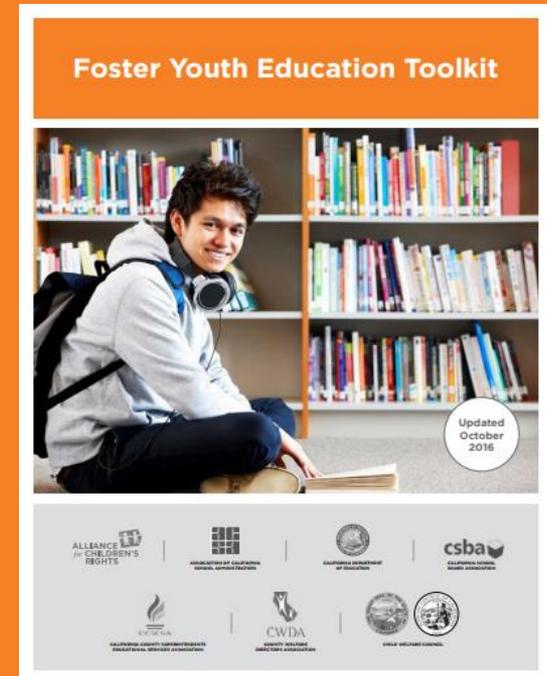


Foster Youth Education Toolkit

Tracking Data to Improve Foster Youth Outcomes

October 20, 2016



Mark Rodgers

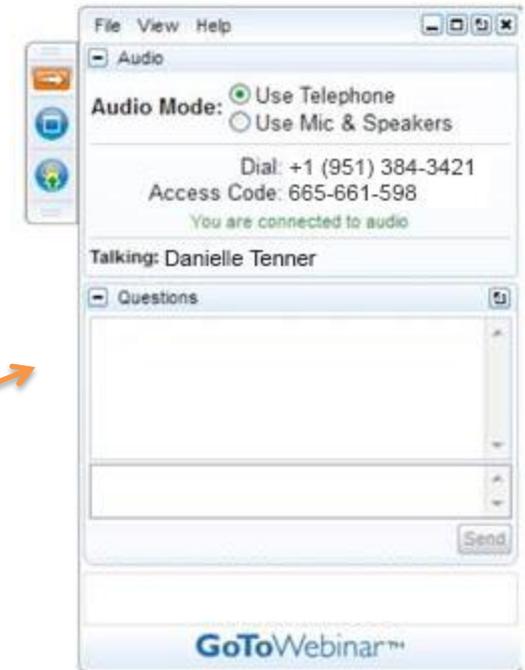
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Technical Details

- Call-in number is (562) 247-8321 and access code is 154-403-306. To submit questions, click on your “Questions” panel, type your question and click “send”
- Presentation materials and the Foster Youth Education Toolkit can be found at:
kids-alliance.org/edtoolkit



Tracking Data to Improve Foster Youth Outcomes

Overview of Topics:

1. The Cycle of Data
2. Identifying Foster Youth
3. Data Applicable to All Youth
4. Foster Youth Specific Data
5. Bonita Unified School District

FOSTER YOUTH EDUCATION TOOLKIT

<http://kids-alliance.org/edtoolkit/>



STATEWIDE FOSTER YOUTH EDUCATION DATA

Statewide Foster Youth Education Data – Invisible Achievement Gap

- Students in foster care are older, on average, for their grade level than comparison groups.
- Only 2/3 of foster youth stayed in the same school for a full year.
- Foster youth have the lowest participation rates in statewide testing.
- Graduation rates are the lowest rate of at-risk student groups.
- Students in foster care are more likely than the general population to be enrolled in the lowest performing schools.
- Nearly 1 in 5 students in foster care are eligible for special education.

Barrat, V. X., & Berliner, B. (2013). *The Invisible Achievement Gap, Part 1: Education Outcomes of Students in Foster Care in California's Public Schools*. San Francisco: WestEd

Statewide Foster Youth Education Data

Statewide Accountability

2014-2015

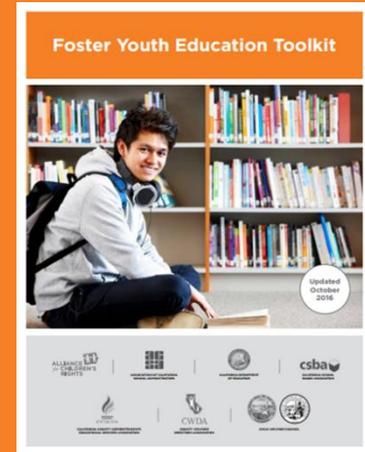
- Only 16% of 3rd grade foster youth met or exceeded state ELA standards, compared with 38% for non foster youth.
- Only 6% of foster youth met or exceeded state Math standards in the 11th grade, compared with 29% of the general population.

BONITA UNIFIED SCHOOL DISTRICT

Process & Data in Bonita Unified

- Identifying Foster Youth: paper and online screening forms
- Intake and Enrollment: streamlining then monitoring how quickly students begin in the appropriate placement
- Transition: well articulated partial credit process; percentage of students who receive credits inbound and outbound
- Support and Culture: trauma informed training in 4 schools, with more planned for this year
- Outcomes: increase in graduation rate (up 5% in 2015); use of AB 216 as appropriate (95 identified in 2015-16); decrease in suspension rates (secondary comprehensive at-home suspensions down about 20% in 2015-16)

Questions? Contact us



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