

# PASS It On



## New Tool: Foster Youth Report and Dashboards

Educational Results Partnership (ERP), in collaboration with California College Pathways, recently released a report on community college outcomes for foster youth. [Accelerating Success: Turning Insights into Action for Foster Youth at California Community Colleges](#) provides college staff, faculty and administrators with data-informed approaches to improve outcomes for foster youth. This report also provides insights for improving policies locally and statewide to help remove barriers to getting foster youth to and through college.

The report draws on three major analyses to highlight pathways and predictors of foster youth success:

- A descriptive and predictive analysis of quantitative data on foster and non-foster youth outcomes from the Cal-PASS Plus data system;
- A survey of institutional policies and foster youth program supports completed by 69 of the 114 community colleges; and
- A multi-method analysis that used quantitative data to identify colleges that had better than expected outcomes for foster youth, and that incorporated qualitative interviews with six community colleges to identify promising practices.

The analyses conducted for this report provided a range of insights that will benefit high school and college foster students throughout California. Key findings include:

- Approximately 23,500 foster youth were identified across all community college campuses;

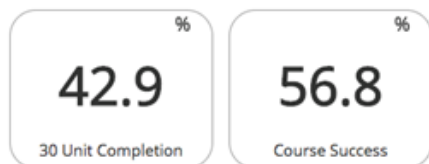
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- Disparities between foster youth and non-foster youth continue to be a concern, but this report also identified substantial differences in educational outcomes among foster youth of different races or ethnicities.
- Algorithms were used to identify pathways through which foster youth persist in community college and complete a degree or transfer to a four-year university.
- Predictive analytics were used to understand the pre-college factors that are supportive of course completion in community college.
- An exploratory analysis examined the impact of institutional and program factors on completion of 30 units within an academic year at the same school.

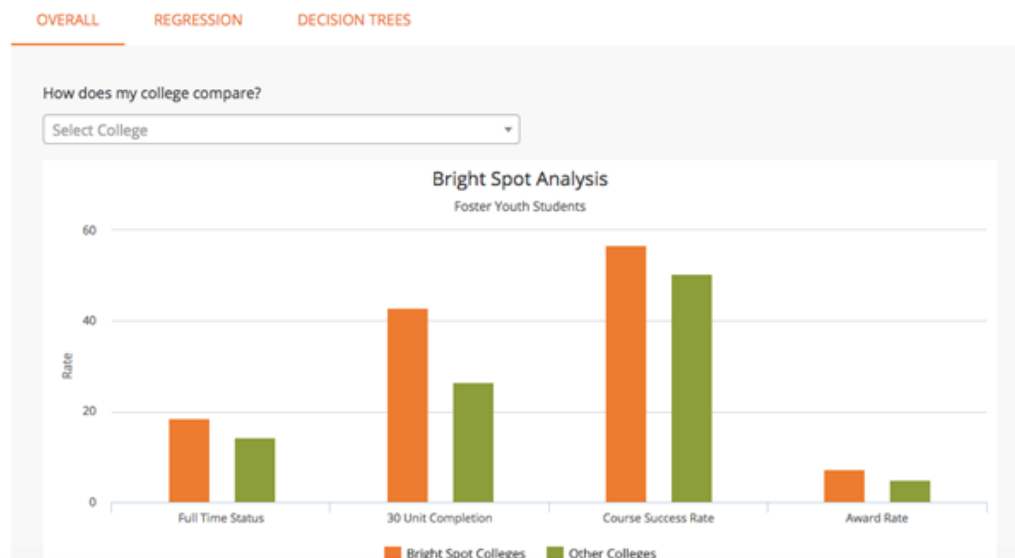
The research also identified 11 bright spot colleges that have positive academic outcomes for foster youth. These institutions were differentiated from other colleges based on key academic outcomes, including 30 credit completion within an academic year. The outcome data included all students identified as foster youth in the campus data system, not only those served by a specialized foster youth support program. Of note, bright spots are examples of schools that were differentiated based on student outcomes, but other colleges have demonstrated success for foster youth on some key metrics. The ERP team created a dashboard allowing community colleges to compare their outcomes to those at bright spot colleges. The bright spot dashboard is [available here](#) for Cal-PASS Plus members, and it supplements the existing [Foster Youth dashboard](#) that provides key momentum points and milestones for foster youth.

The report was made possible through the support of several partners who provided funding and/or expertise, including John Burton Advocates for Youth, the Stuart Foundation, the May and Stanley Smith Charitable Trust, and the Marclad Foundation. In addition, the research was supported by the Walter S. Johnson Foundation and the Pritzker Foster Care Initiative; these partners established a foundation for data collection and use among California community colleges and universities and the Foster Youth Data Dashboard on Cal-PASS Plus.

## Foster Youth Bright Spot Analysis



### Bright Spot Criteria



### AB 705 and New Multiple Measures Tool

On October 13, 2017, Governor Jerry Brown signed into law AB 705, which requires California Community Colleges to use students' high school performance data when determining course placement. This law prohibits placement into developmental education courses unless it is determined from multiple measures that the student is *highly unlikely* to succeed in a transfer-level course. It also requires that colleges maximize the likelihood a student will complete a transfer-level course in English and math within one year.

The legislation builds off of the extensive work of the Multiple Measures Assessment Project (MMAP). This project, led by Cal-PASS Plus and the RP Group, has provided a substantial body of evidence that standalone placement exams are not an adequate measure of student capacity for success in college. Unnecessary placement into development education courses not only sets students back (sometimes several semesters) in their academic career, but also makes it much less likely that they will complete a degree or transfer. Conversely, using high school coursework, grades, and grade point averages to place students in college increases student access to higher level courses and reduces equity gaps for underrepresented students, without adversely affecting completion rates.

MMAP and related research projects have highlighted the many pitfalls of unnecessary placement into remedial courses for students entering community college. MMAP emphasizes the crucial importance of taking a range of measures into account to fully understand a student's preparation for college. AB 705 is a significant and essential step in accelerating California Community College students to academic and professional success.

Cal-PASS Plus has developed a new tool that will assist colleges throughout the implementation process for AB 705. The Multiple Measures Transfer-Level English Editor allows administrators to enter the number of students in the incoming class and select a preferred course success rate. The tool then makes a reasonable projection of the percentage of students who will gain access to and complete a transfer-level course, in addition to reporting the minimum GPA a student must have to access transfer-level courses and a weighted course success rate. Cal-PASS Plus will continue to refine the Transfer-Level English Editor prior to the fall 2018 placement window; we welcome feedback on this first iteration as we support colleges with implementation in the coming months. The multiple measures tool is [available here](#).

## Multiple Measures Transfer Level English Editor

### The Multiple Measures English Editor

Using logistic regression, high school GPA is the independent variable and a binary course success variable is the dependent variable. The intercept and log odds from the regression are used to construct an estimated probability of success given a student's GPA.

Enter estimated number of incoming students

Select the lowest course success rate to be included

A lowest estimated success rate of **60%** would allow all students with a high school GPA of **2.31** or higher, access to a transfer level English course.

Percent of students gaining access to transfer level course: 73.63%

Number of students gaining access to transfer level course: 736

Number of students projected to complete transfer level course: 519

Weighted course success rate: 70.57%

### Multiple Measures in Action: Cuyamaca College

Cuyamaca College in San Diego is leading the way for change in placement practices and improvement to developmental education in California. This institution is the first community college in California to completely transform basic skills and transfer level placements in mathematics. As part of the California Acceleration Project (CAP), a

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professional development network focused on redesigning remediation, Cuyamaca College began offering an accelerated statistics pathway in 2011. The significant student improvement and success they saw as a result of this change inspired Cuyamaca to implement changes to reach more students in all mathematics pathways. The launch of the Math Pathway Program in the fall of 2016 involved: 1) recognizing students' high school work through multiple measures for course placement; 2) replacing one-size-fits-all remedial courses with math pathways where underprepared students enroll directly in transfer-level courses with tailored co-requisite support; and 3) teaching math through "brains-on" activities in a collaborative, community-oriented space with attention to the affective side of learning.

The results of these changes were impressive: in the 2016-17 school year, students who would have been placed in remedial coursework completed transfer-level math at rates almost seven times higher than the previous school year. Students enrolled in co-requisite support classes also had much higher completion rates than those in traditional remedial courses. Supported by strong research and data, Cuyamaca College reformed their remediation practices and implemented multiple measures of placement to support students in getting to and through college. The California Acceleration Project recently published a report detailing the details and the full results of this transformation, [available here](#).

**Contact Us!**

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