

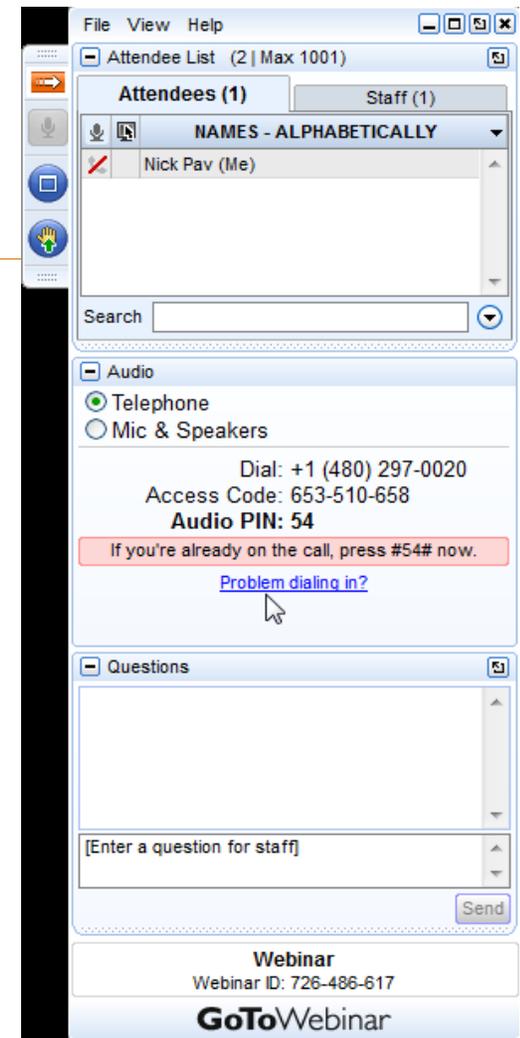
BEYOND THE SAFETY NET:

Preliminary Findings from a Pilot Project to
Transform Housing Providers into College Success
Programs

July 27, 2017

Information to Participate

- Call-in information
 - Phone number: (425) 655-0060
 - Access code: 743-596-114
- To submit live questions, click on the “Questions” panel, type your question, and click “send”
- Presentation materials and audio will be posted at <http://thpplus.org/trainings/past-trainings/> and <http://www.jbaforyouth.org/trainings-2/>



Today's Presenters

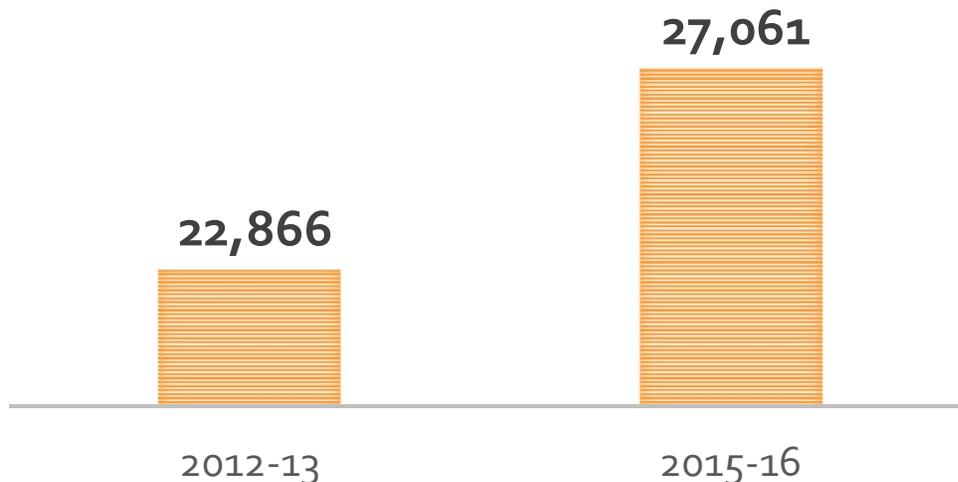
Simone Tureck
Associate Policy Director
John Burton Advocates for Youth

Stephany Molina
*Kinship Resource Coordinator
& THP-Plus Case Manager*
Edgewood Center for Children & Families

Ashley Rarick
THP-Plus Supervisor
Bill Wilson Center

Extended Foster Care Changed the Landscape for Foster Youth & Post-Secondary Education

OF CURRENT & FORMER FOSTER YOUTH ENROLLED IN COMMUNITY COLLEGE¹



Youth who remain in Extended Foster Care are more likely to be enrolled in college, more likely to be enrolled full-time and more likely to receive financial aid than youth who exit at 18.²

¹ Data retrieved from Cal-PASS Plus foster youth data dashboard system. <https://www.calpassplus.org/>

² California Youth Transitions to Adulthood Study (CalYOUTH): Conditions of Youth at Age 19. http://www.chapinhall.org/sites/default/files/CY_YT_R_Eo516.pdf

While these are positive early indications, important questions remain:

- Is remaining in foster care “enough” to improve college outcomes, or is it necessary to change the practice of providers serving the population to increase their emphasis on college enrollment and retention?
- What are providers serving transition-age current and former foster youth currently doing to support college enrollment and retention?
- What additional “core practices” can be added to promote college enrollment and retention?
- What barriers are preventing providers from implementing these practices?

Pilot Project: Post-Secondary Education Training Series

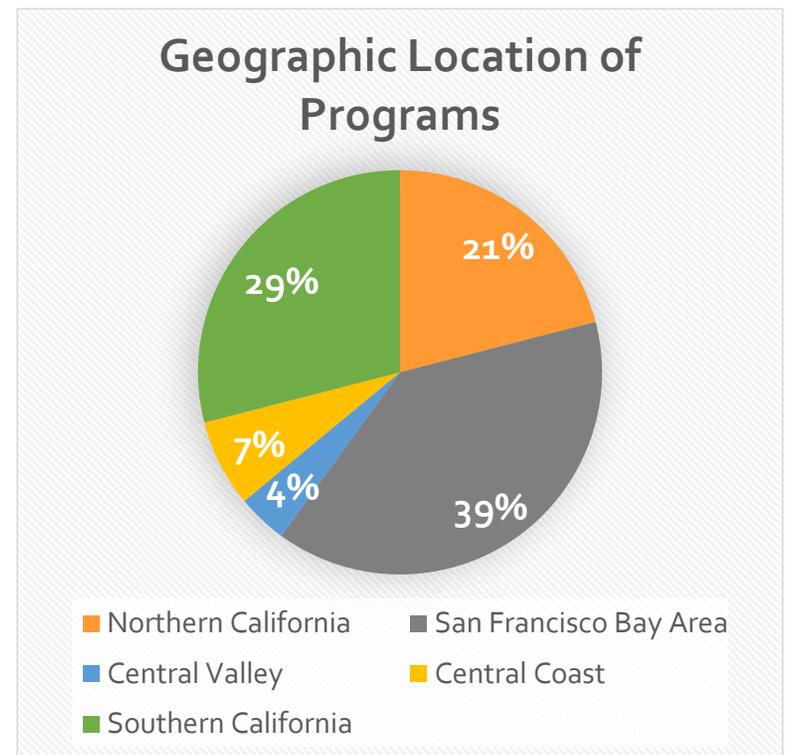
GOAL: Increase the capacity of transitional housing programs to help foster youth enroll and persist in college, which includes career and technical training programs offered at community colleges.

Who participated in the pilot?

28 THP+FC and THP-Plus providers collectively serving 757 youth across 24 counties.

| Service Category | Provide THP+FC Only | Provide THP-Plus Only | Provide Both Programs |
|------------------------|---------------------|-----------------------|-----------------------|
| # of programs in pilot | 5 | 6 | 17 |

(THP+FC serves youth in foster care ages 18-21; THP-Plus serves former foster youth ages 18-24)



Where We Started: College Enrollment Rates at Baseline

| | Total # of Youth | Youth with HS Diploma or GED | | Youth Already Earned 2- or 4-year Degree | | Youth Enrolled in College | % of Youth Enrolled in College that had not Already Completed 2- or 4-year Degree |
|--------------|------------------|------------------------------|------|--|-----|---------------------------|---|
| | # | # | % | # | % | # | % |
| THP-Plus | 435 | 381 | 87.5 | 15 | 3.4 | 173 | 41.2 |
| THP+FC | 322 | 267 | 82.9 | 1 | 0.3 | 108 | 33.6 |
| All Programs | 757 | 648 | 85.6 | 16 | 2.1 | 281 | 37.9 |

As of September 30, 2016

Where We Started: Practices at Baseline

| Area | Program Component or Practice | % Utilizing |
|----------------------------------|---|-------------|
| Data Collection | % of programs that track the post-secondary educational outcomes of their participants: <i>Of those who track post-secondary educational outcomes:</i> | 67% |
| | % that track data on college enrollment: | 63% |
| | % that track data on college retention or success: | 30% |
| | % that track data on FAFSA completion and/or financial aid receipt: | 19% |
| | % that track data on successful completion of college degree or certificate: | 56% |
| Post-Secondary Education Funders | % of programs that are funded by at least one post-secondary education-focused foundation or public funding to support post-secondary educational services: | 4% |

Where We Started: Practices at Baseline, con't

| Area | Program Component or Practice | % Utilizing |
|--|---|-------------|
| Tracking Youth Academic Progress & Case Planning | % of programs that require that youth enrolled in school share their academic progress (i.e. show transcripts or mid-term grade reports) with case managers at regular intervals: | 70% |
| | % of programs that require youth enrolled in school to have some sort of academic case plan, either completed with a program staff or with a counselor at their college: | 44% |
| Preparing for Assessment Tests | % of programs that have services in place that specifically assist youth to prepare for and take basic skills assessment tests at community colleges and/or CSUs: | 19% |

Where We Started: Practices at Baseline, con't

| Area | Program Component or Practice | % Utilizing |
|---------------|--|-------------|
| Financial Aid | % of programs that work with youth individually on enrolling for college and applying for financial aid: | 96% |
| | % of programs that refer/send youth to a specific person at the local college for assistance with completing FAFSA: | 74% |
| | % of programs that offer a FAFSA workshop: | 26% |
| | % of programs that refer/send youth to outside FAFSA workshops: | 74% |
| | % of programs that track the status of FAFSA applications to ensure that any issues are addressed: | 30% |
| | % of programs that work with youth individually on enrolling for college and applying for financial aid or refer youth to a specific person at the local college for assistance with completing the FAFSA, offer a FAFSA workshop or refer youth to an outside FAFSA workshop, and track the status of FAFSA applications to ensure that any issues are addressed: | 22% |

Where We Started: Practices at Baseline, con't

| Area | Program Component or Practice | % Utilizing |
|-----------------------------------|--|-------------|
| Relationships with Local Campuses | % of programs that indicate they have strong relationships with foster youth contacts at all or most of the campuses and regularly refer youth to them: | 37% |
| | % of programs that indicate they know who all or most of the foster youth contacts are at the local colleges but don't have a lot of direct one-on-one contact with them: | 11% |
| | % of programs that indicate they have strong relationships with some foster youth college contacts but not with others: | 11% |
| | % of programs that indicate they know who some of the foster youth college contacts are but don't know all or most of them: | 22% |
| | % of programs that indicate that for the most part, they don't know who the foster youth contacts are at the local colleges: | 15% |
| | % of programs that are visited by their local college(s) who make presentations to their youth about Career Technical Education, foster youth campus support program, financial aid, or general information about the college: | 63% |
| Participation in Collaboratives | % of programs that are part of a formal collaboration focused on improving post-secondary educational outcomes of foster youth in their community: | 52% |

Where We Started: Practices at Baseline, con't

| Area | Program Component or Practice | % Utilizing |
|---------------------|--|-------------|
| Staffing & Training | % of programs provide training to case managers and other direct service staff on how to support youth in pursuing post-secondary education during the onboarding process: | 41% |
| | % of programs that have staff members dedicated solely to post-secondary education counseling/case management, such as an "education specialist": | 22% |

What was provided?

Cohort-based learning community:

Monthly web-based training

Individual & small-group technical assistance

In-person convening

Access to financial assistance for youth participants enrolled in school

Each program set goals at the beginning of the project and worked to adopt practices from a **Core Practice Model**.

Core Practice Model



Provide intensive, academic-focused **case management/coaching**



Ensure youth are accessing tutoring and other **academic support** to meet their individual needs



Develop a **college-going culture** in your program



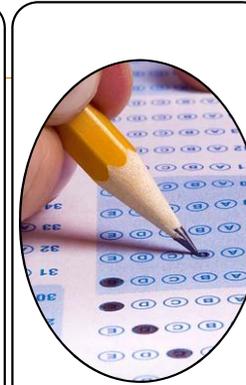
Enable youth to be students with as **little work obligation** as possible



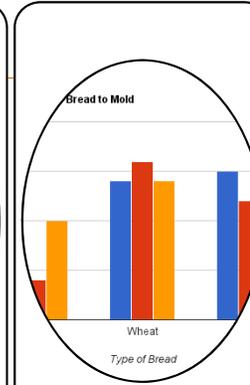
Establish a close working relationship with all local **campus support programs**



Ensure all youth complete the FAFSA and **financial aid** process from start to finish, and maintain their aid



Assist youth with avoiding unnecessary placement in **remediation** and accessing best options for addressing remediation needs



Collect **data** on PSE outcomes of your youth participants & use that data to inform service provision



Monthly Web-Based Training

| Date | Topic |
|-------------------|---|
| October 13, 2016 | Foster Youth & Financial Aid, Part I: Completing the FAFSA |
| November 10, 2016 | It Takes a Village: Collaboratives Supporting Foster Youth to & through College |
| January 12, 2017 | Beyond Case Management: Incorporating Academic Coaching |
| February 9, 2017 | How to Help Foster Youth Avoid the Remediation Trap & Achieve College Success |
| March 9, 2017 | Identifying On-Campus Support & Resources for Foster Youth |
| April 13, 2017 | Foster Youth & Financial Aid, Part II: After the FAFSA |
| May 11, 2017 | Career Technical Education: Short-Term Programs into Living Wage Employment |

Individual & Small Group Technical Assistance

Conference &
Individual Calls:



- Peer sharing/learning
- Help with development of templates/documents
- Talking through goals & activities, troubleshooting obstacles
- Referrals to information or resources

In-Person Convening

September 2016:

Kick-off where programs learned about Core Practice Model & developed goals to adopt practices

April 2017:

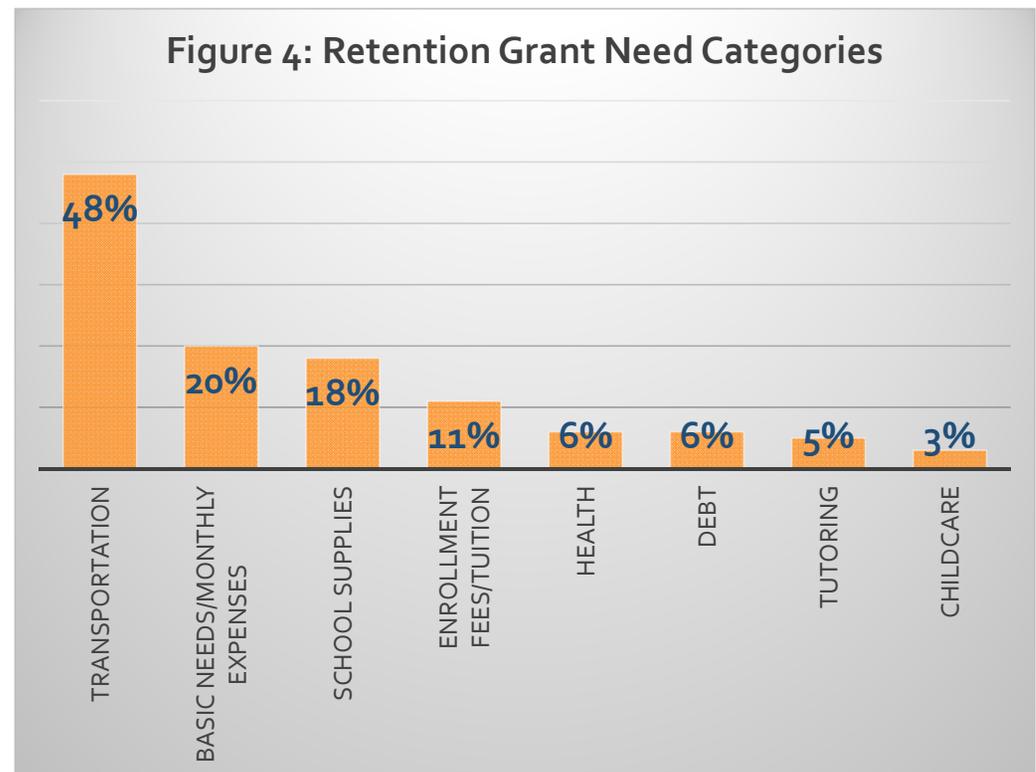
Mid-Series convening where programs reported on their progress to date with peers, and exchanged ideas

October 2017:

Culmination where programs will report on what was accomplished over the past year and where they are headed

College Retention Grants

- One-time grants of up to \$400 for youth enrolled in college to support persistence and academic success
- 67 students provided grants at 41 different colleges - 76% community colleges
- \$26,462 total granted
- Nearly half (48%) of all grants covered expenses related to transportation



Edgewood Center for Children & Families

- Serving San Francisco County
- THP-Plus Host-Family Model:
 - Kinship Housing in San Francisco and the East Bay
 - Serves 10 young adults 18-25
 - One on One Life Skills Case Management

Edgewood provides an array of services in Northern CA, including:

- School-Based Behavioral health
- Wraparound
- Kinship Caregiver and Youth Support
- Intensive Treatment and Residential Care
- Community and Family Services
- Transitional Housing Program Plus
- Intensive Outpatient Services
- Training and Research

Why did Edgewood want to transform their THP-Plus program?

College provides greater opportunities in youths' lives (ie: careers, professional and peer networking, self-discovery)

Creates a sense of personal accomplishment

Paves path as role models for their families, peers, and community

Where did Edgewood start?

Not utilizing practice  
 Partially utilizing practice  
 Utilizing practice  

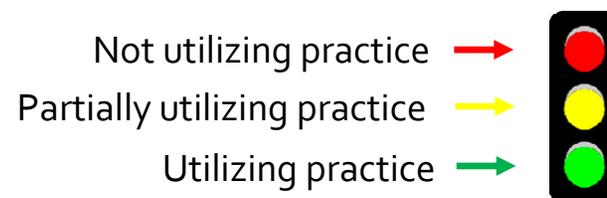
| Core Practice | Pre-Series |
|---|---|
| Provide academic-focused case management |  |
| Ensure youth are accessing tutoring and other academic support to meet their individual needs |  |
| College-going culture in program |  |
| Minimize the work obligation for college students |  |
| Close working relationship with local campus support programs |  |
| Ensure youth complete financial aid process from start to finish and assist in maintaining aid |  |
| Assist youth with avoiding unnecessary placement in remediation and accessing best options for addressing remediation needs |  |
| Collect data on post-secondary education outcomes and use that data to inform service provision |  |

What goals did Edgewood set?

Not utilizing practice  
 Partially utilizing practice  
 Utilizing practice  

| Core Practice | Pre-Series | Included in Plan? |
|---|---|------------------------|
| Provide academic-focused case management |  | <i>Short-term goal</i> |
| Ensure youth are accessing tutoring and other academic support to meet their individual needs |  | <i>Long-term goal</i> |
| College-going culture in program |  | <i>Short-term goal</i> |
| Minimize the work obligation for college students |  | <i>Short-term goal</i> |
| Close working relationship with local campus support programs |  | <i>Short-term goal</i> |
| Ensure youth complete financial aid process from start to finish and assist in maintaining aid |  | <i>Short-term goal</i> |
| Assist youth with avoiding unnecessary placement in remediation and accessing best options for addressing remediation needs |  | <i>Long-term goal</i> |
| Collect data on post-secondary education outcomes and use that data to inform service provision |  | <i>Long-term goal</i> |

Where is Edgewood now?



| Core Practice | Pre-Series | Plan? | Now | Lessons Learned |
|---|---|------------------------|---|---|
| Provide academic-focused case management |  | <i>Short-term goal</i> |  | Provides in-depth path |
| Ensure youth are accessing tutoring and other academic support to meet their individual needs |  | <i>Long-term goal</i> |  | Act of seeking help can be a road block |
| College-going culture in program |  | <i>Short-term goal</i> |  | Not everyone will agree; stay positive |
| Minimize the work obligation for college students |  | <i>Short-term goal</i> |  | In SF, part-time is a great option |
| Close working relationship with local campus support programs |  | <i>Short-term goal</i> |  | Build strong connections |
| Ensure youth complete financial aid process from start to finish and assist in maintaining aid |  | <i>Short-term goal</i> |  | Staff need to be on same page |
| Assist youth with avoiding unnecessary placement in remediation and accessing best options for addressing remediation needs |  | <i>Long-term goal</i> |  | |
| Collect data on post-secondary education outcomes and use that data to inform service provision |  | <i>Long-term goal</i> |  | |

Bill Wilson Center

- In Santa Clara County
- THP-Plus scattered site & host family model
 - serves 62 youth
- THP+FC single & remote site model
 - serves 28 youth
- 25% of youth are custodial parents

Bill Wilson Center provides an array of programs & services in Santa Clara County, including:

- Counseling
- Education
- Foster Care
- Housing
- Juvenile Probation
- Mental Health
- Support Services

Why did Bill Wilson Center want to transform their transitional housing programs?

Recognition that foster youth face a plethora of challenges in post-secondary education

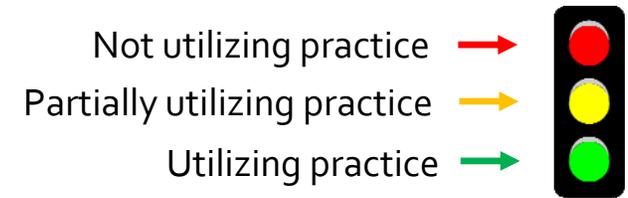
Desire to examine and refine existing methods utilized towards supporting youth in college

Awareness that the path to a living wage begins with education beyond high school

Solidify a tool box of best practices aimed at improving existing post-secondary outcomes of our clients.

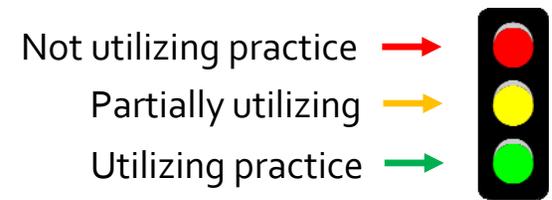
Shift the programmatic focus from “having a job” to “pursuing a career.”

Where did Bill Wilson Center start?



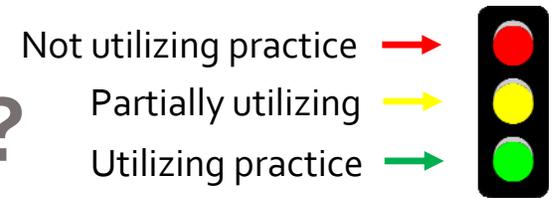
| Core Practice | Pre-Series |
|---|------------|
| Provide academic-focused case management | ● |
| Ensure youth are accessing tutoring and other academic support to meet their individual needs | ● |
| College-going culture in program | ● |
| Minimize the work obligation for college students | ● |
| Close working relationship with local campus support programs | ● |
| Ensure youth complete financial aid process from start to finish and assist in maintaining aid | ● |
| Assist youth with avoiding unnecessary placement in remediation and accessing best options for addressing remediation needs | ● |
| Collect data on post-secondary education outcomes and use that data to inform service provision | ● |

What goals did Bill Wilson Center set?



| Core Practice | Pre-Series | Included in Plan? |
|---|---|------------------------------------|
| Provide academic-focused case management |  | Short-term goal |
| Ensure youth are accessing tutoring and other academic support to meet their individual needs |  | <i>No goal</i> |
| College-going culture in program |  | Short-term goal |
| Minimize the work obligation for college students |  | Short-term goal |
| Close working relationship with local campus support programs |  | Long-term goal |
| Ensure youth complete financial aid process from start to finish and assist in maintaining aid |  | Short-term goal |
| Assist youth with avoiding unnecessary placement in remediation and accessing best options for addressing remediation needs |  | Short & Long-term goals |
| Collect data on post-secondary education outcomes and use that data to inform service provision |  | Long-term goal |

Where is Bill Wilson Center now?



| Core Practice | Pre-Series | Plan? | Now | Lessons Learned |
|---|---|-------------------------------------|---|--|
| Provide academic-focused case management |  | <i>Short-term goal</i> |  | It takes time to do this well. It needs to be thorough |
| Ensure youth are accessing tutoring and other academic support to meet their individual needs |  | <i>No goal</i> |  | The effectiveness of the tutor is not a given |
| College-going culture in program |  | <i>Short-term goal</i> |  | An easy change with significant impact |
| Minimize the work obligation for college students |  | <i>Short-term goal</i> |  | Work necessity is determined by individual budget |
| Close working relationship with local campus support programs |  | <i>Long-term goal</i> |  | 7 community colleges in our county mean this endeavor will always be in progress |
| Ensure youth complete financial aid process from start to finish and assist in maintaining aid |  | <i>Short-term goal</i> |  | Texting reminders of critical deadlines |
| Assist youth with avoiding unnecessary placement in remediation and accessing best options for addressing remediation needs |  | <i>Short- & Long-term goals</i> |  | Online practice tests are available |
| Collect data on post-secondary education outcomes and use that data to inform service provision |  | <i>Long-term goal</i> |  | Requesting progress reports and grades along the way is useful |

Lessons Learned

- While providers were eager to improve college enrollment, retention and completion among youth in their programs, this goal and its related activities were not spelled out in their policies and procedures.
- Housing providers (and the child welfare sector generally) are largely uninformed about key changes in the college matriculation process, which has changed considerably in the last five years.
- Providers require more information about which colleges utilize multiple measures and offer alternative strategies to address remediation.

Lessons Learned, con't

- Mismanagement of financial aid is a significant obstacle for current and former foster youth pursuing college.
- Programs require support to track youths' academic progress.
- Some programs found it challenging to develop productive, reciprocal relationships with contacts and/or programs at all of the local colleges, and to keep track of each school's various key deadlines and dates.
- Hands-on support for youth in college had promising results in both the success of the student, and in fostering a relationship between the transitional housing program and the campus support program staff.

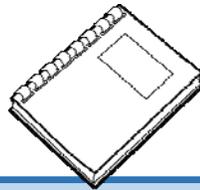
Lessons Learned, con't

- Programs found it challenging to enable youth to minimize their work obligation.
- Parenting youth have a particularly challenging experience pursuing a college education.
- Programs in counties that have opted into the THP-Plus extension established by SB 1252 report positive outcomes.
- Counties play an important role in supporting the post-secondary educational success of current and former foster youth, and have the ability to either encourage or inhibit a program's ability to prioritize college.

Where We're Headed



Programs will engage executive leadership and stakeholders to assess how college is viewed and prioritized within their organization.



Programs will incorporate the practices they utilize to support youth in post-secondary education into their policies and procedures manuals.



Programs will implement protocol to train staff on post-secondary education-related topics during the onboarding process.

Where We're Headed, con't



Programs will develop a deep understanding of the college matriculation process.



Programs will be informed about which colleges employ multiple measures and alternative strategies to address remediation needs.

Where We're Headed, con't



Programs will improve the use of technology to ease communication with campuses and promote college retention.

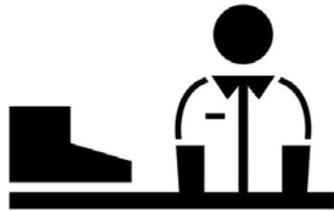


Programs will establish and/or further develop their relationships with their local campus support programs.



Programs will adopt a case management model that is academic-focused and hands-on.

Where We're Headed, con't



Programs will assess their work requirement to determine its impact on college enrollment and retention.



Programs will assess how they can help prevent unintended pregnancy among the youth in their programs.

Report Released Today

BEYOND THE SAFETY NET: Preliminary Findings from a Pilot Project to Transform Housing Providers into College Success Programs

Posted on JBAY website:

<http://www.jbaforyouth.org/research-reports/>

BEYOND THE SAFETY NET:

Preliminary Findings from a Pilot Project to Transform
Housing Providers into College Success Programs

August 2017



 **JOHN
BURTON**
Advocates for Youth

2017-18 Burton Book Fund Now Available

Eligibility

- Student must have been in foster care on or after 13th birthday
- Student must be enrolled in at least 6 units in Fall semester/quarter
- Student *cannot* be participating in CAFYES/Next Up program through EOPS

Grant Amounts

- 6-8 units: \$100
- 9-11 units: \$175
- 12 or more units: \$250
- All \$ awarded during Fall semester/quarter for entire academic year

Questions:

martha@jbaforyouth.org

More information/forms/contacts:

<http://www.jbaforyouth.org/burton-book-fund-information/>

How to Access

- Goes through campus: bookstore agreement & campus foster youth rep agreement
- Students applies w/ campus rep through Google Forms
- Approved student purchases must be made between 8/7/17-4/15/18

Question & Answer

To submit a question, type it into the questions box on your control panel and hit 'send'.

If you have questions after the webinar has ended, please e-mail simone@jbafor youth.org