Role of Data to Support College and Career Readiness and Success for Students in Foster Care

March 1, 2017

@CCRSCenter   @AYPF_Tweets   @EdDataCampaign   @FosterEdSuccess

#fosterdata for #CCRS

COLLEGE & CAREER READINESS & SUCCESS Center
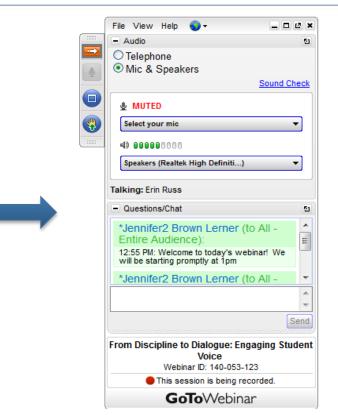at American Institutes for Research ■

AYPF American Youth Policy Forum

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Today's Presenters

- **Susan Bowles Therriault**, Director, College & Career Readiness & Success Center, American Institutes for Research

- **Shawna Reid**, Education Data Warehouse Bureau Chief, Florida Department of Education

- **Kristin Kelly**, Assistant Director of the Legal Center for Foster Care, American Bar Association, Center on Children and the Law

- **Elizabeth Dabney**, Director, Research and Policy Analysis, Data Quality Campaign

- **Lisa Guillen**, Education Programs Consultant for Foster Youth Services, California Department of Education

- **Jenna Tomasello**, Policy Associate, American Youth Policy Forum

CCRS Center

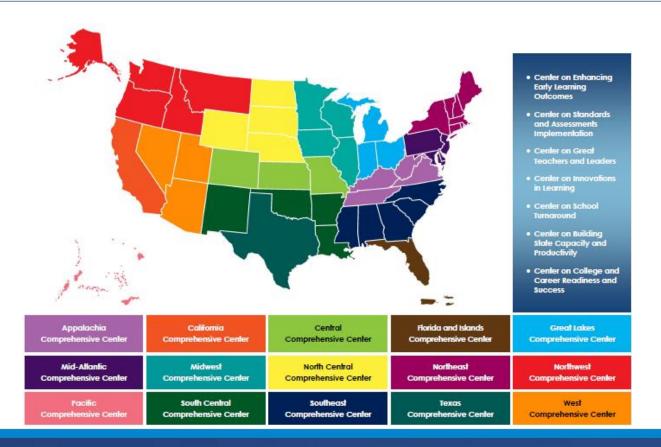www.ccrscenter.org

Who?	What?	How?
State Department of Education Agencies	Build SEA capacity to implement college and career ready policies	Provide technical assistance, including universal, targeted and intensive support

Comprehensive Centers Program

- Center on Enhancing Early Learning Outcomes
- Center on Standards and Assessments Implementation
- Center on Great Teachers and Leaders
- Center on Innovations in Learning
- Center on School Turnaround
- Center on Building State Capacity and Productivity
- Center on College and Career Readiness and Success

Appalachia Comprehensive Center	**California** Comprehensive Center	**Central** Comprehensive Center	**Florida and Islands** Comprehensive Center	**Great Lakes** Comprehensive Center
Mid-Atlantic Comprehensive Center	**Midwest** Comprehensive Center	**North Central** Comprehensive Center	**Northeast** Comprehensive Center	**Northwest** Comprehensive Center
Pacific Comprehensive Center	**South Central** Comprehensive Center	**Southeast** Comprehensive Center	**Texas** Comprehensive Center	**West** Comprehensive Center

CCRS Center Priority Areas

- **Career readiness**
  - Employability skills, CTE, career pathways
- **Postsecondary pipelines**
  - Transitions from secondary to postsecondary education and career pathways
- **Data use**
  - Accountability measures, early warning indicators, cross-sector data use, useable data for state, district, school level use
- **ESSA implementation**
  - Well-rounded education, additional indicators, useable data, resource integration with WIOA and Perkins

CCR and State Longitudinal Data Systems

Susan Bowles Therriault

COLLEGE & CAREER READINESS & SUCCESS Center
at American Institutes for Research

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CCR and SLDS

- States are able to harness these data to plan and continuously improve implementation of CCR efforts
  - Examine disparities/identify needs among student subgroups
  - Target resources based on needs
- Connect education data to other sources
  - SLDS enables states to "…*capture data on students from one grade to the next, measuring whether they are on track to graduate and telling K–12 schools whether they are preparing their students to succeed in college and the workforce.*" (U.S. Department of Education, 2015)

Elements of CCR in SLDS

- Examples of key CCR elements
  - School enrollment history, demographic characteristics, and program participation record of every student
  - Achievement (e.g., state assessments, grades, advanced coursework, graduation)
  - Student transcript data
- Expanded uses
  - Early warning indicator data (e.g., high school graduation, postsecondary readiness)
  - Postsecondary enrollment and performance
  - Workforce experience

Leveraging SLDS for CCR

- Measuring progress toward CCR vision and goals
- Early warning indicators to identify students struggling to meet CCR goals
- Improving stakeholder decisions
  - District and school levels
  - Educators
  - Parents and students
- Cross-agency data sharing

CCRS Center Resources

Harnessing the Potential of Statewide Longitudinal Data Systems to Support College and Career Readiness

What Can States Learn About College and Career Readiness Accountability Measures From Alternative Education

Florida Department of Education
K20 Education Data Warehouse (EDW)

Shawna Reid

Presentation Overview

- **EDW Introduction**
  - **Data Collection**
  - **Data Usage**
  - **Data Sharing Agreements**

- **FETPIP Introduction**
  - **Data Collection**
  - **Data Usage**
  - **Data Sharing Agreements**

- **Student ID (PII)**
  - **Florida Education Identifier (FLEID)** Secure FLDOE Assigned ID

Collecting Florida's Student Data

K-20 Education Data Warehouse - Summary

The K-20 Education Data Warehouse includes two distinct collection areas:
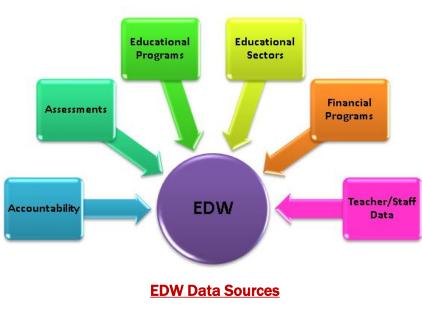
EDW Data Collection

The mission of the Florida PK-20 Education Data Warehouse (EDW) is to provide stakeholders in public education with the capability of receiving timely, efficient, consistent responses to inquiries into Florida's Kindergarten through University education. Our stakeholders include administrators, educators, parents, students, state leadership, and professional organizations.

FETPIP Data Collection

The Florida Education & Training Information Placement Program (FETPIP) data provides accountability and outcome information for consumer use and career information for students and counselors. One of the benefits of having the FETPIP system is that data collected can help facilitate comparisons. Increasingly, FETPIP's data continues to be used as an integral part of the performance measures used by Florida's public schools, vocational institutions, community colleges, universities and the workforce developmental system.
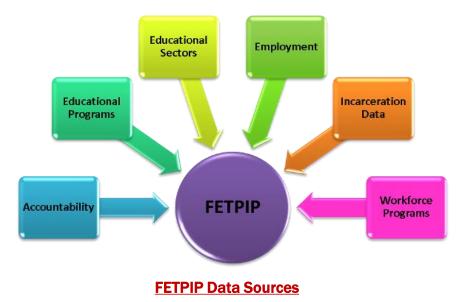
K-20 Education Data Warehouse – Data Sources

Education Data Warehouse (EDW)

EDW Data Sources

- Data Repositories
- External Programs & Offices
- Internal Departments & Offices
- Source Systems
- Testing Companies

Florida Education & Training Placement Information Program (FETPIP)

FETPIP Data Sources

- Data Exchange Systems
- External Programs & Offices
- Internal Departments & Offices
- Source Systems
- Grant & Research Entities

Education Data Warehouse – Data Collected

EDW

❖ **Student or Staff Data While Attending or Working In the Educational System**

- Examples of data we currently collect are listed below:
- Accountability: School Grades, Value Added Model, Graduation Rates
- Assessments: FLKRS, FSA, FCAT, EOC, ACT, SAT, PSAT, etc.
- Educ. Programs: VPK (Voluntary Pre-K), CROP (College Reachout Program)
- Educ. Sectors: PK12 (Districts), FCS (Colleges), SUS (Universities), etc.
- Financial Aid/Programs: SSFAD (Student Financial Aid), BF (Bright Futures)
- Teacher & School Staff: Teaching/Staff Data, Teacher Completions

- Used as one of the primary sources of FLDOE Accountability Reporting

* Accountability Metrics

* Assessment Data

* Educational Programs

* Educational Sectors

* Financial Aid

* Teacher/School Staff

Education Data Warehouse

EDW

❖ **Student or Staff Data While Attending or Working In the Educational System**

Examples:
- The total number of students receiving free and reduced lunch in a PK12 institution.
- The performance of student at a 3rd grade level on a state assessment.
- The total number of homeless student who were found enrolled in a STEM course
- The total number of teachers who are newly nationally certified.
- The number of students who received Scholarships to attend postsecondary institutions.

- Provides both student & aggregate data, but student level information has to be anonymized before dissemination to approved external entities. Primarily provides student level anonymized data for internal or approved external analysis.

* Accountability Metrics

* Assessment Data

* Educational Programs

* Educational Sectors

* Financial Aid

 * Teacher/School Staff

Florida Education & Training Placement Information Program Data Collected

FETPIP

Student Outcomes After Graduating or Program Completion

- Examples of data we currently collect are listed below:
- Accountability: Strategic Imperatives, Perkins Measures, etc.
- Educ. Programs: DOP (Dropout Prevention), Tech Prep
- Educ. Sectors: WDIS (Districts), FCS (Colleges), SUS (Universities)
- Employment: Florida, Out of State, Military, & Federal Employment
- Incarcerations: Incarcerations & Releases (Community Supervision)

- Used as one of the primary sources of FLDOE Accountability Reporting

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* Accountability Metrics

* Educational Programs

* Educational Sectors

* Employment Outcomes

* Incarceration Data

* Workforce Programs

Florida Education & Training Placement Information Program

FETPIP

Student Outcomes After Graduating or Program Completion

Examples:

- The total number of High School Graduates who are now employed one year out.
- The total number of Dropout Prevention participants who are now enrolled in College.
- The percentage of High School Dropouts who are now incarcerated.
- The percent of State University Bachelor recipients who are employed earning more than $50,000 a year
- The percent Community College AA Completers receiving Temporary Assistance by gender

- Provides both student & aggregate data, but student level information has to be anonymized before dissemination to approved external entities. Mainly provides aggregated datasets due to data sharing agreements with outcome agencies.

* Accountability Metrics

* Educational Programs

* Educational Sectors

* Employment Outcomes

* Incarceration Data

* Workforce Programs

K-20 Education Data Warehouse – Data Sharing

Data Sharing Agreements – Florida Department of Education

Data Sharing Agreements [External Agencies]

All individually identifiable data are protected from public disclosure, as specified in the Buckley Amendments and Florida Statutes. The individual information is compiled into computer files and are retrieved from agencies with administrative records that meet the purposes of the follow-up exercise. These agreements **clearly** outline the data usage, security and access guidelines. Data Sharing agreements are critical to FETPIP's annual collection & reporting activities.

The records collected by FETPIP are electronically linked with the following agencies:

- Florida Department of Corrections
- Florida Department of Children and Families
- Florida Department of Economic Opportunity
- U.S. Department of Defense
- U.S. Office of Personnel Management

K-20 Education Data Warehouse Contacts

Florida Department of Education, Office of Technology & Innovation, (OTIS): Communicate via K20EducationDataWarehouse@fldoe.org for General Education Data Warehouse Inquiries.

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- **Matthew Breeding, EDW ETL Team Lead/Manager & Data Requests**

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- **FLEID Team & FLEID Questions**

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Audience Q& A

To submit live questions, please use the "Questions" box

WWW.FOSTERCAREANDEDUCATION.ORG

What the Research Shows

2014 National Working Group on Foster Care and Education

Federal Momentum around Data Collection and Reporting on Foster Care and Education

- Every Student Succeeds Act (ESSA) Promotes Success for Youth in Foster Care

- Adoption and Foster Care Analysis and Reporting System (AFCARS) Includes Education Data

- Comprehensive Child Welfare Information System (CCWIS) Promotes Data Sharing

Roadmap for Foster Care and K–12 Data Linkages

DQC
DATA QUALITY CAMPAIGN

Key Focus Areas to Ensure Quality Implementation

Legal Center for FOSTER CARE & EDUCATION

Where are we going?

By sharing data, child welfare and education agencies can work together to significantly improve educational outcomes for students in foster care.[1] These students are often highly mobile and need the coordinated help of both agencies to make smooth transitions between schools, identify and address educational needs, address attendance and discipline issues, ensure student engagement and successful progression toward a high school credential, and more. States need to securely link key foster care and K–12 data to ensure that students in foster care are supported throughout their education with access to a full range of educational opportunities, including higher education.

Studies demonstrate that students in foster care experience more challenges throughout their education compared to their peers, such as the following:

- frequent school changes
- delayed enrollment when school changes occur
- higher rates of school suspensions and expulsions
- lower achievement in reading and math
- higher levels of being held back and dropping out
- far lower high school and college graduation rates

Having access to regularly updated student-level data allows child welfare and education staff to help students in foster care achieve school success by providing support such as the following:

- recognizing when students are off track for graduation or successful progression to the next grade level
- helping with timely enrollment and transfer of all full and partial credits when a school change is needed
- identifying the need for targeted educational supports, including services for children with disabilities
- working with school staff to address attendance and discipline issues
- assisting with transition planning to post-high school opportunities such as higher education

Sharing aggregate-level data (e.g., school mobility rates for all children in foster care in a county) among child welfare and state and local education agencies can improve the work of these agencies in the following ways:

- increasing accountability among state and local agencies
- helping stakeholders advocate for better laws, better policies, or increased funding
- identifying systemic problems and creating needed policies or targeted interventions
- tracking progress and the efficacy of interventions over time
- acting as a catalyst to encourage other kinds of data sharing (in compliance with privacy laws), including student-specific sharing and real-time data exchanges to better monitor and support improved education outcomes for children in foster care

Having high-quality data linkages between foster care and K–12 data systems allows states to answer questions such as the following:

- Are students in foster care immediately enrolled in school?
- How often do students in foster care change schools each year?
- What percentage of students in foster care are receiving special education services or are enrolled in advanced coursework compared to students who are not in foster care?
- What are the academic outcomes and on-time high school graduation rates of students in foster care compared to those of their peers?
- What percentage of students in foster care receive suspensions or expulsions compared to students who are not in foster care?
- Are students in foster care consistently receiving services they are entitled to, such as free and reduced-price lunch?
- How should state policies be revised to help students in foster care successfully complete high school prepared for college and careers?

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1   The term "child welfare" is used throughout this document to refer broadly to the system designed to provide care and protection to children who are removed from home due to child abuse or neglect. Under federal law, the "state or tribal child welfare agency" is that agency responsible for administering state plans under parts B and E of Title IV of the Social Security Act. Some states use a state-administered child welfare system, others are administered by counties, and some use a hybrid approach. The term "foster care" and "students in foster care" is used throughout this document to refer to all children under the legal care and protection of the child welfare agency. However, these students could be living in a variety of living placements not just foster family homes. Examples include placement with a relative or kin, living in a group or congregate care setting, or others.

Seven Key Focus Areas

1. **Shared Vision**
2. **Roles and Responsibilities**
3. **Capacity**
4. **Identification and Data Matching**
5. **Data Quality**
6. **Data Analysis, Reporting, and Use**
7. **Privacy and Security**

Stay Connected

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LEGAL CENTER FOR
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CAMPAIGN

Foster Youth Legislation- California

TOM TORLAKSON
State Superintendent
of Public Instruction

- AB 97 School Finance Reform

  Local Control Funding Formula – Funds Districts using a formula that includes additional funding for School districts based on numbers of unduplicated students in certain subgroups

  - Defines Foster Youth for purposes of serving students with LCFF funding- EC 42238.01

  - Expands the existing definition of foster youth currently defined under

    EC 42920-42925- addition of Family Maintenance as an eligible category

  - Shifts funding, planning and accountability decision making for foster youth to school districts

Legislation

- AB 854 (Chaptered 10/11/15)
  - Expands the definition of Foster Youth
  - Adopts the LCFF definition of foster youth
  - Aligns the work of the COE Foster Youth Program with LCFF
  - Addition of Family Maintenance results in a net increase of eligible foster youth from 40,000 to almost 60,000

Role of County Offices of Education

- Shift from direct service provider to capacity building

- Focus on collaborative practices with partners

- Leveraging resources

- Executive Advisory Council with Education partners- drives policy and practice

- Shared focus on Improved Educational outcomes

Foster Youth Data

- Foster Youth are identified for service through a matching process
- Child Welfare data is matched with Education data and provided to school districts to identify foster youth in schools for service delivery
- Statewide data :
  - Student achievement
    - ELA and Math
  - Suspension/Expulsion
  - Graduation Rates
  - Chronic Absence
  - Mobility

  Anticipated release beginning in September 2016

Data and Information Sharing

- Joint guidance on data and information sharing:
  - California Department of Justice
  - California Department of Education (CDE)
  - California Department of Social Services
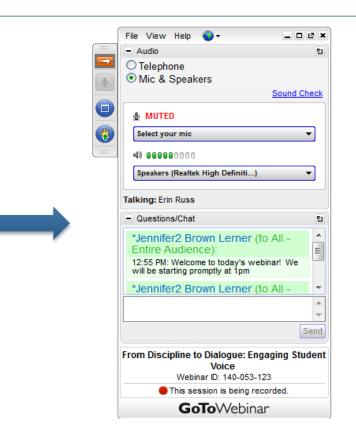   - Released September 2016 to County Counsels

Questions

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TOM TORLAKSON
State Superintendent
of Public Instruction

Audience Q& A

To submit live questions, please use the "Questions" box

ESSA and Opportunities to Support CCRS for Students in Foster Care

Jenna Tomasello

Policy Associate, AYPF

COLLEGE & CAREER
READINESS & SUCCESS Center
at American Institutes for Research

AYPF
American Youth
Policy Forum

Key Protections for Foster Youth

- Disaggregated Data

- School Stability

- Cross-agency Collaboration

Disaggregated Data & CCRS

- Student achievement and graduation rates
- Extended-year graduation rates, if desired
  - Measure student progress
  - Identify achievement gaps
  - Develop early warning indicators

- Information can lead to better targeted interventions to support student success

School Stability & CCRS

- School of origin, whenever possible
- Immediate enrollment in new school, regardless of records
- Immediate records transfer
- Transportation provided and funded

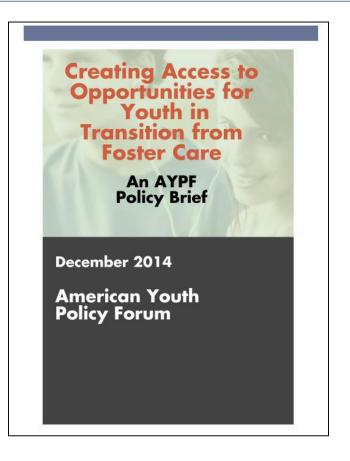- School stability can help students stay on track for graduation

Cross-agency Collaboration & CCRS

- Designated state-level POC
- Designated LEA-level POC
  - Identify best practices
  - Ensure smooth implementation of ESSA
  - Promote cross-agency communication and information sharing

- Cross-agency collaboration can promote coordination between education and child welfare to better support the needs of youth
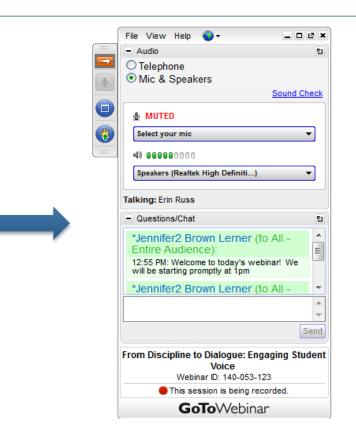
Additional Foster Youth Resources

- Highlights best practices, policies, and provides recommendations to promote:
    - Sustainable social capital
    - Permanency supports
    - Access to postsecondary opportunities

- Our website: www.aypf.org

Creating Access to Opportunities for Youth in Transition from Foster Care

An AYPF Policy Brief

December 2014

American Youth Policy Forum

Audience Q& A

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Contact Today's Presenters

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Thank You

- Please fill out the survey upon exiting the webinar

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