams have *more than two* such members.
- On average, teams have 3.5 school/district staff members and teachers (min=1, max=8).

## TEAM SIZES: How many team members have been involved in each FosterEd open case?

The average team on open cases had 6.4 members, though the teams ranged in size from 1 to 12 (not including TK students and non-consent cases)

**Fig. 6. Number of FosterEd Youth Teams by Group Size (2016-2017)**



\*These teams have not yet met and are still adding members.