Child Welfare and Foster Youth Services Collaboration:

Innovations in Screening and Monitoring Practices to Improve Outcomes for Students in Foster Care

Beyond the Bench, 2013

education equals partnership

Session Overview

I. Introductions (10 min)

II. Statewide Baseline Data for Students in Foster Care – The Invisible Achievement Gap (10 min)

III. About the Education Equals Partnership (15 min)

IV. Highlights from Fresno County Department of Social Services (15 min)

V. Highlights from Sacramento County Office of Education (15 min)

VI. Discussion: Audience Questions (25 min)

What brought you to this session?

What are you most interested in learning?

The Invisible Achievement Gap

- Data sources: CALPADS and CWS/CMS

- 6-step matching process using personal information such as first name, last name, middle name, date of birth, city of schooling, and city of residence

- Matching rate of over 80%

- Final matched sample of 43,140 students with an open episode in foster care during the school year (August 1, 2009 and June 1, 2010) out of 6 million K-12 students statewide

Ten Districts With the Most Students in Foster Care

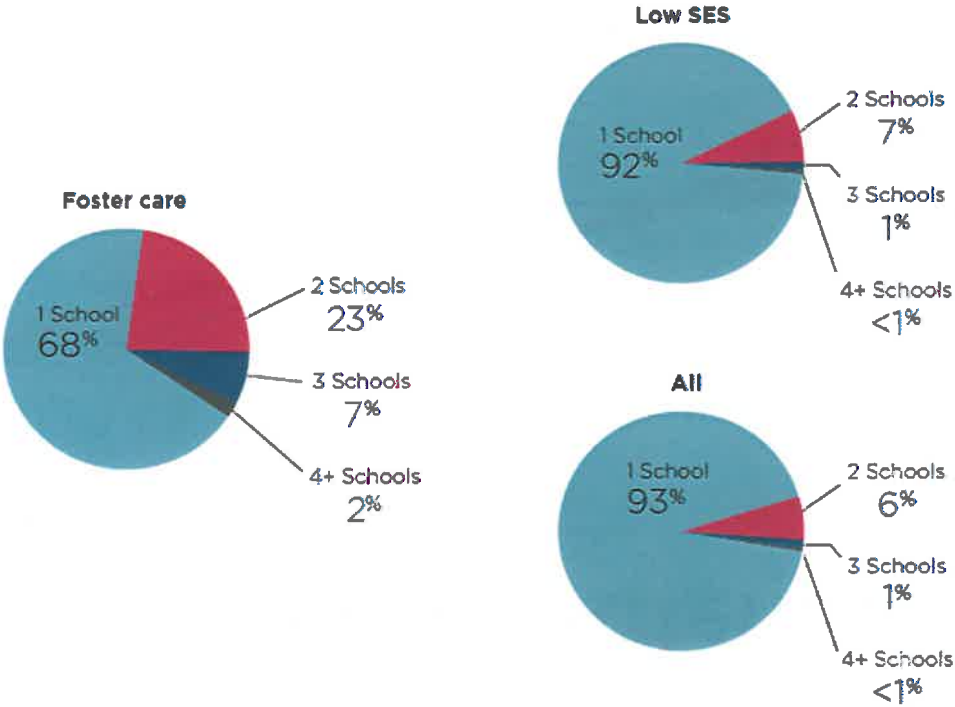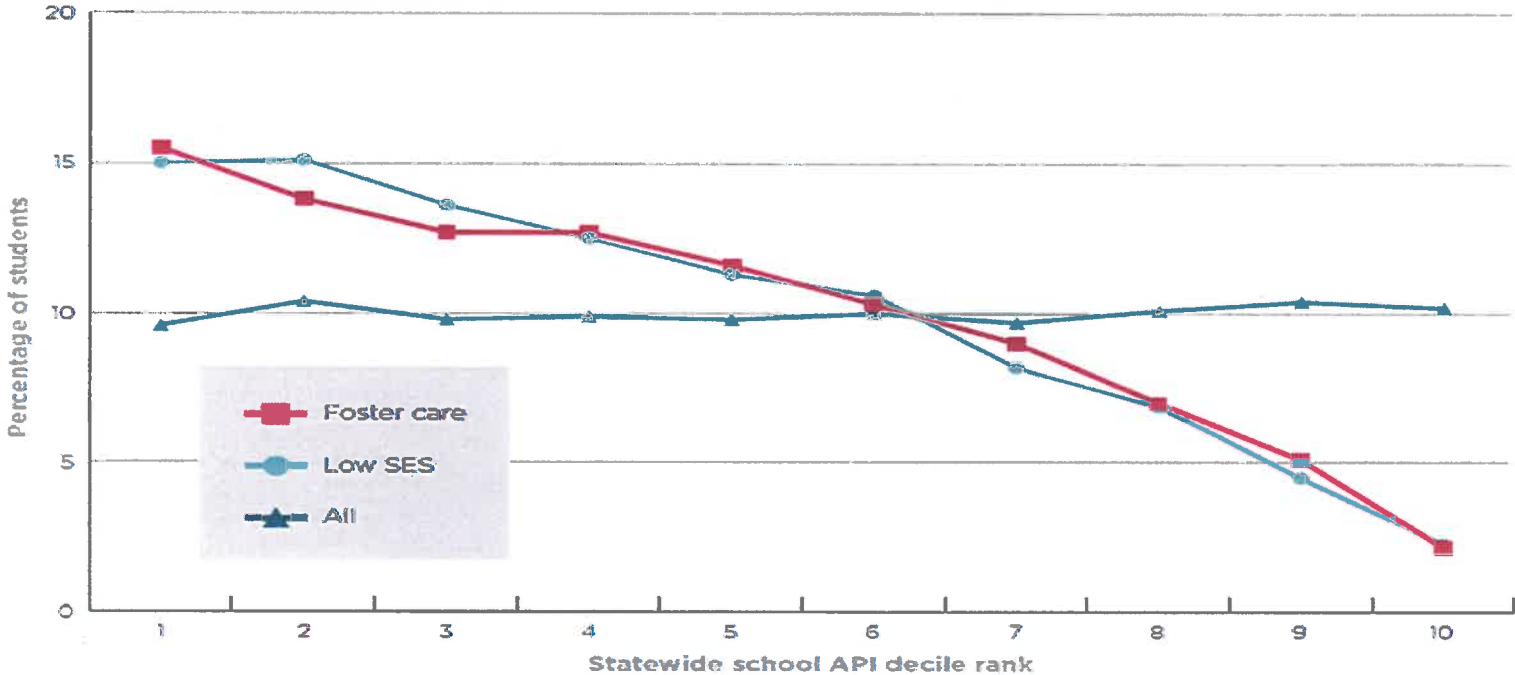| School districts (Rank)	Foster care
(1) Los Angeles Unified School District	5,043
(2) Fresno Unified School District	923
(3) San Diego Unified School District	867
(4) Elk Grove Unified School District	711
(5) Long Beach Unified School District	617
(6) Sacramento City Unified School District	543
(7) Moreno Valley Unified School District	541
(8) Antelope Valley Union High School District	538
(9) San Bernardino City Unified School District	507
(10) San Francisco Unified School District	503
Total 10 school districts	10,793
Total California	43,140

Key Findings

- ▶ Students in foster care constituted an at-risk subgroup that was distinct from low SES students.

- ▶ Students in foster care were more likely to change schools during the school year.

- ▶ Students in foster care were more likely than the general population of students to be enrolled in the lowest-performing schools.

Number of Schools Attended During the School Year

Low SES

2 Schools
7%

1 School
92%

3 Schools
1%

4+ Schools
<1%

Foster care

1 School
68%

2 Schools
23%

3 Schools
7%

4+ Schools
2%

All

1 School
93%

2 Schools
6%

3 Schools
1%

4+ Schools
<1%

# Statewide School API Decile Rank of the School Attended

Key Findings:
Academic Achievement Outcomes

▶ Students in foster care had the lowest participation rate in California's statewide testing program.

▶ Statewide testing showed an achievement gap for students in foster care and other at-risk student groups.

▶ High school students in foster care had the highest dropout rate and lowest graduation rate.
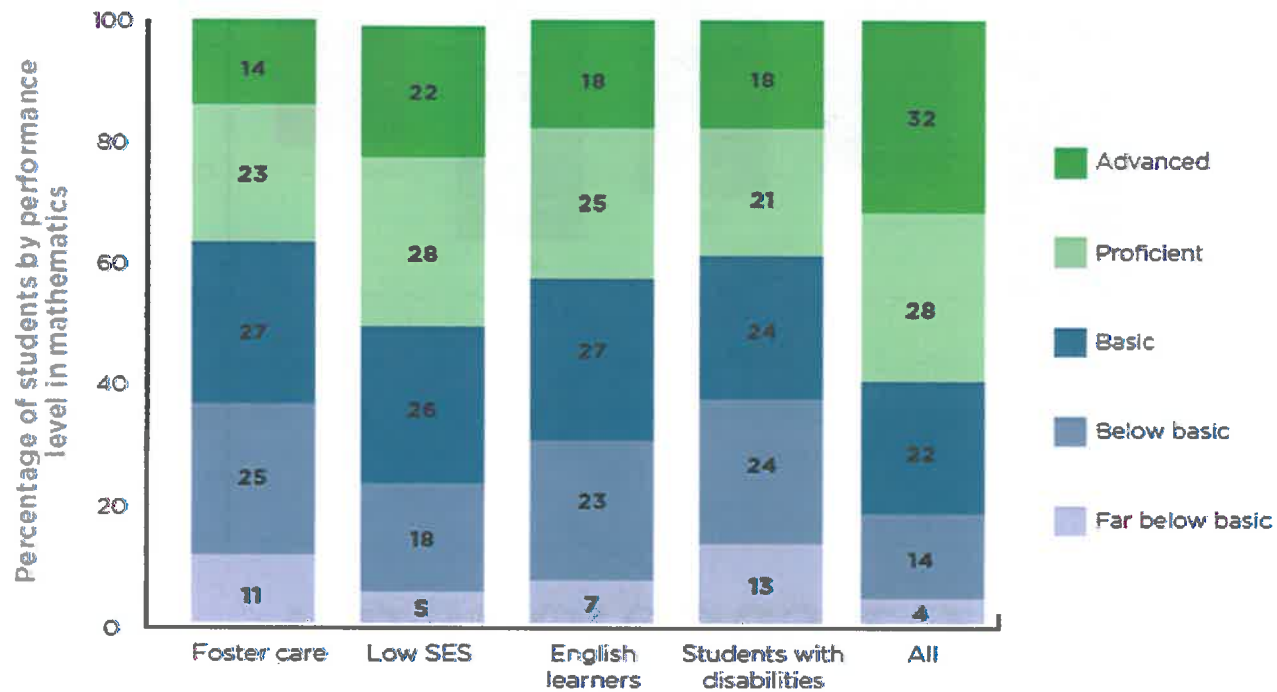
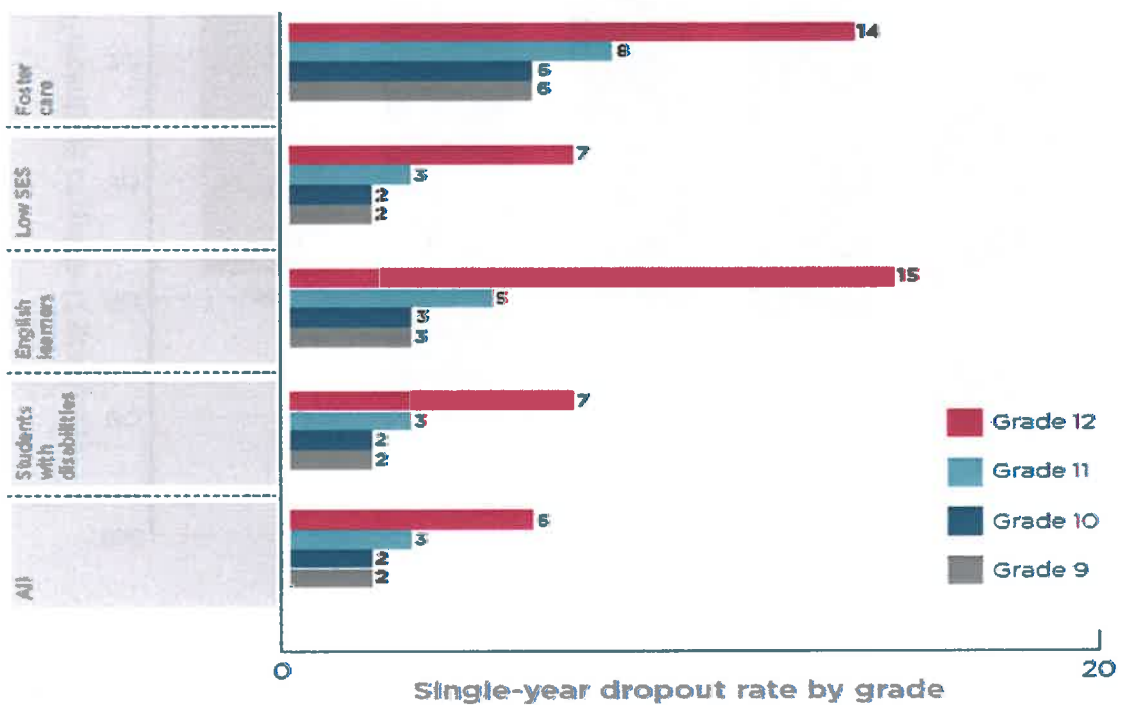# Percentage Tested By Grade
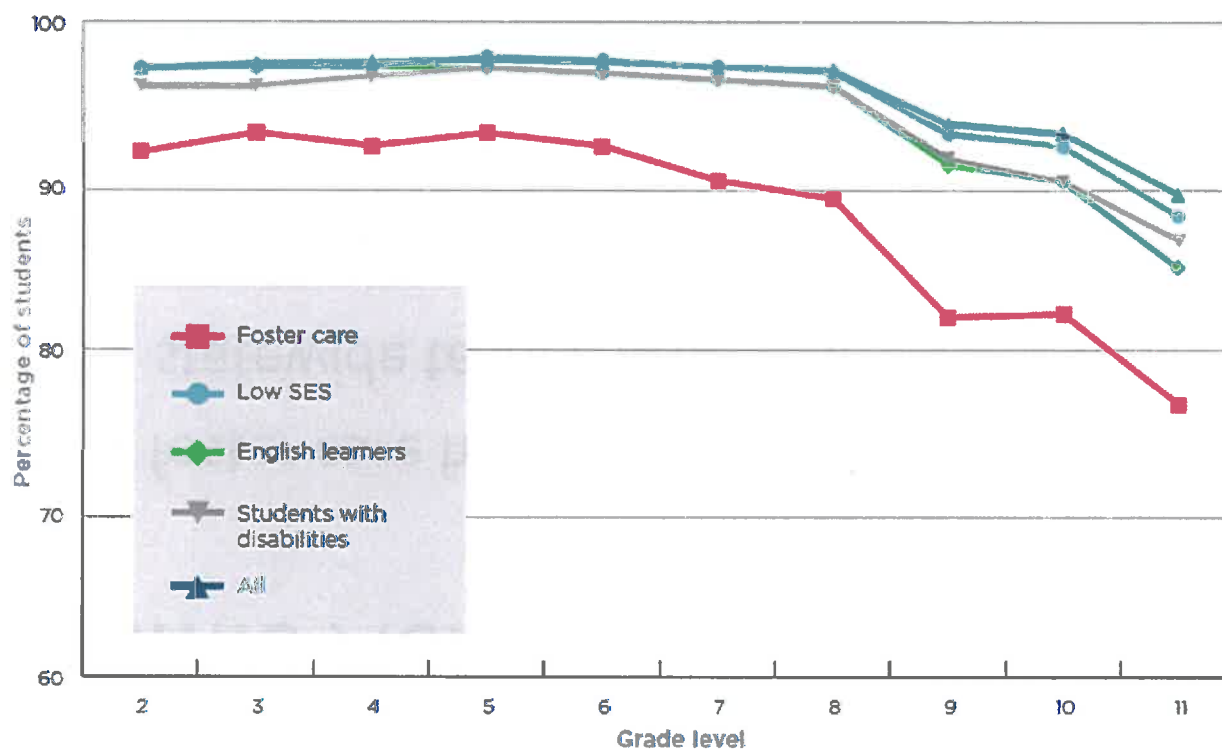
Percentage Proficient or Above CST Math Grades 2-7
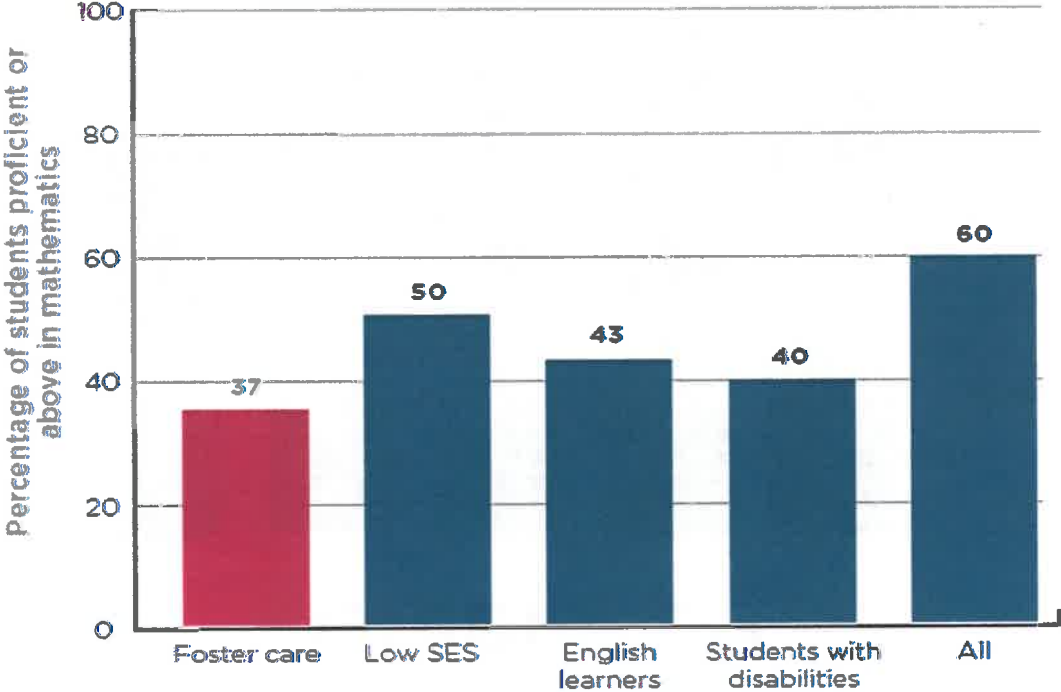
Performance Levels for CST Math Grades 2-7

Single Year Dropout Rate By Grade

Single-year dropout rate by grade

Grade 12 Graduation Rate
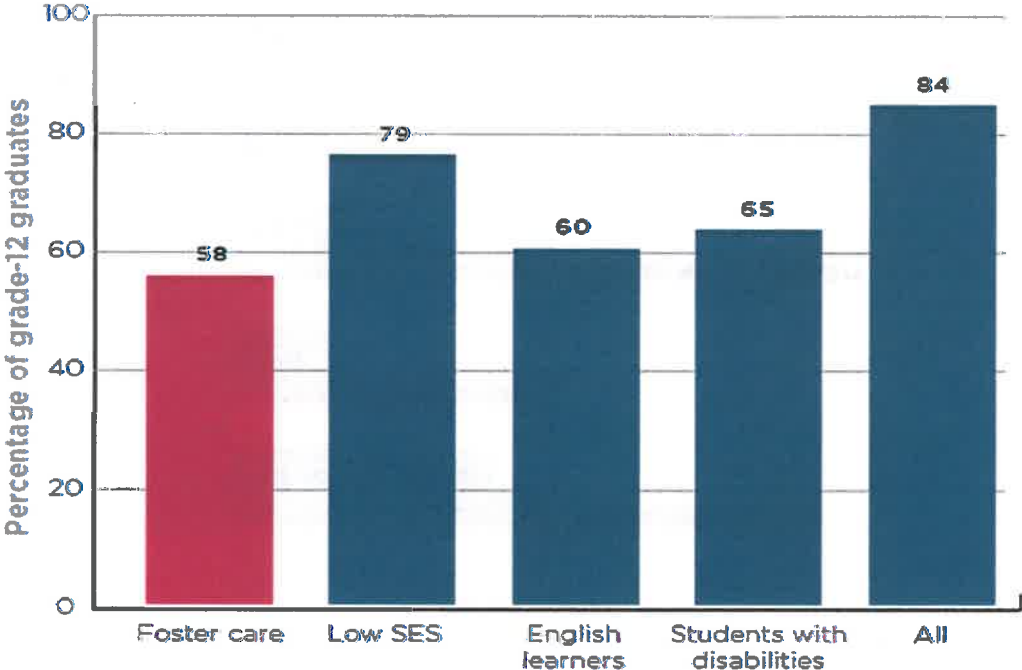
education
equals
partnership

What is the Education Equals Partnership?

A partnership amongst four California Counties to improve educational outcomes for foster students preschool through the first year of college by:

- Ensuring accurate student-specific educational information is shared in real-time with a team of adults. Each adult understands their role and are actively involved in supporting students' educational success.

- Conducting an educational screen to gather robust information about the academic, social and emotional strengths and challenges of students who are in a school or home transition.

- Creating student-driven education plans that amplify the unique awesomeness and address the specific challenges of each student.

- Using technology to gauge overall progress and connect students and their teams with signs of both small and significant student progress and early warning indicators.

Who is the Education Equals Partnership?

Backbone Support Team

- Community of Practice Lead
- Communications Material
- Training Curriculum

i.e. — CalSWEC

- State Workgroups
- Santa Cruz Implementation
- Program Related TA
- Los Angeles Learning Labs
- Technology Strategy

NCYL

- Developmental Evaluation
- Progress Updates
- Data Related TA

RTI

- Youth engagement

Foster Club

- Technology Development

NCYL — Goalbook, Foster Ed Connect
SCOE — Foster Focus

District Engagement — TBA, CA Education Partners, Seneca

Santa Cruz
- County Office of Education — Education Liaisons
- Child Welfare
- Courts
- School Districts — District Liaisons

Orange
- County Office of Education — Education Liaisons
- Child Welfare
- Courts
- Early Childhood
- Higher Education — UC Irvine, Cal State Fullerton, Fullerton College, Orange Coast
- School Districts — District Liaisons

Fresno
- Child Welfare — Education Case Workers
- County Office of Education — Education Liaisons
- Courts
- Early Childhood
- Higher Education — Cal State, Fresno City, UC Merced, College of Sequoias
- FUSD — UC Merced
- District Liaisons — Districts — Clovis USD, Central USD, Sanger USD

Sacramento
- County Office of Education — Instructional Case Managers
- Child Welfare
- Courts
- Early Childhood
- Higher Education — Sac State, UC Davis, Consumnes, American River
- District Liaisons — Districts — Elk Grove USD, Sac City U&SD

The future we envision ...

We envision a future where the majority of students from foster care ...

- Graduate from high school college and career ready with widest array of possibilities to choose from.

- Have a team of adults in their lives who are **actively engaged** in helping them to realize their potential.

- Recognize the depth of their own potential, understand they are the creators of their futures and view setbacks as opportunities for growth.

- Are meaningfully supported in their transitions back home or into a permanent family.

- Have the ability to initiate build positive relationships, and see adults as resources that can help them to problem solve challenges and make plans to achieve their goals.

We envision a future where *the systems that support students* are set up to ...

- Recognize consistently and with sincerity the small and significant progress students make.

- Live the value of transparency of information and foster a culture of learning and leadership at all staff levels in order to improve the impact of their practices.

- Support strong partnerships between child welfare, school districts and community based agencies to ensure the availability of a robust array of supports and services to meet their needs and aspirations.

- Build the capacity of adults to be strong and effective supporters of students dreams for their futures.

- Ensure that students from foster care have all of the same options and opportunities to engage in school as their peers and establish policies and practices that put the needs of the student in-front of what is best for the system.

- Acknowledge the importance of non-cognitive skills to students success in life and identify opportunities for students to build those skills.

The Importance of Setting Wildly Important Goals

Nobody succeeds beyond their wildest dreams without some wild expectations.

- Build a world class education screen
- Establish systems to prioritize school stability
- Design monitoring and intervention system

Data and Evaluation

Right information.

In the right hands.

At the right time.

Tracking Movement on Student Outcomes

- Attendance

- Behavior

- School stability

- School and community engagement

- Percentage of students taking and passing college ready courses.

- The number of students who move up at least one level on CST math and English.

- Recovered school credits as a result of a history of frequent school changes.

- Percentage of applications and acceptances in college and vocational programs.

Momentum Points and Milestones

Accomplish

Reach Critical Milestones

- # and % of 12 graders completing FAFSA
- # and % of college youth reaching out to teachers or mentors for support
- % of students moving toward thriving on social development

Advance

Improve Student Performance

- # of education plans with updated information on regular intervals
- % and % of students who have clear expectations of attending college or pursuing specific vocational goal
- % of students passing CAHSEE
- % on track for A-G credits
- # and % of youth who have received comprehensive transcript analysis.
- # and % of youth who demonstrate ability to develop adult mentor relationships
- Effective use of enrichment resources and participation in extra-curricular and community activities.

Assemble

Early Implementation Activities

- ASQ's completed
- # and % of student interviews
- # of education plans developed
- Referrals and time to service receipt
- Preschool enrollment
- # and % of students with screen
- # and % of EPR's distributed

Arrange

Establish Infrastructure Supports

- Percentage of linked districts
- Evidence of robust team engagement on behalf of youth targeted to education support
- Use of technology to proactively monitor success and issues
- Evidence of school district engagement

Building an Informed and Engaged Education Team

Gather
- Run Education Progress Summaries
- Collect information from other child welfare databases

Inform
- Distribute EPS to key adults
- Recognize awesomeness.

  - Social Worker
  - Caregiver
  - Ed Rights Holder
  - District Staff
  - Teacher/Mentor
  - CASA
  - Judge

Inquire
- Student and Adult Surveys

Interview
- In person or phone interview of student and adult(s)

Compile
- Analysis of all information gathered
- Completion of Screening Tool
- Initiate credit analysis

Plan
- Develop Ed Plan in Partnership w/ Student
- Recover and build credits to get on track to graduate

Link
- Connect students with supports
- Engage adults in education plan. Ensure they know their role.

Engage & Watch
- Connect w/ adults regularity
- Ensure services received
- Monitor attendance, behavior, grades.
- Recognize awesomeness.

FRESNO COUNTY HIGHLIGHTS

SACRAMENTO COUNTY HIGHLIGHTS

Discussion