

FOSTERED ANTELOPE VALLEY

A Compassionate Ed Systems Initiative
of the National Center for Youth Law

YEAR TWO

Progress Report (2019-2020)



Appreciations

Thank you

Most importantly, we extend **a special thank you to our students who have been open to establishing new relationships and trusting us with their stories, successes, and challenges. Thank you for leading us in this work. For your courage, vulnerability, and your persistence in the face of adversity, you are the true definition of exceptional.**

To our school district and child welfare partners dedicated to improving the experiences of the young people: **Thank you for your tireless commitment to students**, for rolling up your sleeves to do the hard work and for the commitment to doing whatever it takes to support students.

- **Antelope Valley Union High School District**
Shandelyn Williams, Assistant Superintendent, Student Support Services
Cheri Kreitz, Director of Student Services
Justin Prewitt, Coordinator of Guidance Services and AB490/Foster Liaison
- **Lancaster School District**
Jullie Eutsler, Director of Pupil Safety and Attendance
Trish Wilson, Coordinator of Climate, Culture, and Counselors
- **Los Angeles County Department of Children and Family Services**
Robin Younger-Holmes, Palmdale Regional Administrator
Nancy Ramirez, Palmdale Assistant Regional Administrator
Lisa Fleisher-Whitecrow, Lancaster Regional Administrator
Roxanna Flores-Aguilar, Division Chief¹
Shannon O'Brien, Lancaster Assistant Regional Administrator²
- **LA County Office of Education, Foster Youth Services Coordinating Program**
Rachelle Touzard, Ph.D., Director, Student Support Services
La Shona Jenkins, DSW, LCSW, Foster Youth Services Coordinating Program
Lakeah Dickerson, Ed.D., Senior Program Specialist
- **Los Angeles County Office of Child Protection**
Stefanie Gluckman, Director, Education Coordinating Council
Barbara Spyrou, Senior Staff Analyst
- **California Youth Connection**
Kate Teague, Community Advocacy Coordinator
- **John Burton Advocates for Youth**
Jessica Petrass, Senior Project Manager
- **United Friends of the Children**
Antoinette Moreland, Program Manager

A final thank you to our philanthropic partners who make this work possible: Conrad N. Hilton Foundation, Doris Duke Charitable Foundation, Stuart Foundation, W.M. Keck Foundation, Ralph M. Parsons Foundation, the May and Stanley Smith Foundation, the Weingart Foundation, and the Carl and Roberta Deutsch Foundation.

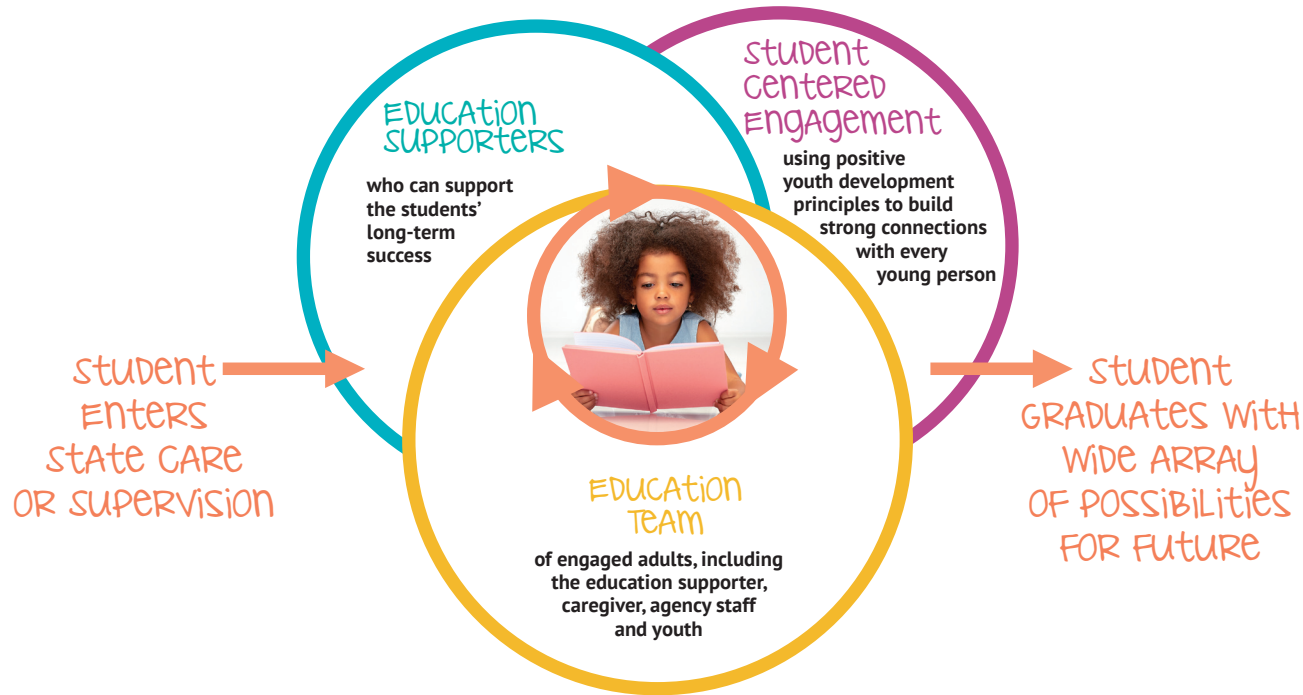
FosterEd Antelope Valley is honored to continue working directly with students involved in the child welfare system in the Antelope Valley and to present this report of second year (2019-2020) program educational outcomes. Not only does our program provide direct support to young people, but it informs systems-level change for students involved in the child welfare system to ensure each student has:

- **the capacity to self-advocate and set goals;**
- **a positive sense of self-efficacy;**
- **adult supporters that are able and willing to work in unison; and**
- **a positive educational experience that results in the student building their own definition of academic success.**

We want every student involved in the child welfare system to have inclusive, equitable, trauma responsive and healing centered, culturally appropriate educational experiences that result in high school graduation and the pursuit of and persistence in their post-secondary goals that lead to self-sufficiency. Centering the expertise of youth and families is critical to our framework and critical to our collective success.

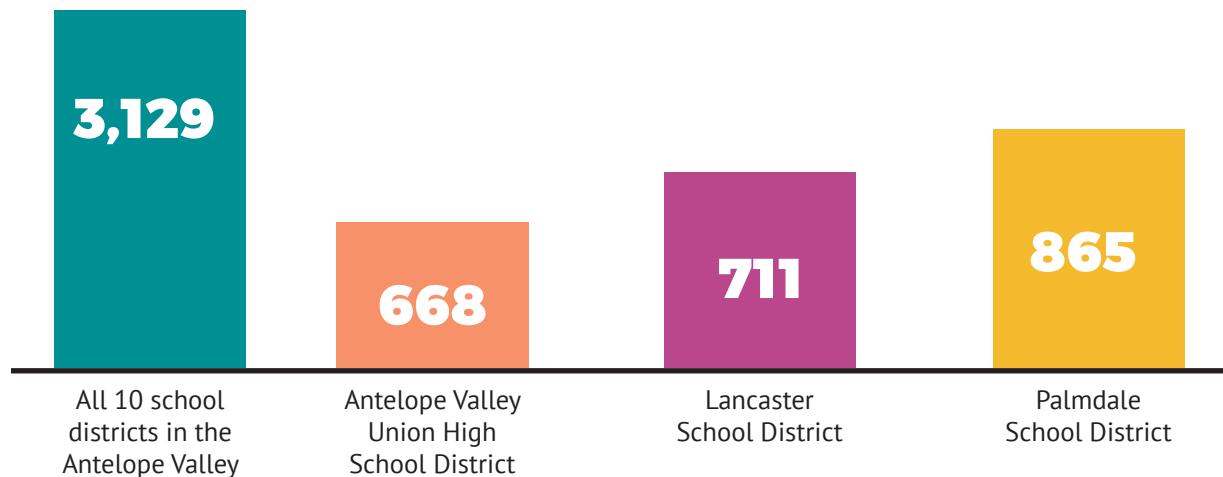
2	Appreciations
3	Introduction
4	Compassionate Systems Framework
7	2019-2020 Academic Year: Students Served
11	Individualized Academic Support and More
12	Supporting Students Specialized Needs During Distance Learning
14	A Spotlight on GPA
21	The Importance of Engaging Education Rights Holders
22	Bringing It All Together - Concluding Thoughts
26	Emerging Best Practices: Our Learning for the Work Ahead

FosterEd, A Compassionate Education System Framework

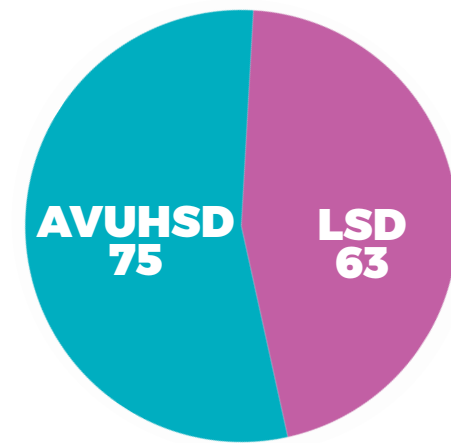


PROMOTING STUDENT EMPOWERMENT, CONNECTION AND ENGAGEMENT

2019-2020 Academic Year - Students Designated as 'Foster'¹³



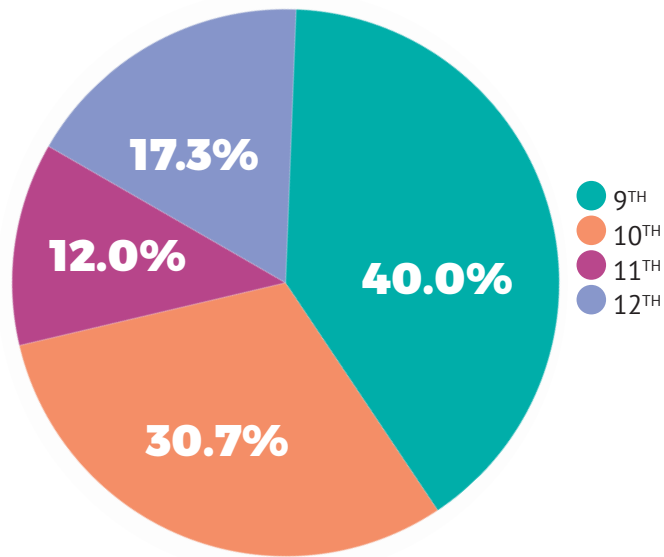
Total Referrals



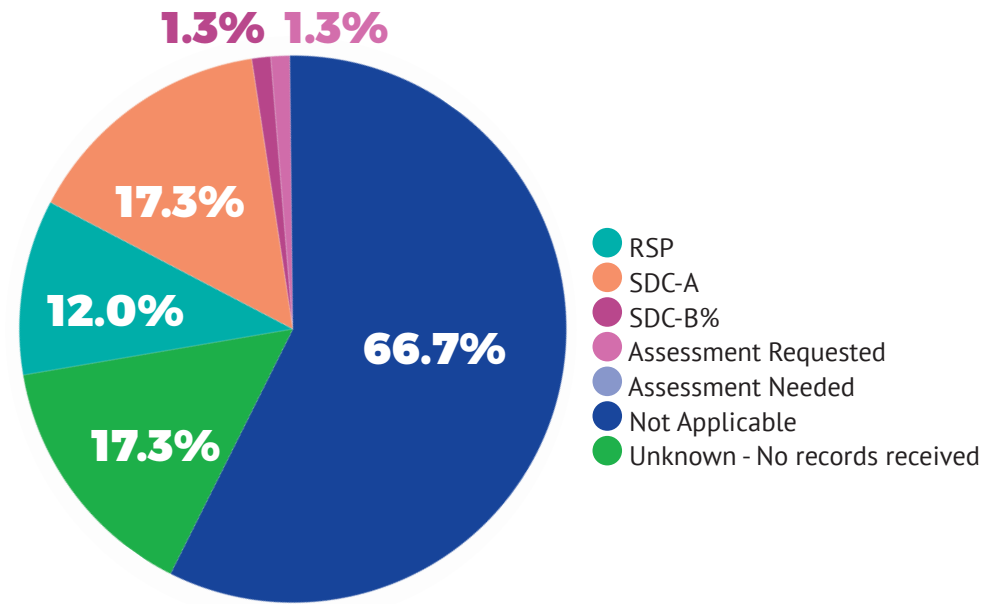
Total Referrals 138

Antelope Valley Union High School District

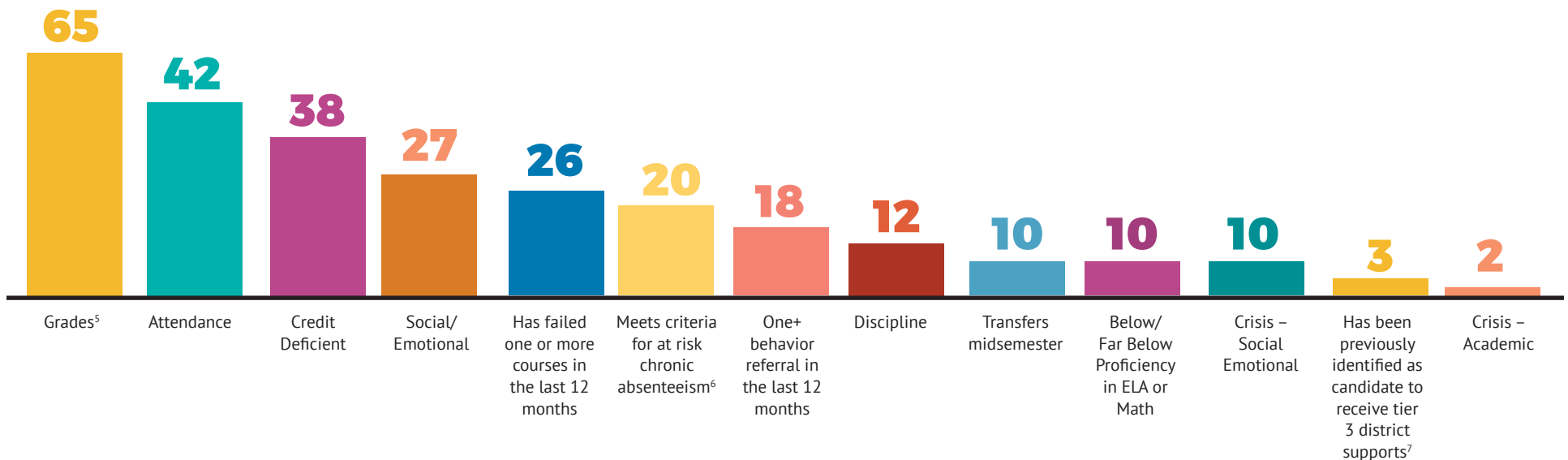
Referrals By Grade Level



Special Education Status at Referral

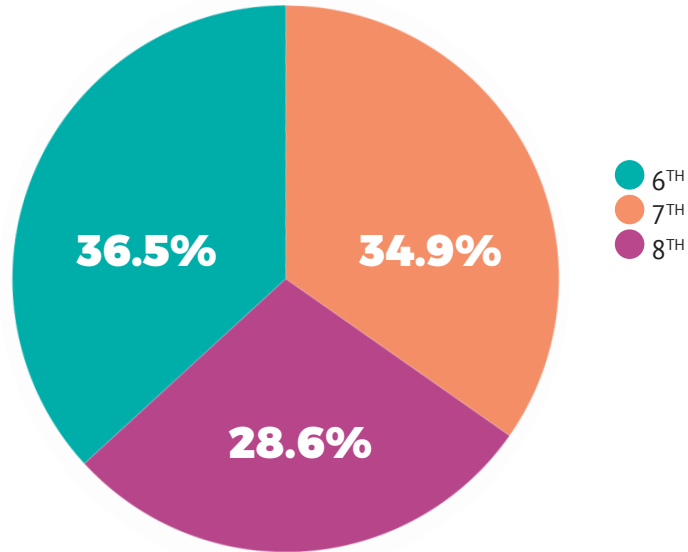


Referral Reason⁴

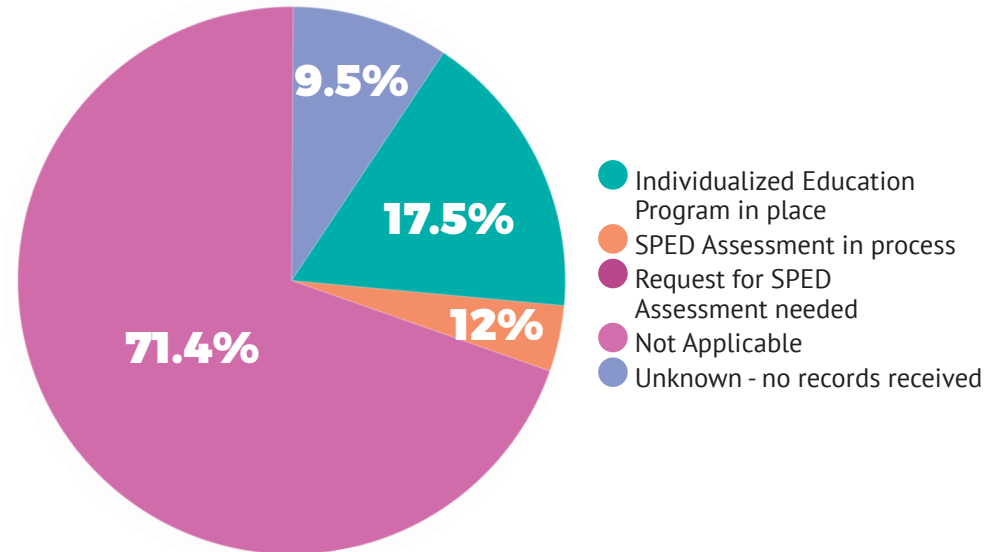


Lancaster School District

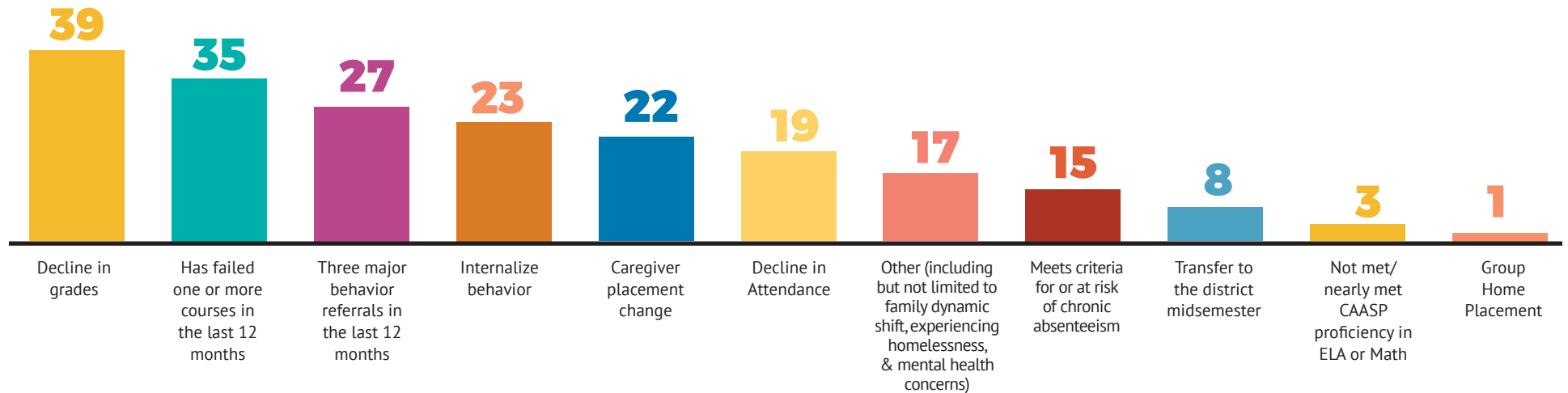
Referrals By Grade Level



Special Education Status at Referral



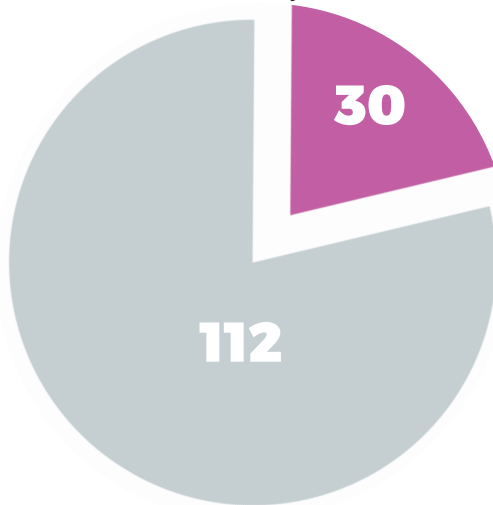
Referral Reason⁸



2019-2020 Academic Year: Students Served

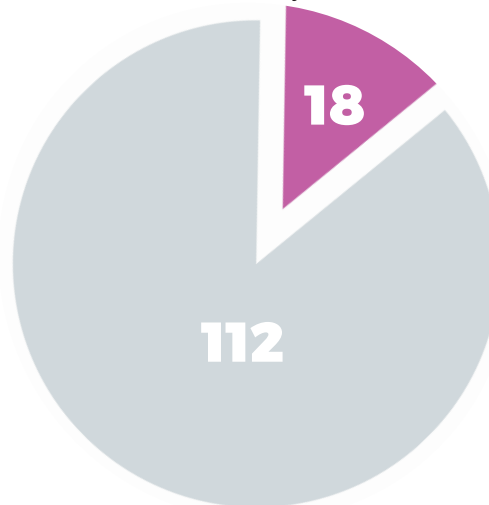
The below data reflects the 112 students that were served from July 1, 2019 - June 30, 2020 for whom our program received consent to share data. The below data is collected from EdTeamConnect ("ETC") our internal case management system. Gender and ethnicity data are self-reported by students and entered in ETC by the Education Liaison. A total of 37 students' cases were closed before the end of the 2019-2020 school year. Students are closed primarily because they changed schools or districts and no longer attend a school where FosterEd is providing services.

Students Served by DCFS Office



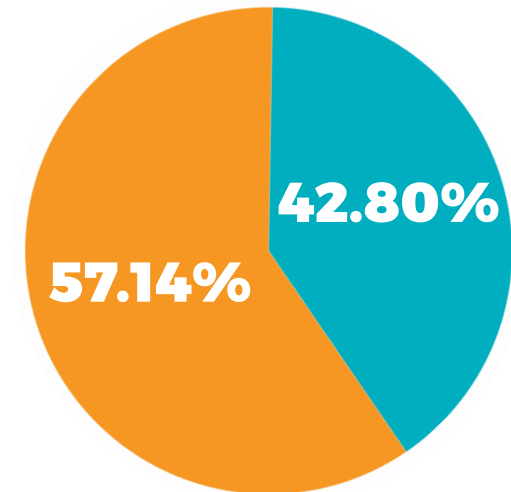
30 out of 112 in Palmdale DCFS Office

Students Served by DCFS Office



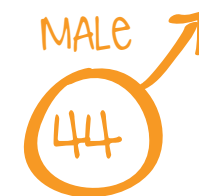
18 out of 112 in Lancaster DCFS Office

Total Served = 112



Total #of students served in AV DCFS Office = 48
Total #of students serviced in Non-AV DCFS Office = 64

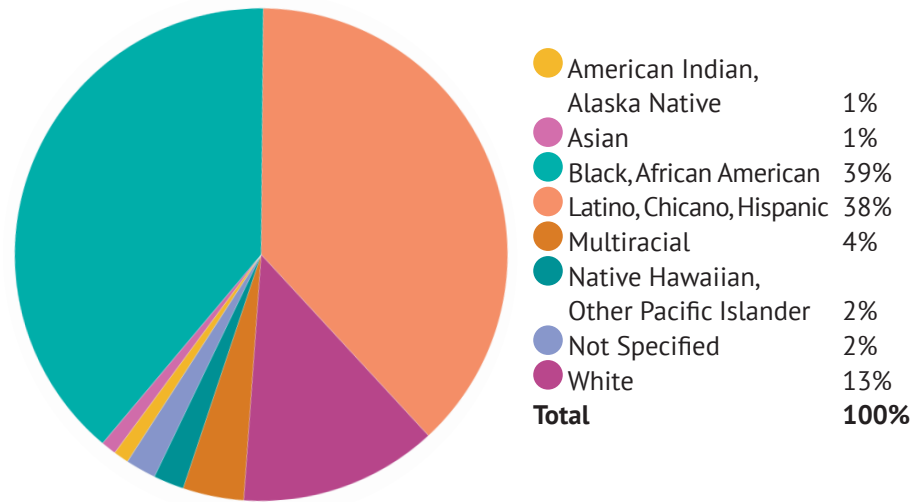
Type of Program Involvement	
Child Welfare	110
Dual Status - CW & Probation	2
Total	112



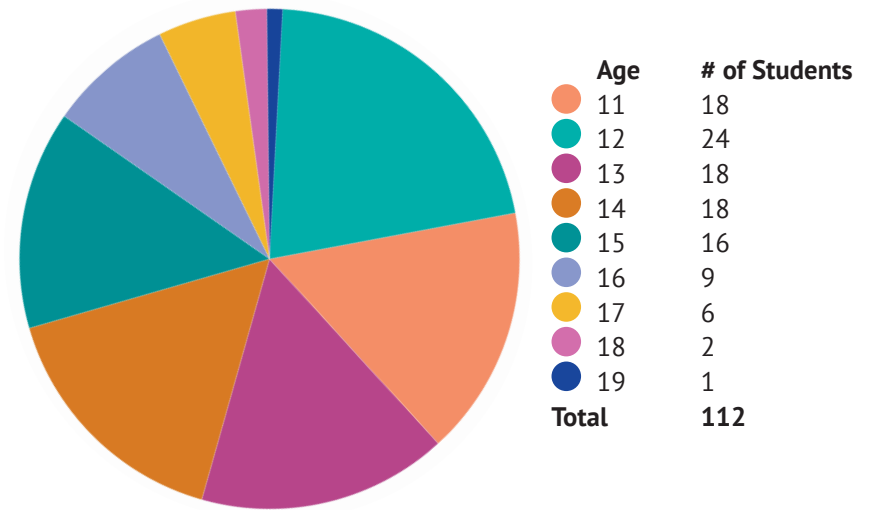
Total 112 (100%)

2019-2020 Academic Year: Students Served

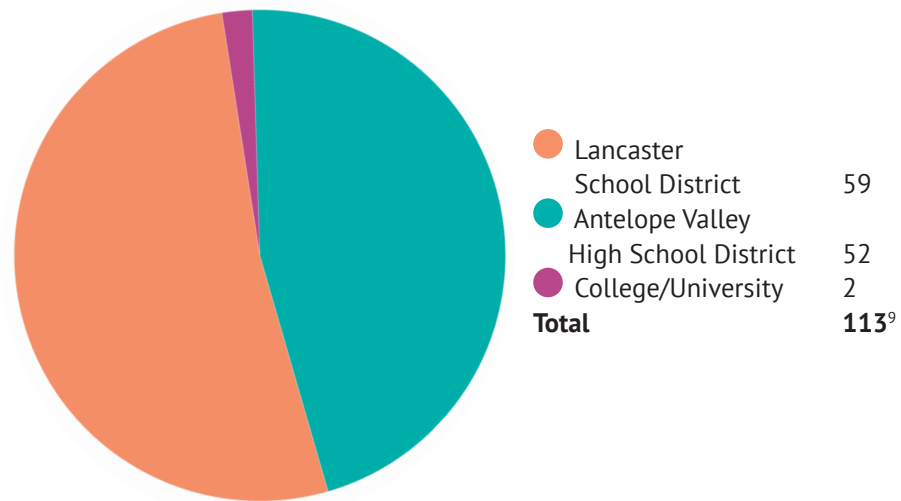
Race/Ethnicity



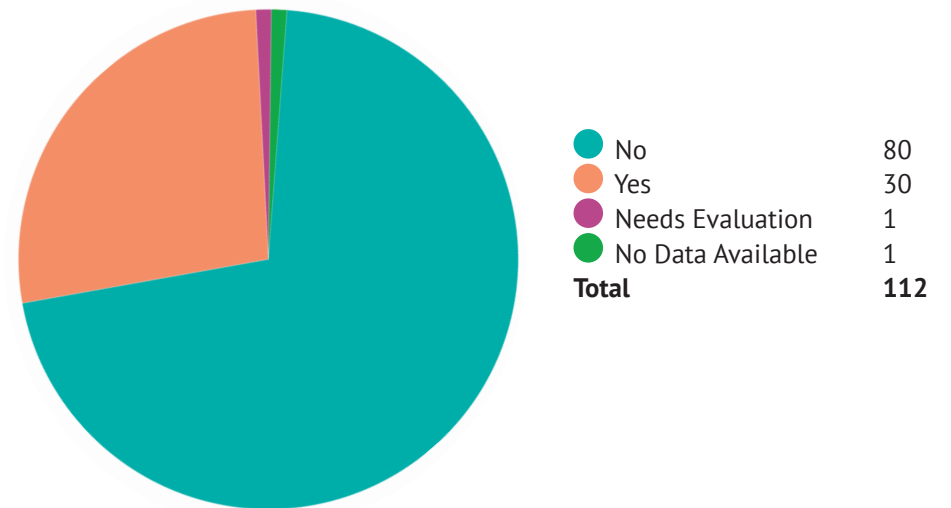
Age at Referral



Students Served by School District

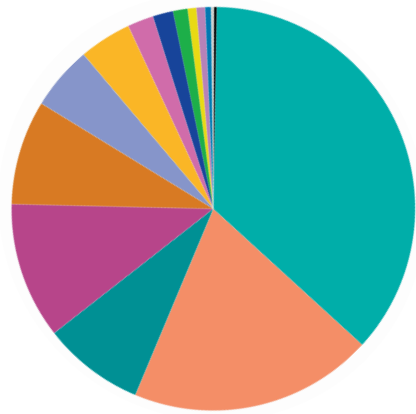


Special Education Involvement Needed



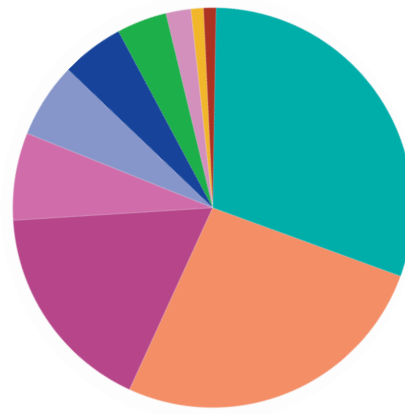
2019-2020 Academic Year: Students Served and Team Members Engaged

Total Number of Unique Team Members, By Role



Child Welfare Worker	157
Foster Parent	84
District School Staff, incl. Teachers	35
Biological Parent	47
Attorney	36
Relative	22
Mental Health Worker	18
Sibling	9
CASA	7
Adoptive Parent	5
Volunteer	3
Residential Staff	3
Other Service Provider	2
Probation Officer	1
Trained Education Supporter	1
Total	430

Total Education Champions and Their Roles



District School Staff, incl. teachers	25
Foster Parent	21
Biological Parent	15
Sibling	6
Relative	5
CASA	4
Adoptive Parent	3
Residential Staff	2
Mental Health Worker	1
Total	82



OUT OF THE 112 STUDENTS SERVED IN YEAR TWO (2019-2020), 60 HAD AN EDUCATIONAL CHAMPION ASSIGNED AT SOME POINT DURING PROGRAM ENROLLMENT AND 111 HAD A MINIMUM OF ONE TEAM MEMBER ASSIGNED IN EDTEAM CONNECT.

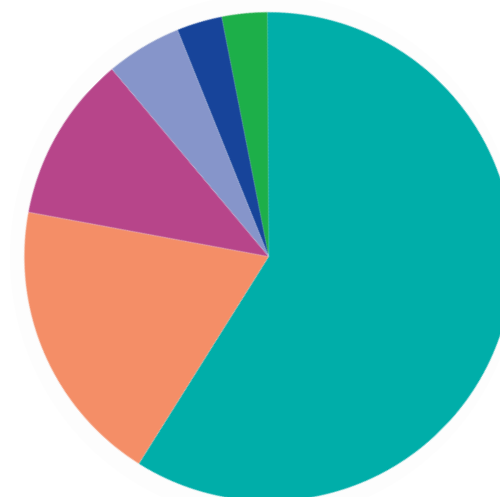
2019 - 2020 Student Interactions, Goals, and Case Closure

Number of Interactions	
Education Champion Meeting	51
Follow-up	18
Other	5
Student Meeting	872
Student Meeting - Survey	77
Team Meeting	84
Unidentified Interactions	20
Total	1,127

Number of Goals, ¹² by Type	
Academic	218
Academic - Engagement	200
Post-Secondary: college and career-Engagement	18
Other – Engagement	5
Other - Engagement	5
Social Capital	23
Connection to services-Engagement	9
Relationships with Adults - Engagement	14
Social Development	67
Extracurricular - Engagement	25
Self-efficacy/agency - Engagement	42
Total	313

Number of Goals Achieved ¹³	
Academic	118
Other - Engagement	2
Social capital	14
Social development	27
Total Completed	161

Program Exit Reason¹⁰



- Moved out of service area 22
- Transition to post-secondary complete 7
- Services refused by student 4
- Other 2
- AWOL/Unable to locate 1
- Services refused by caregiver 1
- Total 37¹¹**

Individualized Academic Support and More

During the 2019-2020 School Year, FosterEd in the Antelope Valley focused on supporting students that were referred to our program. All other students attending our co-location sites received responsive, short-term support to address real time emergent barriers and needs. Additionally, FosterEd Antelope Valley provided general supports to all graduating seniors at their respective campuses. These supports included, but were not limited to:

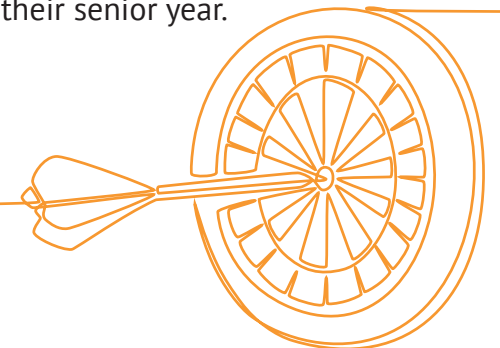
Supporting Student Engagement During COVID. College Applications.
Deescalating crises on campus. Assisting with obtaining records from previous schools.
Verifying Foster Youth status. Updating student information system data.
Providing social-emotional support to students. Supporting transportation requests for school of origin.
Obtaining education rights holder contact information. PE Uniform requests.
Tutoring referrals. Organizing and participating in “Resilient Scholar” meetings/events.¹⁴
Participating in student study team meetings. Requesting ILP eligibility updates with students.
Senior expense requests. DCFS Celebration applications. Linkage to extra-curricular activities.

Paving a Pathway to College: FAFSA, CHAFEE and Webgrants

- In collaboration with the Foster Youth Counselor at the four high school campuses where a FosterEd Antelope Valley Education Liaison is co-located; **81 graduating seniors** were supported to complete their financial aid applications including those that were not referred/working with the Education Liaison formally.
- Similarly, AB167/216 was flagged to assist with identifying and starting the notification and eligibility process for **over 80 students** that transferred into the school after their second year of high school and would benefit from graduating with the state minimum requirement so they can graduate with their peers.

Getting Students to the Finish Line: A Focus on Graduation Success

- During the 2019-2020 school year **we worked with five** Seniors. **One** transferred to another school during their senior year.
- **Three** continued to participate in the Antelope Valley Program through the end of the school year. **Those same three students** graduated from high school.



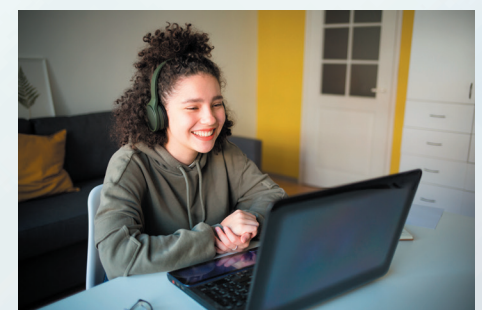
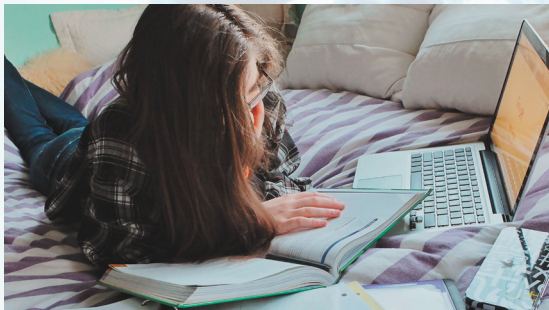
Supporting Students' Specialized Needs During Distance Learning

When schools were abruptly closed on March 13, 2020, our FosterEd Antelope Valley Team quickly shifted to support students who had previously engaged in our intensive model in addition to serving as liaison between students and families, school sites, and DCFS about the ongoing and unpredictable changes that were occurring. We quickly learned that there were a number of students involved with DCFS that were not referred to our program that were experiencing the same, if not greater, challenges due to the stay-at-home orders and public agencies that needed time to determine what the course of action would be to educate children. Simultaneously, we realized many students did not have technology to engage with an adult in an intensive and consistent manner. The work started with:

- **maintaining and building rapport with students and families;**
- **determining gaps in communication and services; and,**
- **providing resources to address any needs.**

Our team submitted support requests for 465 foster youth across Lancaster School District, and more than 200 youth in foster care within the Antelope Valley Union High School District (AVUHSD) sites, including technology devices and internet access. We focused on ensuring follow up to youth and families in a timely manner throughout the summer. At the start of the 2020-2021 school year, technological devices were provided by local education agencies. FosterEd Antelope Valley proactively outreached to families of youth in foster care to determine who was still in need of a device or internet connection and which students had received them based on the previous request. Throughout the summer our team served as an available resource for students transitioning from 8th grade to high school, and helped students and families get registered to attend 9th grade in a new school district (AVUHSD).

The needs were significant, and it was important for our team to be nimble and respond to the needs of the moment, supporting larger numbers of foster youth students and their families by proactively reaching out to them versus waiting for a referral after an issue is communicated to school staff.



Progress and Impact

FosterEd Antelope Valley again partnered with Educational Results Partnership (ERP) to measure the academic outcomes of the students served¹⁵ during the second year in the AV. FosterEd Antelope Valley was piloted during the 2018-2019 school year and provided a roster to ERP of 71 foster youth students served. The program continued into the 2019-2020 school year and provided an additional roster to ERP of 111 unique students served. Within the 2019-2020 roster, 58 of the students were new to the program. Of the 111 unique students, 53 were served in both 2018-2019 and the 2019-2020 school year.

This report utilized 2018-2019 and 2019-2020 student data to gain insights about the impact of services provided to Antelope Valley Program students. This report also provides a baseline analysis of students who entered the program during the 2019-2020 academic school year. Additionally, this report displays student outcomes for: **1) AVP 2018-2019 students,**¹⁶ **2) AVP 2019-2020 students,**¹⁷ **3) AVP 2018-2019 and 2019-2020 students,**¹⁸ 4) local foster students,¹⁹ 5) foster students statewide,²⁰ 6) local students,²¹ as well as 7) all students statewide.²² Using data from member institutions that submitted data to the Cal-PASS Plus system,²³ Educational Results Partnership (ERP) matched 70 out of the 71 students served by the FosterEd Antelope Valley Program in the 2018-2019 school year. However, of the 70 students that were matched only 69 of the students attended a school within the Cal-PASS member districts. Additionally, ERP was able to match 56 out of 58 students new to the program during the 2019-2020 school year. Lastly, ERP was able to match 46 out of the 53 students who were served by the program during both the 2018-2019 and 2019-2020 school years, and additional limitations and confidentiality measures were noted by ERP in its Report.²⁴

The Importance of Attendance²⁵

This report found a positive correlation between Antelope Valley Program (AVP) 2018-2019 student's attendance rates and the length of time in the program. For entering AVP 2018-2019 students who were tracked in Cal-PASS but may have not remained in the program during the following year, attendance rate increased by two percent.



Kawena Cole and Shelbby Bambrick from FosterEd have been amazing! They are always fully invested in the support and care of our foster youth and remain up to date with best policies and practices to support them.”

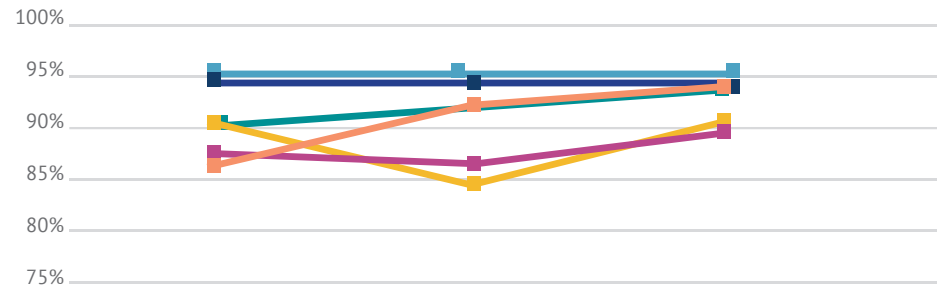
—Nykesha Geeter, Lancaster School District Counselor

AVP 2018-2019 students attended school at a higher or similar rate (93%) during the 2019-2020 school year than entering 2019-2020 AVP students (87%), local foster students (90%), foster students statewide (89%), local students (95%) and all students statewide (94%).

The overall school attendance metric was completely masked for the 2018-2019 school year for AVP students served during both the 2018-2019 and 2019-2020 school years. However, the attendance rate increased by four percent for students served by the program prior to entering the program during the 2017-2018 school year to the 2019-2020 school year.

Spotlight on Attendance and GPA

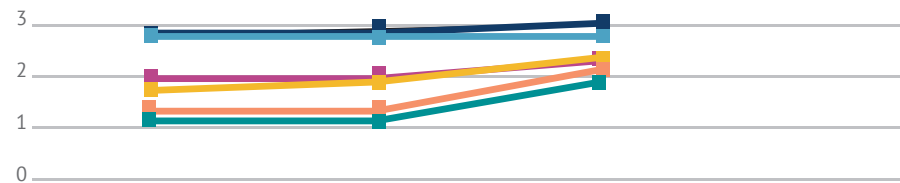
Overall Attendance Rates- AVP 2018/2019²⁶ students and AVP students served during both the 2018-2019 & 2019-2020 school years



	2017-2018	2018-2019	2019-2020
AVP 2018-2019 Students	86%	91%	93%
AVP Students Served 2018-2019 & 2019-2020	90%	90%	94%
Local Foster Students	90%	84%	90%
Foster Students Statewide	87%	86%	89%
Local Students	95%	95%	95%
All Students Statewide	94%	94%	94%

The average GPA for AVP 2018-2019 students increased from 1.38 to 1.49 after becoming involved in the program. In addition, this report found a positive correlation between student GPA and length of time in the program for AVP 2018-2019 students. Students who were served by the program during both the 19/19 and 2019-2020 school years had a GPA increased by .71 points

Student GPA- AVP 2018-2019²⁶ students and students served during both the 2018-2019 & 2019-2020 school years



	2017-2018	2018-2019	2019-2020
AVP 2018-2019 Students	1.38	1.49	2.08
AVP Students Served 2018-2019 & 2019-2020	1.21	1.40	2.11
Local Foster Students	1.81	1.85	2.29
Foster Students Statewide	1.91	1.90	2.19
Local Students	2.63	2.63	2.77
All Students Statewide	2.71	2.72	2.85

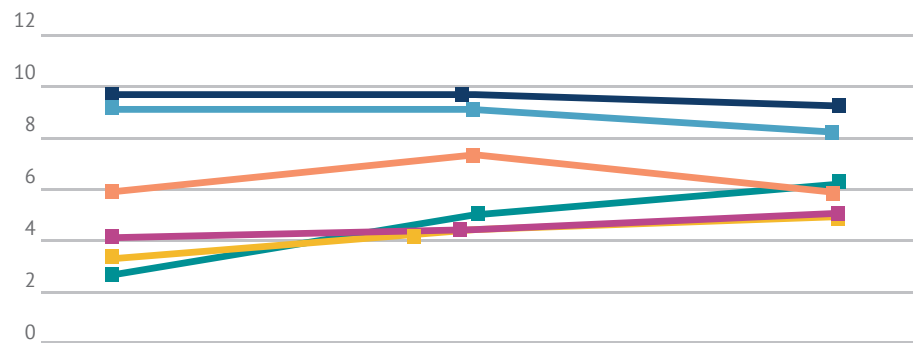
Spotlight on Course Completion

Paving Pathways to College: A-G Course Completion²⁷⁻²⁹

Students must earn a minimum of a “C” grade in the A-G courses to be eligible for admission to the University of California (UC) or California State University (CSU).³⁰ This report found FosterEd Antelope Valley Program 2018-2019 students had a higher A-G completion rate (6.97) than local (3.86) and statewide foster youth (3.87) but lower A-G completion rates than local students (9.11) and all students statewide (9.71). This report found, students served during both the 2018-2019 and 2019-2020 school year had a higher A-G completion rate than both local and statewide foster students. Additionally, the A-G course completion rate for students served during both the 2018-2019 school years increased from the 2018-2019 school year to the 2019-2020 school year at a greater rate (1.6) than local foster students (.5), foster students statewide (.55), local students (-.83) and all students statewide (-.6).

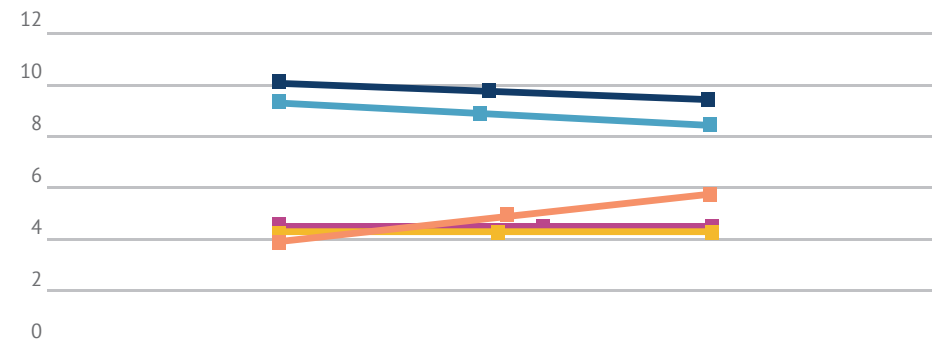
This report found **Antelope Valley Program 2019-2020 students have a higher A-G completion rate (5.35) than local (4.36) and statewide foster youth (4.42)**, but lower A-G completion rates than local students (8.28) and all students statewide (9.11).

A-G Course Completion- AVP 2018-2019 students and students served during both the 2018-2019 & 2019-2020 school years



	2017-2018	2018-2019	2019-2020
AVP 2018-2019 Students	5.25	6.97	5.63
AVP Students Served 2018-2019 & 2019-2020	1.82	4.06	5.66
Local Foster Students	2.73	3.86	4.36
Foster Students Statewide	3.40	3.87	4.42
Local Students	9.21	9.11	8.28
All Students Statewide	9.54	9.71	9.11

A-G Course Completion- AVP 2019-2020 Students



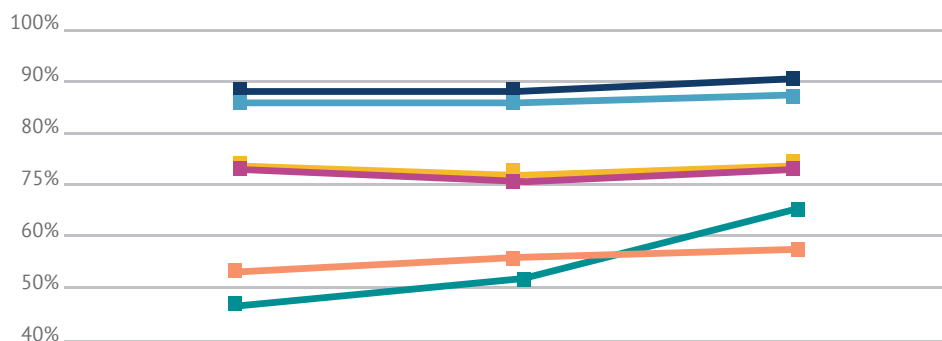
	2018-2019	2019-2020
AVP 2018-2019 Students	3.64	5.35
Local Foster Students	3.86	4.36
Foster Students Statewide	3.87	4.42
Local Students	9.11	8.28
All Students Statewide	9.71	9.11

Credits Earned and Attempted

Credits Earned and Credits Attempted³¹

Students must earn passing grade of a “D” or better to earn credit for the course.³² This report found a **positive correlation between students’ length in time in the AV Program and credits students earned** during the current term. Credits earned by **students who participated in the program during both the 2018-2019 and 2019-2020 school years increased by 13%.**

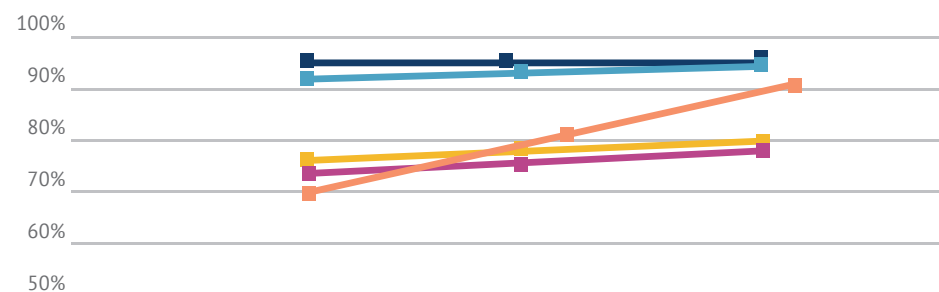
Credits Earned vs. Credits Attempted- AVP 2018-2019 students and students served during both the 2018-2019 & 2019-2020 school years



	2017-2018	2018-2019	2019-2020
AVP 2018-2019 Students	53%	54%	58%
AVP Students Served 2018-2019 & 2019-2020	46%	51%	64%
Local Foster Students	75%	72%	76%
Foster Students Statewide	73%	71%	75%
Local Students	89%	89%	91%
All Students Statewide	91%	91%	92%

This report found AVP 2019-2020 earned fewer credits after becoming involved in the program than other student populations. This decrease in credits earned vs. credits attempted among AVP 2019-2020 students may be due to the COVID-19 pandemic remote learning requirements.

Credits Earned vs. Credits Attempted- AVP 2019-2020 Students



	2018-2019	2019-2020
AVP 2018-2019 Students	67%	91%
Local Foster Students	72%	76%
Foster Students Statewide	71%	75%
Local Students	89%	91%
All Students Statewide	91%	92%



I hope we can continue our partnership; you are all very valuable to us!”

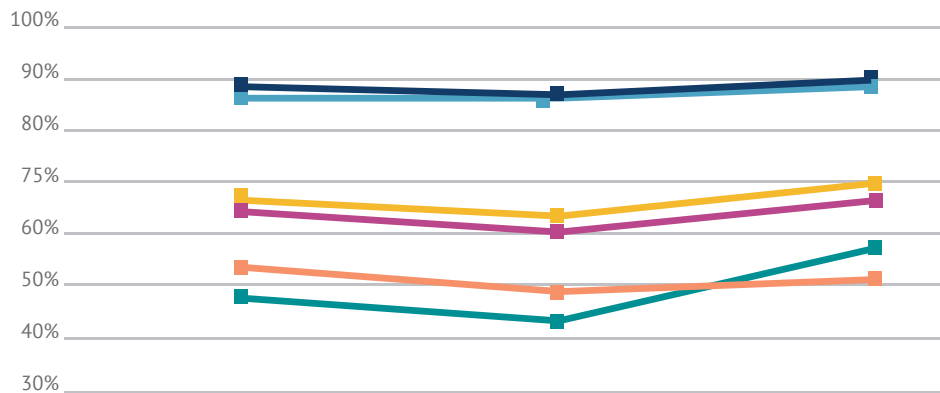
–Elizabeth Guijarro, Lancaster School District Counselor

Credits Earned and Attempted

A-G Credits Earned and A-G Credits Attempted³³

This report found a positive correlation between A-G credits earned among AVP students and the length of time in the program. For students who participated in the program, A-G credits earned increased 13% compared to local foster students (7%), foster students statewide (6%), local students (2%), and students statewide (2%).

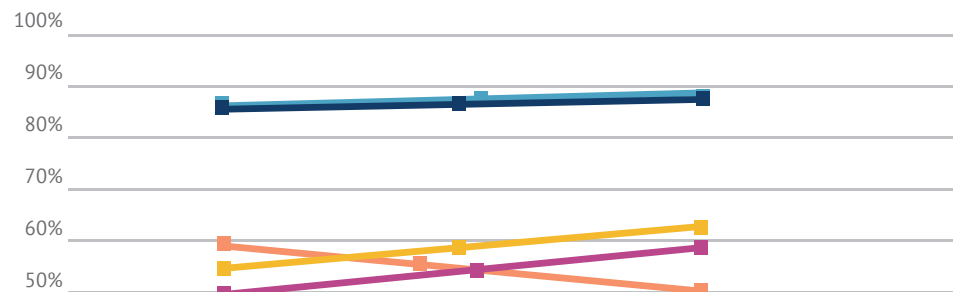
A-G Credits Earned vs. A-G Credits Attempted- AVP 2018-2019 students and students served during both the 2018-2019 & 2019-2020 school years



	2017-2018	2018-2019	2019-2020
AVP 2018-2019 Students	52%	47%	51%
AVP Students Served 2018-2019 & 2019-2020	47%	43%	56%
Local Foster Students	65%	62%	69%
Foster Students Statewide	62%	60%	66%
Local Students	86%	86%	88%
All Students Statewide	87%	87%	89%

Although, the report found generally a positive correlation between A-G credits earned among AVP students and the length of time in the program, the report found that for the AVP 2019-2020 school year, AVP 2019-2020 A-G credits earned vs. A-G credits attempted decreased. This decrease in credits earned vs. credits attempted among AVP 2019-2020 students may be due to the COVID-19 pandemic remote learning requirements.

A-G Credits Earned vs. A-G Credits Attempted- AVP 2019-2020 Students



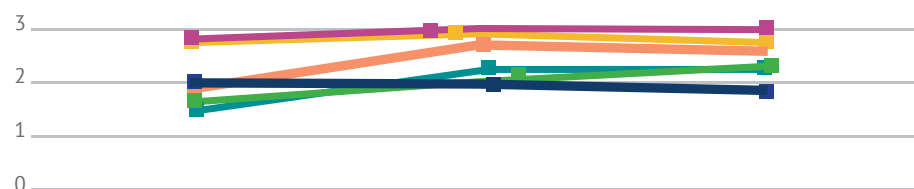
	2018-2019	2019-2020
AVP 2019-2020 Students	66%	59%
Local Foster Students	62%	69%
Foster Students Statewide	60%	66%
Local Students	86%	88%
All Students Statewide	87%	89%

School Mobility

School Mobility in the Antelope Valley³⁴

The school mobility rate is calculated as a cumulative rate for students over the course of grades 6-12, it is expected the average number of schools attended would increase over the course of a student's education career. This report found Antelope Valley Program students' school mobility rate increased after entering the program. A possible reason for this increase may be attributed to middle school students matriculating into high school which resulted in a school change.

Middle and High Schools Attended Combined

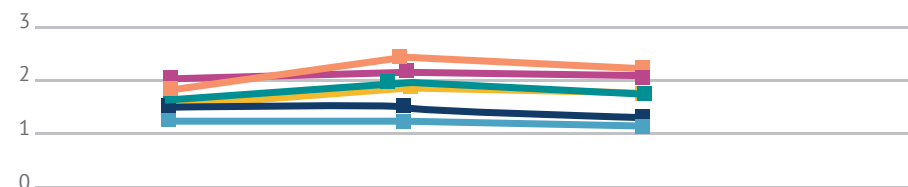


	2017-2018	2018-2019	2019-2020
AVP 2018-2019 Students	1.94	2.67	2.47
AVP Students Served 2019-2020	1.55	2.19	2.21
AVP Students Served 2018-2019 & 2019-2020	1.66	2.23	2.25
Local Foster Students	2.64	2.90	2.76
Foster Students Statewide	2.73	2.99	3.00
Local Students	1.85	1.85	1.80
All Students Statewide	1.88	1.91	1.89

Middle Schools and Mobility^{35,36}

The report found a positive correlation between AVP students' length in program and school mobility rates. The school mobility rate decreased by .21% for students served by the FosterEd Antelope Valley Program during both the 2018-2019 and 2019-2020 school years. The school mobility rate is calculated as a cumulative rate for students over the course of grades 6-8; it is expected the average number of schools attended would increase over the years.

Middle Schools Attended- AVP 2018-2019 students and AVP students served during both the 2018-2019 & 2019-2020 school years



	2017-2018	2018-2019	2019-2020
AVP 2018-2019 Students	1.81	2.34	2.20
AVP Students Served 2018-2019 & 2019-2020	1.58	1.97	1.76
Local Foster Students	1.62	1.90	1.80
Foster Students Statewide	2.00	2.10	2.06
Local Students	1.23	1.23	1.21
All Students Statewide	1.52	1.38	1.35

The County School Stability Transportation program may have contributed to the drop of school moves between 2018-2019 and 2019-2020 and Palmdale, Lancaster, and AVUSD all signed the ESSA MOU in summer 2019.

School Mobility

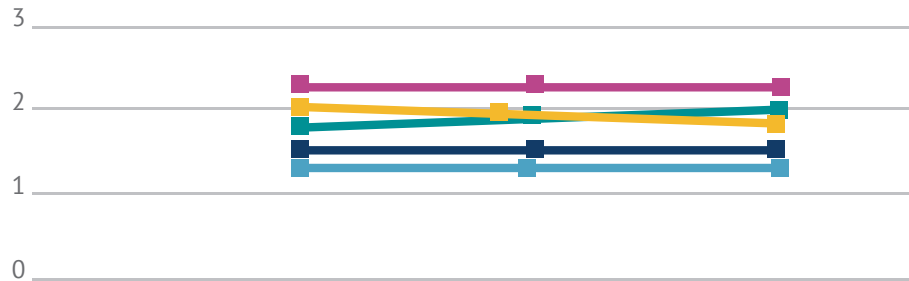


AVP 2019-2020 students school mobility rates increase after becoming involved in the Antelope Valley Program. AVP 2019-2020 students attended a higher number of schools (1.86) than local foster students (1.80) but fewer schools than foster students statewide (2.06). School mobility is calculated as a cumulative rate for students over the course of grades 6-8; it is expected that the average number of schools attended would increase over the years.

High Schools and Mobility^{37,38}

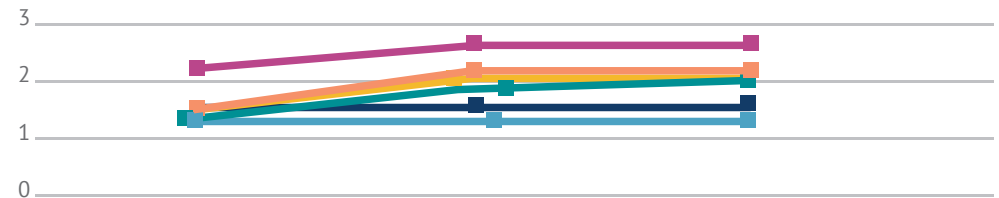
Antelope Valley Program high school students experienced lower rates of school mobility than both local and statewide foster students during both the 2018-2019 and 2019-2020 school years. School mobility is calculated as a cumulative rate for students over the course of grades 9-12; it is expected that the average number of schools attended would increase over the years.

Middle Schools Attended- AVP 2019-2020 Students



	2018-2019	2019-2020
AVP Students Served 2019-2020	1.71	1.86
Local Foster Students	1.90	1.80
Foster Students Statewide	2.10	2.06
Local Students	1.23	1.21
All Students Statewide	1.38	1.35

High Schools Attended- AVP 2018-2019 students and AVP students served during both the 2018-2019 & 2019-2020 school years

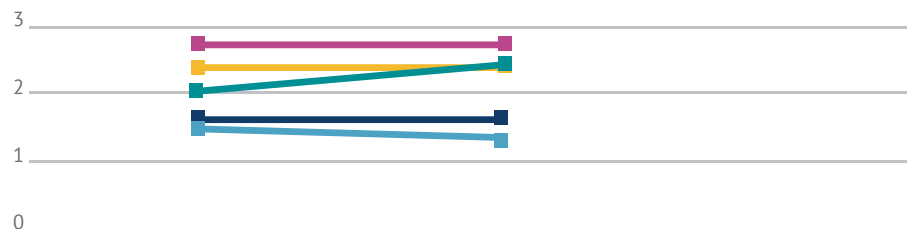


	2017-2018	2018-2019	2019-2020
AVP 2018-2019 Students	1.61	2.14	2.31
AVP Students Served 2018-2019 & 2019-2020	1.62	2.00	2.15
Local Foster Students	1.54	2.29	2.32
Foster Students Statewide	2.25	2.58	2.55
Local Students	1.38	1.38	1.36
All Students Statewide	1.52	1.54	1.52

School Mobility

During the 2019-2020 school year, Antelope Valley Program (AVP) high school students experienced higher rates of school mobility (2.32) than both local (1.36) and statewide (1.52) students. While the school mobility rate for AVP students was higher than non-foster students, **AVP students attended slightly fewer high schools than foster students statewide (2.55)**. School mobility is calculated as a cumulative rate for students over the course of grades 9-12; it is expected that the average number of schools attended would increase over the years.

High Schools Attended- AVP 2019-2020 Students



	2018-2019	2019-2020
AVP Students Served 2019-2020	2.06	2.32
Local Foster Students	2.29	2.32
Foster Students Statewide	2.58	2.55
Local Students	1.38	1.36
All Students Statewide	1.54	1.52

Youth in Foster Care are Disproportionally Impacted by Mobility

Youth involved in the foster care system change home placements, which results in school changes. Based on that fact, we understand that students in foster care will have some level of school mobility. However, we should see natural mobility that is comparable to their peers, but we see there is a difference for foster youth statewide. Although students who engage with FosterEd Antelope Valley were shown to move less frequently than local or statewide foster youth, they still move more frequently when compared with the general population. Additionally, for students who began our program in the 2019-2020 school year (see 2019-2020 School Mobility chart) we see there is an increase in mobility. This is possibly attributed to the fact that FosterEd works with students that have been identified as benefiting from individualized support, and one event that would trigger a referral to our program is changing schools in the middle of the school year.

In practice, the primary reason for school mobility is a home placement change. Often, our students are placed in a region outside of the Antelope Valley, which creates significant barriers to maintaining stability at their school of origin. In March 2020, when school transitioned to distance learning, we assumed school mobility would decline because the students could remain enrolled in their school of origin remotely, despite a home placement change. Nevertheless, for students who had a home placement change, some were able to remain at their school of origin, participating via distance learning, but we also saw circumstances where the decision for the student to change schools was made.

Limitations of ERP Data³⁹

Although the findings illuminated the educational disparities among foster students compared to local and statewide students, there were some unavoidable limitations. First, the structure and reporting of the education data require many of the metrics to be calculated for the entire academic year, rather than portions of a year. Second, **Cal-PASS Plus does not have complete coverage of all districts in California, as such, the “school type” and “schools attended” metrics may not align with the FosterEd Antelope Valley Program data.** The report findings only represent students in Cal-PASS Plus member districts, thereby under-reporting students who may have attended a school district that is not a member of Cal-PASS Plus. **While these are the limitations, as the Cal-PASS Plus district coverage areas increase, these limitations may be resolved for subsequent reports.** Finally, the COVID-19 pandemic remote learning requirements may have impacted student outcomes.

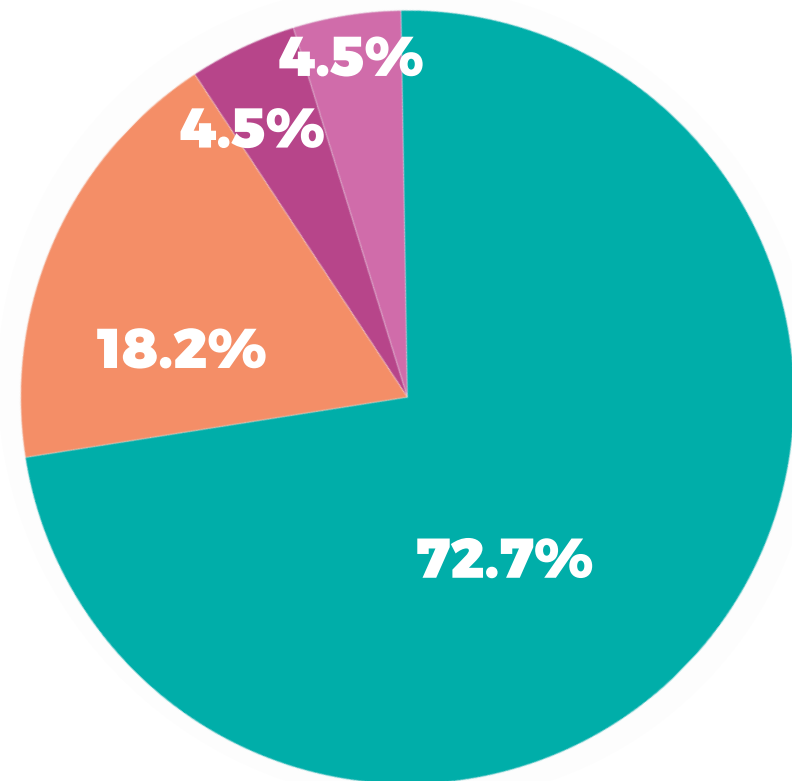
The Importance of Engaging Education Rights Holders

As stated in our Year 1 evaluation, Education Rights Holders (ERH)⁴⁰ are important to the youth's educational success because of their decision-making power. ERHs, in consultation with the student, decide if and when it is best for their student to change schools, if they can and should graduate under the state minimum graduation requirements, and if a student should be assessed for special education eligibility. FosterEd Antelope Valley gauges how accessible these vital team members are by tracking the time it takes to have an ERH sign our consent form. The average number of days between referral date and consent signed date for 2019-2020 is 70 days. This average was taken using data from the 112 students for whom we have consent. Forty three out of those 112 students (approx. 38%) had 30 days or fewer between their referral date and consent signed date.

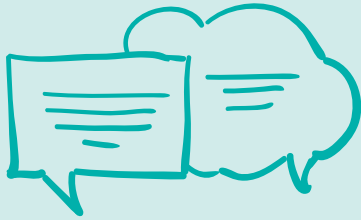
Stakeholder Feedback: What Our Partners Say⁴¹

A Google survey was used to gather stakeholder feedback from students' team members, as well as public agency and community partners who have worked with students served by FosterEd in the Antelope Valley. Stakeholders had the option to respond anonymously.

● School District Staff	72.7%
● Other	18.2%
● Resource (Relative or Foster) Parent	4.5%
● DCFS Staff	4.5%
● Current or Former Student	0%
● Biological/Adoptive Parent	0%
● Community Partner	0%
● LACOE Staff	0%
● Minor's Attorney	0%
● CASA	0%



Stakeholder Survey Results

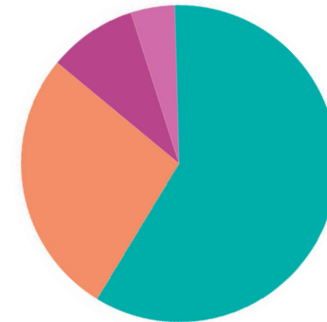


What services were particularly valuable for yourself or for students, if applicable?⁴²

- In general, just having an additional person to provide support and an additional point of contact for students and foster parents
- Assistance with the FAFSA
- One on one support and motivation
- Check ins, fostering relationships, goal setting
- Special Education and Mental Health Support
- AB216/ Tutor
- Everything! Shelby is amazing. She always followed up with students, social workers, and with me. She made sure we had the correct forms for students and that students' rights were being followed
- Helping my client fill out applications for college and getting me her grades

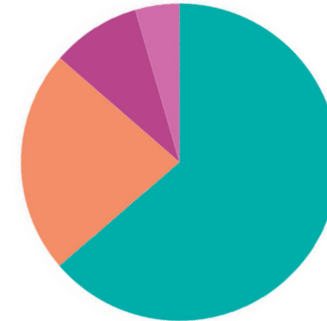
How valuable were the educational services received by the Education Liaison for you as an adult stakeholder?

Extremely Valuable	59.1%
Very Valuable	27.3%
Somewhat Valuable	9.1%
Not as Valuable	4.5%
Not Valuable at all	0%



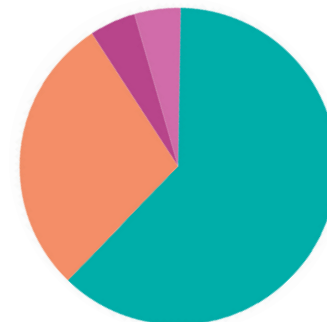
Please tell us about your overall experience with NCYL's FosterEd Program?

Very Positive	63.6%
Positive	22.7%
Neutral	9.1%
Negative	4.5%
Very Negative	0%



How valuable were the educational services received by the Education Liaison for your students?

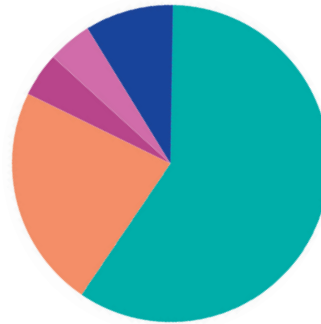
Extremely Valuable	63.6%
Very Valuable	27.3%
Somewhat Valuable	4.5%
Not as Valuable	4.5%
Not Valuable at all	0%



Stakeholder Survey Results

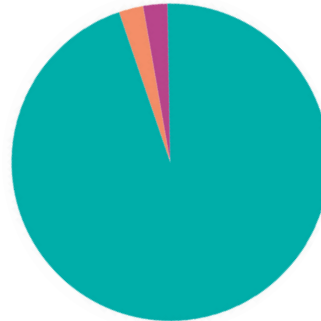
If you had contact with NCYL's FosterEd Program Manager, how valuable was the interaction?

Extremely Valuable	59.1%
Very Valuable	22.7%
Not Applicable	9%
Somewhat Valuable	4.5%
Not Valuable at all	4.5%
Not as Valuable	0%



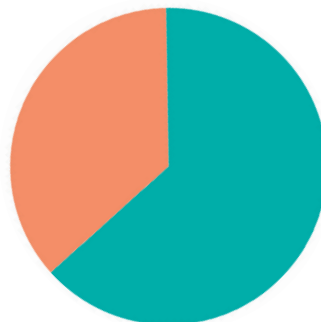
Would you recommend FosterEd to other districts or child welfare agencies?

Yes	95.5%
No	2.25%
Maybe	2.25%



Would you recommend any changes to the support provided by FosterEd?

Yes	63.6%
No	36.4%



If you would recommend a change, please list below.

- More Foster Liaisons provided by the district so that even more people can be reached
- In person services, I know this was due to Covid situation
- Working with elementary age students
- If we could obtain more staff with your program. It would be great if all our middle school and elementary sites could benefit from the support
- Initiation of determination of students status, i.e., AB167/216
- More on campus presence
- In this setting (distance learning), students need constant reminders

Bringing It All Together - Concluding Thoughts



“Shelbby Bambrick is the go-to person at New Vista for all things relating to students in care. She is a rock star!”

—Aly Santa, Lancaster School District Counselor

The FosterEd Antelope Valley Program actively seeks out foster students who are of the highest need. In the year that students were referred to the Antelope Valley Program, they had a higher rate of receiving special education services, higher suspension rate, higher rates of school mobility, lower GPA and lower A-G completion rates than students who were not in the program. **This report found a positive correlation between length of time in the Antelope Valley Program and students' lower special education rates, lower suspension rates, lower school mobility rates, higher attendance rate, higher student GPA, more credits earned vs. credits attempted and A-G credits earned vs. A-G credits attempted.** Additionally, this report highlighted the educational outcomes for Antelope Valley Program students prior to being served by the program during the 17/18 school year, students who entered the program during the 2018-2019 school year, students who entered the program during the 2019-2020 school year and students served by the program during both the 2018-2019 and 2019-2020 school years. This report also highlighted educational outcomes for students both locally and statewide.

Bringing It All Together - Concluding Thoughts



I am so thankful for Joanne! She truly cares about the wellbeing of our students and invests her time and creativity to help students succeed!”

– Diandra Suarez, Lancaster School District Counselor

This second-year progress report highlighted the educational outcomes for FosterEd Antelope Valley Program students in comparison to foster youth in several districts across Los Angeles County and California during the 2018-2019 and 2019-2020 academic years. The FosterEd Antelope Valley Program seeks to identify and provide support to students who need what district calls “tier-three” supports according to the Multi-Tiered System of Support (MTSS). MTSS offers the potential to create needed systematic change through intentional design and redesign of services and supports that quickly identify and match the needs of all students.

During our first year of implementation, the students referred had a higher rate of receiving special education services, higher suspension rate, higher rates of school mobility, lower GPA and low A-G completion rates than students who were not in the program. During our second year of implementation, students who persisted in our program had positive outcomes such as, higher attendance, more A-G completion, and lower mobility. In the first year, we saw students who began engagement with the FosterEd Antelope Valley Program during the 2019-2020 school year had some of the higher rates of mobility and lower A-G course completion, however those indicators suggest the students need to work with an intensive program. The school counselors at each of the sites where FosterEd is co-located were able to identify and refer students that would benefit from the “tier-three” individualized, intensive support that FosterEd offers. **However, this report found a positive correlation between length of time in the Antelope Valley Program and students’ lower special education rates, lower suspension rates, lower school mobility rates, higher attendance rate, higher student GPA, more credits earned vs. credits attempted and A-G credits earned vs. A-G credits attempted.** The reason for referral, the types of and frequency of support all inform the best ways to support this population of students. Based on the experience of the Education Liaisons handling individual student needs, we can inform system change.

In addition to the individual student engagement, FosterEd provides trainings on an as needed basis at the site or district level, to share strategies that have proven to be successful and to discuss the strengths and barriers our students face. Trainings were provided in collaboration with the counselors in Lancaster School District on the following topics: Trauma Informed Practice in Schools, Foster Youth Education Laws, Talking to your Student about Race and Discrimination, and How to Support Foster Youth during Distance Learning. This strategy is employed to increase the knowledge of staff working with youth in care, to support families that are involved in the child welfare system and, to be an added resource when questions arise, and new practices are being developed.

Emerging Best Practices: Our Learning for the Work Ahead



Frequent, Quality Check-ins with Youth.

As evident in the responses by the youth in the first year's evaluation, students desire high frequency touch. During the 2019-2020 school year, we discovered that to provide frequent, quality check ins, the adults serving students need the capacity to do so. The student's experience in foster care inherently causes barriers that necessitate the adults in their lives to engage with them in a patient and restorative manner. Adult stakeholders also need the capacity to problem solve and frequently communicate with multiple partners to address the needs of students in care. Lastly, it is imperative that students' changing needs are tracked in real time in order to eliminate barriers and prevent the typical lag time it takes for students in care to have adult led efforts to be completed.



Healing – Centered Learning Environment.

Students in foster care are often trying to thrive in situations that are not always conducive due to the effects of acute, complex, or chronic trauma. Learning environments must provide space and tools for students to manage their social and emotional wellbeing. To create these environments, the educators not only need to know how to create that space and provide those tools but the adults themselves need to have such environments as well. When we consider the adult's trauma in addition to our students', we create healing-centered environments where adults can meet the needs of students and students are able to succeed. In these environments there are high expectations, equitable support, and compassion for human experiences.



Additional Supports when Students are in Crisis.

Prior to distance learning, students were managing their social-emotional wellbeing while also attempting to learn in a physical space. At times, this created a situation where students demonstrated their emotions in ways that could lead to disciplinary action. Some students were thriving during distance learning because they “were not getting in trouble all of the time.” This highlights a correlation between a student's ability to be engaged and their feelings of doing good. As stated in the Year 1 report, and emphasized by the Year 2 evaluation, it would be beneficial to consistently provide support for school staff to help students social-emotionally whether in person or virtual.



Foster Youth Educational Rights.

Students often share their gratitude in learning about their rights such as remaining at their school of origin if they have a placement change, and the possibility to graduate under the state minimum requirements if eligible. This is a component part of our work that we will continue to share with students and with staff through conversation and/or training.

Emerging Best Practices: Our Learning for the Work Ahead



Accessibility of Education Rights Holders is important.

Identifying, accessing, contacting, engaging, and building the capacity of education rights holders (ERHs) continues to be challenging. The major challenges lie in the identification of the ERH and that information being shared in a timely manner. We currently rely on the DCFS 1399 (Notification of School Information) being shared upon request for individual students or referring to databases that rely on manual entry of the ERH information such as the DCFS' Child Welfare Services/Case Management System (CWS/CMS) or the upload of the DCFS 1399 to the Los Angeles Education Passport System (LA-EPS). If Courts explicitly state who maintains or is the new education rights holder at every status review hearing, and that information is shared with school districts either via a minute order or JV 535, that would benefit students and improve the timeliness of contacting education rights holders when needed. EPS has the capability to store and communicate this information once received from Court, however, continued work around implementation and having more districts utilize this system would create a viable solution.



Creating protocols for Best Interest Determinations (BID) include requesting/accessing/storing Education Rights Holder

information at enrollment, not only when communication between local education agencies and child welfare agencies begins. The protocol should include documentation for the decision in the student information system and the student's cumulative academic file so that if a student changes schools, they can consider previous decisions.



Thoughtful and Deliberate Collaboration when Students Transition from Middle to High School and to College.

Transitions are difficult in general. Youth in foster care face transitions consistently and often with no preparation. The transition from one grade to the next is predictable in some ways however there are many unknowns. One way to support youth in care is to ensure they have a person they know before they start at a new school, that they know the resources that are available, and they can ask questions prior to the transition. Middle school students need help understanding the credit system which is different, what their academic counselor can help with, and what classes are needed to graduate and attend college if that is their goal. Students transitioning to college are embarking on a new level of independence. They need to know what resources are available from DCFS to help them succeed. These include the Independent Living Program, a Supervised Independent Living Plan and what their college of choice can offer such as the Extended Opportunity Program and Services (EOPS) if available. If the student is transitioning into the workforce, they often need support with resume building, interview skills, work experience, and transportation. There are a number of other supports students need and it is imperative that they receive personalized support based on the trajectory they have identified for themselves.

Endnotes

- ¹ Lancaster DCFS Office Regional Administrator during the 2019-2020 data collection period.
- ² Lancaster DCFS Office Children's Services Administrator during the 2019-2020 data collection period. Lancaster DCFS Office Children's Services Administrator until 5/12/2020.
- ³ California Department of Education, Data Reporting Office. Retrieved April 2, 2021 from <https://data1.cde.ca.gov/dataquest/foster/fosterGrdEnrL.aspx?level=County&cds=19&year=2019-20>.
- ⁴ The referral reasons will add up to more than the number of referred students because students may have multiple referral reasons.
- ⁵ Any concern related to grades including but not limited to decline or a student dispute.
- ⁶ Chronic absenteeism is defined as "missing 10 percent or more of the total number of days enrolled during the school year for any reason. It includes both excused, unexcused, out-of-school suspensions, and in-school suspensions that last more than one-half of the school day.
- ⁷ Determined by the district staff.
- ⁸ The referral reasons will add up to more than the number of referred students because students may have multiple referral reasons.
- ⁹ Note: this number is greater than the total count of students (112) because it includes multiple enrollments throughout the 2019-2020 school year, (i.e. school mobility).
- ¹⁰ Case Closure Reason for Students who were served at some point in the reporting period but are now currently "Closed" out of our program.
- ¹¹ This is the case closure reason for students who have been closed as of this data pull date. If we continued to serve a student beyond 2019-2020 school year but they closed out the data pull date they are listed here. This is not a list of students that were only closed during the 2019-2020 school year.
- ¹² This is the cumulative number of goals that have been created from Program Inception (Aug. 2018) through June 30, 2020.
- ¹³ This is the cumulative number of goals that have been completed from Program Inception (Aug. 2018) through the date this data was pulled (April 26, 2021).
- ¹⁴ Resilient scholars' events are facilitated approximately monthly, specifically for students in foster care at AVUHSD. The events promote community, provide a place to access resources and to have fun with peers.
- ¹⁵ ERP Narrative and Visuals – FosterEd AV Year Two Report, May 2021, hereinafter, "ERP Report." (Report available upon request from NCYL) at 1.
- ¹⁶ ERP Report at 1. Students who entered the Antelope Valley Program during the 2018-2019 school year.
- ¹⁷ ERP Report at 1. Students who entered the Antelope Valley Program during the 2019-2020 school year.
- ¹⁸ ERP Report at 1. Students who were served by the Antelope Valley Program during both the 2018-2019 and 2019-2020 school years.
- ¹⁹ ERP Report at 1. Students were identified as a foster youth from school districts in Los Angeles County that have 6-12 grade students. For this Report ERP utilized data from 33 school districts in LA County.
- ²⁰ ERP Report at 1. Students were identified as a foster youth in any K-12 district or County Office of Education Longitudinal Pupil Achievement Data System (CALPADS) 5.7 report.
- ²¹ ERP Report at 1. All 6-12 grade students in LA County enrolled in the 2017-2018, 2018-2019, and 2019-2020 school years.
- ²² ERP Report at 1. All 6-12 grade students enrolled in the 2017-2018, 2018-2019, and 2019-2020 school years.
- ²³ ERP Report at 1. Cal-PASS Plus is Cal-PASS Plus is a statewide clearinghouse of longitudinal data following students from K-12 into the workforce. <https://www.calpassplus.org/Home>
- ²⁴ ERP Report at 2. The match rate between the FosterEd Antelope Valley Program student roster and the Cal-PASS Plus data was about 99% for students served by the program during the 2018-2019 school year and about 97% for students served by the program during the 2019-2020 school year and about 87% for students served by the program during both 2018-2019 and 2019-2020 school years. Although the match rates are high for both school years, the small sample size required, in some places, additional confidentiality measures to be taken to present the data. Not having a complete match rate may be due to students attending districts that do not share data with ERP/Cal-PASS Plus or due to a student's name and/or gender potentially being incorrect in either dataset. (Where there was a mismatch in a students' name between the NCYL roster and in Cal-PASS system, the NCYL roster data was edited to allow for a match when a close examination of the data indicated that this was appropriate. No disaggregation was made where gender was involved, so this had no impact on the results outside of enlarging the n size.) Cal-PASS Plus contains student records from 399 of California's school districts; 98.78% of these districts have submitted data on their students' program status; this important information indicates which students are foster youth. Additionally, Cal-PASS Plus does not have foster youth data from all member districts. The data utilized for foster youth comprised 33 Los Angeles Cal-PASS Plus member districts who shared their data. Due to incomplete coverage of all districts in California, students who may have attended a school district that is not a member of Cal-PASS Plus will be underreported.
- ²⁵ ERP Report at 5. The attendance rate metric shows the percentage of school days that a student attended during the 2017-2018, 2018-2019 and 2019-2020 academic years.
- ²⁶ ERP Report at 15. The GPA metric shows the grade point average among courses taken by a middle school or high school student during the academic year. Only courses taken for a letter grade are included in the calculation and these courses may be taken in any school during the 2017, 2018-2019 and 2019-2020 school years. GPA values range from 0 to 4.0 and each full point difference represents a full letter grade difference.
- ²⁷ ERP Report at 17. The A-G metric shows the average number of A-G college preparatory courses students have completed by grade level. This is the average cumulative count of A-G eligible courses taken by each student. The requirements specify 15 total courses (taken in a specific pattern), but most students with CSU/UC eligibility take far more than the 15 course requirements.
- ²⁸ ERP Report at 17. To allow for the data to show for students in 9th, 10th, and 11th grades, students in 9th, 10th, and 11th grades were combined in this metric.
- ²⁹ ERP Report at 17. Due to the COVID-19 pandemic which required distant learning, some school opted into giving students credit/no credit grades in lieu of letter grades for all courses, including A-G courses, completed in winter/spring/summer 2020 for all students. Retrieved from <https://www.cde.ca.gov/lr/he/hn/gradgraduationfaq.asp>
- ³⁰ California Department of Education. Graduation Requirements. Retrieved from <https://www.cde.ca.gov/ci/gi/hs/hsgtable.asp>.
- ³¹ ERP Report at 19. Credits earned vs. credits attempted looks at grades 9-12, the credits earned must be less than or equal to credits attempted, and credits attempted must be greater than zero. The number of credits a student earns is divided by the number of credits they attempt, and the result is the rate.
- ³² ERP Report at 19. Due to the COVID-19 pandemic which required distant learning, some school opted into giving students credit/no credit grades in lieu of letter grades for all courses completed in winter/spring/summer 2020 for all students. Retrieved from <https://www.cde.ca.gov/lr/he/hn/gradgraduationfaq.asp>
- ³³ ERP Report at 20. The A-G Course Earned shows the average number of A-G college preparatory courses students have completed. Credits attempted are the number of credits a student has attempted.
- ³⁴ ERP Report at 12. This metric is the average count of district schools attended by each student in their academic career.
- ³⁵ ERP Report at 13. The middle school attended metric shows the total number of middle schools a student attended.
- ³⁶ ERP Report at 13. This metric is the average count of distinct schools attended by each student in their middle school career to date.
- ³⁷ ERP Report at 14. The high school attended metric shows the total number of high schools a student attended.
- ³⁸ ERP Report at 14. This metric is the average count of distinct schools attended by each student in their high school career to date.
- ³⁹ See ERP Report at 21.
- ⁴⁰ Education Rights Holders (ERHs) are individuals with the legal authority to make education decisions and access education records for students.
- ⁴¹ Data tracked internally, with EdTeam Connect.
- ⁴² These comments were provided by stakeholders who completed the survey.
- ⁴³ These comments were provided by stakeholders who completed the survey.
- ⁴⁴ California Department of Education's definition of MTSS retrieved from <https://www.cde.ca.gov/ci/cr/ri/mtsscomprti2.asp>



N C Y L

FosterEd, a Compassionate Ed
Systems Initiative of the National
Center for Youth Law
foster-ed.org