GLORIA MOLINA FOSTER YOUTH EDUCATION PROGRAM

Year 2 Evaluation Report

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In collaboration with:

casey family programs

THE CAROL AND JAMES COLLINS FOUNDATION

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Gloria Molina Foster Youth Education Program Year 2 Evaluation Report

Executive Summary

The Program

In 2008, a collaborative partnership was established by Los Angeles County Supervisor Gloria Molina, the Los Angeles County Chief Executive Office (CEO), the Department of Children and Family Services (DCFS), and the Los Angeles County Education Coordinating Council (ECC). The purpose of this partnership was to address the educational needs of adolescents receiving child welfare services in local school districts through the development of a new program, which is now known as the Gloria Molina Foster Youth Education Program (GMFYEP).

The GMFYEP aims to increase high school graduation, college enrollment, and student retention rates by assigning social workers to work as educational advocates for high school youth served by DCFS in select school districts. The program uses educational assessment and case planning tools as well as core team meetings to link youth to academic and extracurricular resources in support of their needs. The GMFYEP was implemented in the Montebello and Pomona Unified School Districts during the 2008-2009 school year as a pilot program and expanded to the El Monte Union High School and Hacienda Unified School Districts in its second year with a variation in the GMFYEP model. In Montebello and Pomona, the model relies on out-stationed social workers whose responsibility is to serve the educational needs of youth in these districts. In El Monte and Hacienda La Puente, case-carrying children's social workers were assigned a new responsibility to deliver the GMFYEP. These social workers carried the full case for the GMFYEP student in addition to any siblings he or she might have.

In summary, youth served by DCFS, enrolled in GMFYEP, and attending high school in Montebello or Pomona were served by two social workers. They received program services from their non-case-carrying school-based children's social workers (SBCSW) and traditional care from their case-carrying children's social worker (CSW). Youth served by DCFS, enrolled in GMFYEP, and attending high school in El Monte or Hacienda La Puente were served by one case-carrying SBCSW, who delivered both program services and traditional care. For both non-case-carrying and case-carrying SBCSWs, the intent of GMFYEP is the same: to increase graduation rates, increase college enrollment, and encourage student retention.

The Evaluation

This evaluation report summarizes results from the second year of the program and makes some comparisons between first-year and continuing students. A total of 221 youth were included in the 2009-2010 evaluation: 123 program youth and 75 comparison group youth. In order to attribute any observable educational progress to the program, a comparison group of similar youth also served by DCFS was included in the evaluation. Of the program youth, 24 participated in both Year 1 and Year 2 of the GMFYEP. Program youth were mostly female (63.4%) and Latino/Hispanic (91.9%) with an average age of 16.7 years.

Results: Significant Quantitative Findings

Among seniors, participation in the GMFYEP was associated with a significantly higher graduation rate than the comparison group (54% compared to 19%). Program youth experienced significantly fewer placement changes than comparison youth during the school year. Among Pomona school district youth with unexcused and excused absences, program youth had a significantly lower mean number of unexcused periods and a significantly higher mean number of excused periods than comparison youth. Surprisingly and counter-intuitively, there was a decline for both program and comparison youth in math grades during the program year with program participation associated with a significant but small decline in math grades during the program year. For youth who were in the program for one year, the decline in math was not statistically significant. Other than these findings, no other significant program associations were found for attendance, reunification rates, test scores, grades, and suspensions. Among program youth who graduated in the first year of the program (2008-2009) and completed a graduation survey, 67% enrolled in college. Sixty-two percent of the program youth who graduated in the 2009 -2010 school year enrolled in college.

Results: Qualitative Findings

The student interview sample was composed of 29 program youth from the participating school districts. Of the 29 students, 10 were program participants during both the previous and current school year. Staff interviews were conducted with both case-carrying and non-case-carrying school-based social workers, a supervising social worker, the DCFS GMFYEP Director, an assistant superintendent, and CEO and ECC partners.

Similar to Year 1 of the program, tutoring was the most frequently identified need. Indeed, students and staff reported that tutoring and the general support of having someone take interest in the youth's education were the most helpful services. Many youth pointed to the positive impact of this attention to their education. Core team meetings were generally seen as valuable, with only a few students reporting feeling overwhelmed by them.

According to the Year 2 staff, challenges identified in Year 1 of the program, including role clarity between DCFS and school district staff, were resolved in Year 2. Overall, staff reported that relationships between families, DCFS, and school districts were key to successful program implementation. While student and staff preferences for the two different models were mixed, according to staff reports, program delivery did not differ between the two models. Students valued consistency and frequent contact with the social workers regardless of the staffing model. Similarly, a major impact of the program reported by students was increased involvement, interest, and motivation in school stemming in no small part from their relationship with the SBCSW.

One encouraging outcome of the case-carrying model was a shift in relationship between the social workers, caregivers and youth. These school-based social workers developed a different relationship with both the students and caregivers due to the increased contact and nature of the interaction. Children's social workers tend to meet with youth and caregivers once per month, but school-based, case-carrying social workers meet with greater frequency and as needed, so they were viewed as being more helpful and available. Interviews suggested the program was successful in enhancing the social workers' focus on education.

Implications

- By increasing graduation rates, the GMFYEP appears successful in addressing administrative and educational barriers to graduation. The significant association between program participation and graduation points to the instrumental nature of the program's focus on a comprehensive support system that takes a sole interest on their educational needs (e.g. credit recovery, tutoring, etc.) as well as their emotional well-being. This focus is fundamental because of the strong positive long-term implications on adult well-being of obtaining a high school diploma.

  By including post-graduation planning in the initial assessment process, more than half of those who graduated then enrolled in college.

- Youth with continued participation in the program showed positive trends in Math and English Language Arts grades.

- Youth also reported that having someone take a general interest in their education was highly valuable to them. Emphasizing this relational element is important for programs targeting educational outcomes with this population.

- For all students (program and comparison) there is a decline in math over the school year of this study; the decline is statistically significant for Year 1 program students; for continuing students, this decline is not as steep. Given cumulative educational disadvantage and this study's data, significant improvements in academic grades or test scores in secondary school may require stronger emphasis on intensive interventions such as academic remediation or intensive tutoring to counter the trend toward increasing levels of low academic achievement over time. One example would be to provide intensive one-on-one and comprehensive tutoring services for program youth. An important next step in program development is to address the achievement of the youth it serves.

- Given the slight reversal of the general decline in grades for both the program and comparison youth in the program for more than one school year, the program may have more success in focusing on students entering high school and making efforts to maintain their participation throughout all four years. And, of course, program models are needed to identify and support the educational achievement of youth who are served by child welfare beginning in pre-school and throughout the P-12 or P-16 education continuum.

- The unique circumstances associated with youth who receive child welfare services put them at an educational disadvantage. For example, many youth in care have high degrees of school mobility due to placement changes. Forty-five percent of program youth experienced a placement change during the school year. Programs that address these risk factors are in great need. However, it is important to note that residential placement data were unavailable for comparison youth therefore accurate representations of the programs impact on program youth's residential placement compared to comparison youth's residential placement were not made.

I. Overview

For children and youth in the care of the Los Angeles County Department of Children and Family Services (DCFS), a solid education is critical for their success as productive and contributing young adults after DCFS care. Many of these youth don't have families to support them, emotionally or financially, or anyone else to fall back on. Therefore, they are at risk of facing negative outcomes throughout their lives. A 2006 report[1] from the Los Angeles County Education Coordinating Council (ECC) indicated the following:

- Nationally, between 35-50% of foster youth perform below grade level.
- Nearly 50% of all foster youth fail to complete high school.
- Once youth leave the foster care system at age 18, studies show that:
    - 50% are unemployed.
    - 30% are dependent on public assistance.
    - 25% are incarcerated.
    - More than 20% are homeless.

While the results above focus specifically on youth in foster care, youth who have an open case with DCFS (youth served by DCFS) fare in similar ways. Thus, for them, a solid education provides an important opportunity for accomplishment and access to the world of work and self-sufficiency. Youth served by DCFS, however, face daunting challenges to learning and succeeding in school. Not only do they often experience disruption in their lives, but most also deal with challenges brought on by emotional and other trauma. Unfortunately, they are part of a system that often moves them to new places, adding to the instability in their lives and making consistency in school particularly difficult. When frequent moves between schools and school districts happen, transcripts often get lost or lag and students lose credits and then are forced to repeat classes or grades, making graduation that much more difficult. Further, the adult caregivers and professionals in their lives have other priorities, such as safety and placement decisions, and may not have the time or energy to focus on education.

This report summarizes the evaluation of the second year of the Gloria Molina Foster Youth Education Program (GMFYEP), which was designed to improve educational outcomes for youth served by DCFS. The program was first implemented in the 2008-09 school year in two California school districts: Pomona and Montebello Unified. In the program's second year of operation, services were also provided in the El Monte Union High School and Hacienda La Puente Unified School Districts using a modified model. This evaluation examines the successes achieved and challenges encountered by program participants in comparison to a sample of youth served by DCFS who did not receive GMFYEP services. Recommendations for enhancing the program's success are also offered.

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[1] Education Coordinating Council. (2006). *Expecting more: A blueprint for raising the educational achievement of foster and probation youth.* Los Angeles, CA: Author. Approved by the Los Angeles County Board of Supervisors, 2006.

Program Background/Summary

In 2008, a collaborative partnership was established by Los Angeles County Supervisor Gloria Molina, the Chief Executive Office (CEO), the Department of Children and Family Services (DCFS), and the Los Angeles County Education Coordinating Council (ECC). The purpose of the partnership was to address the educational needs of children and youth receiving child welfare services in local school districts through the development of a new program. The intent of the GMFYEP is to increase high school graduation and college enrollment rates by identifying an educational advocate for each youth served by DCFS, by improving academic performance, and by encouraging student retention in the K-12 school system.[2]

Out-stationed school-based children's social workers (SBCSWs) from DCFS were placed at school district offices and high school sites to work with the identified youth as their educational advocate. Through an operational agreement, education records, student information, and data were shared between the SBCSWs and participating school districts. Collaborating partners, including program staff from DCFS, CEO, and ECC, developed educational assessment and education case plan tools (see Appendix A and B) for the GMFYEP. Periodic core team meetings coordinated by the SBCSWs and attended by other DCFS staff, school staff, the youth, and parent/caregivers were held to discuss an appropriate education case plan to address a student's identified needs. Through the program, students, parents, and caregivers were referred to and educated on accessing available academic and extracurricular resources to support the youth.

The GMFYEP was implemented in the Montebello and Pomona Unified School Districts during the 2008-2009 school year as a pilot program. In those school districts, youth continued to receive case management services from the DCFS children's social worker (CSW) assigned to their case, but they were also designated an additional non-case-carrying SBCSW who addressed educational issues and delivered the program. This newly assigned non-case-carrying SBCSW coordinated with the existing case-carrying CSW as an educational supplement to the student in high school, while the CSW continued to provide traditional child welfare services.

In the program's second year (2009-2010), El Monte Union High School District was added in December and Hacienda La Puente Unified School District was added in April, both with a variation on the GMFYEP model. In these two additional school districts, the case-carrying CSWs were assigned the additional new responsibility of addressing the educational needs of high school students in their care and delivering GMFYEP. These CSWs were co-located at high school sites, the school district office, and the DCFS office, and were known as *case-carrying SBCSWs*. They carry the full case for the high school student being served by GMFYEP as well as for any siblings the student might have.

In summary, youth served by DCFS, enrolled in GMFYEP, and attending high school in Montebello or Pomona were served by two social workers. They received program services from their non-

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[2] Excerpted from the program description in Gloria Molina Foster Youth Education Program's Did You Know? fact sheet. See Appendix H.

case-carrying SBCSW and traditional care from their case-carrying CSW. Youth served by DCFS, enrolled in GMFYEP, and attending high school in El Monte or Hacienda La Puente were served by one case-carrying SBCSW social worker, who delivered both program services and traditional care. For both non-case-carrying and case-carrying SBCSWs, the intent of GMFYEP is the same: to increase graduation rates, improve academic performance, and encourage student retention.

II. Research Questions

The purpose of the evaluation was to examine the impact of the program and document any challenges in program delivery. The evaluation consisted of two components: 1) a *quantitative* evaluation, which describes the participating students and addresses the program outcomes, and 2) a *qualitative* evaluation, which addresses the program implementation and delivery. The evaluation team consisted of staff from the Center for Nonprofit Management (CNM), DCFS, CEO, ECC, and Casey Family Programs. The evaluation team developed the following research questions to guide the evaluation:

A. Quantitative Evaluation

To understand the relationship between the program and student outcomes, the following questions were addressed.

a. *What were the characteristics of the students enrolled in the program at the start of the 2009-2010 school year (e.g., demographic information, English language learner status, enrollment in special education, residential placement)?*

b. *What were the educational services and supports included in the student education case plans? What were the services actually received? Did the services identified in the education case plans and received by students differ by years in the program or by staffing structure of the program (case-carrying SBCSWs versus non-case-carrying SBCSWs)?*

c. *Did the program improve students' educational outcomes, including academic grades for English language arts (ELA), math, all subjects combined, CST scores, suspensions, graduation rates, attendance, credits recovered, and credits earned (collectively, educational outcomes)?*

d. *Among those program students who graduated, how many enrolled in college? Of those, how many students enrolled in college who had not previously considered it? Among those program students who graduated, how many secured employment within three months?*

e. *Were there differences in educational outcomes for subgroups of interest (e.g., differences by gender, English language status, and ethnicity)?*

f. *Did time spent enrolled in the program contribute to gains in grades for all students? Did these gains vary for students based on certain characteristics?*

g. *What were the longer-term educational outcomes for students enrolled in the program for two academic years compared to the comparison group students tracked for the same two academic years?*

h. *How did changes in educational outcomes for students in their second year of the program compare to those for students enrolled in their first year?*

i. *What were the differences between Year 1 educational outcomes in Pomona and Montebello and Year 1 educational outcomes in El Monte? (i.e., were there differences in*

Year 1 educational outcomes for students with case-carrying social workers in El Monte versus non-case-carrying social workers in Montebello and Pomona?)

j. *Were there differences in placement rates (reunification, number of placement changes) for students in the program versus the comparison group? How did this relate to service receipt and educational outcomes?*

k. *Was there a relationship between type and/or amount of service receipt and educational outcomes?*

B. Qualitative Evaluation

To provide staff and student perspective of the program, the following questions were developed.

1. *What were the successes and challenges of implementing the program in its second year at Montebello and Pomona and in its first year at El Monte Unified School Districts?*

2. *What community and school-based services, activities, and supports were most effective and helpful to the students participating in the program?*

3. *What was the experience of staff and students in the two different models of the program? Did the two models impact the delivery of services and the effectiveness of the program differently?*

III. Methods

The evaluation team used quantitative data obtained from school records, the DCFS database and case files (which included instruments specifically developed for GMFYEP), student and staff surveys, and qualitative data gathered from staff and students in the three school districts in this evaluation study (Appendices A-G contain all these instruments). The Hacienda La Puente Unified School District was not included in this evaluation because of the late program start in April 2010. During the 2009-2010 school year, a total of 133 students were served by GMFYEP in the Montebello, Pomona, and El Monte school districts; of those, 123 were included in the Year 2 evaluation. Ten youth were not included in the Year 2 evaluation for the following reasons: a holder of education rights issue,[3] youth moving out of the district in the beginning of the school year, a caregiver refusing to allow a youth to participate in the program, and youth starting the program too late in the year to have received sufficient services. During the pilot 2008-2009 school year, a total of 63 students were served by GMFYEP in Montebello and Pomona school districts and of those, 52 students were included in the pilot year evaluation. Of those 63 students, 24 students continued in the program and, therefore, received two years of program services.

A. Quantitative Evaluation: Study design, sample, data sources, and analysis approach

Study Design
The objective of the quantitative study was to provide descriptive information on the characteristics of youth served by DCFS, their educational needs, and program delivery; a second objective was to assess the impact of the program. Statistical analyses were conducted to address the evaluation questions described above. In order to attribute any observable educational progress to the program, a comparison group of similar youth was included in the study design. Program participants' change in academic grades was compared to a group of youth served by DCFS within the same school districts but served by different DCFS offices. The comparison group youth did not receive the GMFYEP services.

Sample
In Year 2 of the program, the study participants included youth served by DCFS from each of the three school districts, and comparison youth served by DCFS from two of the three school districts (Pomona and El Monte). For the El Monte and Pomona school districts, program youth were selected because they attended a high school in one of these two school districts and their child welfare cases were also being served by the local DCFS office. For the Montebello school district,

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[3] Holder of education rights issue: GMFYEP was unable to locate this youth's parents or holder of education rights to obtain consent for the youth to participate in the program.

all youth attending a high school in that district were selected, regardless of which DCFS office served them. The comparison group included youth who attended high school in either the El Monte or Pomona school districts but who were served by a DCFS office elsewhere in the county, and were, therefore, ineligible for GMFYEP services. A comparison group was not available for the Montebello school district, as all youth served by DCFS and attending Montebello high schools were GMFYEP participants. Data for the comparison group was provided by DCFS without any identifying information.

A total of 198 youth participated in the study: 123 were program youth and 75 were comparison youth. As stated previously, of those program youth, 24 participated in both Year 1 and Year 2 of the program. Students who participated in the program who were attending non-traditional schools were included in the analysis, except for grade change analysis (as some of these schools do not provide academic grades).

Data Sources

Several data sources were used to collect information including the Montebello, Pomona, and El Monte school district databases and transcript records, and the previously mentioned GMFYEP educational assessment (initial assessment done by the SBCSW to identify a student's academic needs) and education case plans (plan created at core team meetings by DCFS staff, school staff, the youth, and parent/caregivers to address academic needs identified in the initial educational assessment and post graduation planning). In addition, demographic, service receipt, behavioral, and attendance data were collected from the DCFS database and the Program Services Log. A graduate questionnaire (see Appendix C) was developed by CNM staff and utilized by SBCSWs to collect data from students who had previously graduated and were no longer receiving program services for the 2009-2010 school year. All data were collected by the DCFS program director for GMFYEP, redacted, and then transmitted in hard copy to CNM.

Analysis Approach

Data were collected from the multiple sources, then entered and analyzed using the Statistical Package for the Social Sciences (SPSS). Statistical analysis included descriptive statistics and inferential tests: z-tests, *t*-tests, correlations, chi-square, and regressions, where appropriate. For testing for significant differences between groups, we used a p value of < .05 as our minimum standard to represent a 95% probability that the observed results did not occur by chance. We also indicated when results were significant at p < .01 or p < .001, which are higher standards for demonstrating statistical significance.

B. Qualitative Evaluation: Study Design, Sample, Data Sources, Analysis Approach

Study Design

The objective of the qualitative evaluation was to document the process of education-focused service delivery provided by the SBCSWs and to assess the program experiences of the students and staff. The perceptions of the staff and students are critical to understanding which services were considered most helpful and transformative for the youth served by GMFYEP as well as to identify any quality enhancements that might be made to the program.

Sample

Student sample

The student sample included youth enrolled in the program in each of the three school districts. The DCFS program director for the GMFYEP was asked to choose 15 youth by random sampling from each district and invite them to participate in the interviews. Their caregivers were then contacted by their SBCSW and given a consent form to sign. Some youth in each district did not return the consent form by the deadline and therefore did not participate. Participating students signed an assent form on the day of the interview and received a $10 gift card as an incentive for participation. A total of 29 of the 45 students invited were interviewed: 10 from Montebello, 10 from Pomona, and 9 from El Monte. Of these 29 students, 10 had participated in the program the previous year as well and, therefore, received two years of program service.

Staff sample

The staff sample was divided into two groups: Year 1 and Year 2. El Monte case-carrying SBCSWs, DCFS, and school district staff were designated Year 1 because they were in their first year of GMFYEP. Montebello and Pomona non-case-carrying SBCSWs and all other partners were designated as Year 2 staff because they had worked with GMFYEP for 2 years.

The evaluation sample for Year 1 (El Monte) staff included two case-carrying SBCSWs (out of four) and their supervising CSW from El Monte DCFS, and the responsible assistant superintendent of El Monte Union High School District (N=4). The sample was selected by the evaluation team based on length of time the individual had been working with the GMFYEP; for example, the two El Monte SBCSWs who were not interviewed had been only recently hired.

The evaluation sample for Year 2 (Montebello, Pomona, DCFS, CEO, and ECC) staff included both non-case-carrying SBCSWs from Montebello, the one non-case-carrying SBCSW from Pomona, the DCFS program director for GMFYEP, and two partners from CEO and ECC (N=6). The evaluation team selected the sample based on their history and involvement with the program over the entire two years of implementation.

Data Sources

Students

Two interviewers from CNM conducted in-person interviews at school sites or DCFS offices with small groups of 3-5 students. The evaluation team decided on this approach to conserve resources and encourage greater participation from quieter youth (based on experience with the

prior year's evaluation). The interviews were 45 to 60 minutes in duration. Students first completed a written student survey (see Appendix D) where they used rating scales to respond to a series of questions and then they verbally responded to an open-ended student interview protocol (see Appendix E). All figures presented in the qualitative results section of the report refer to the written student survey. It should be noted that, on a case-by-case basis, some students' verbal responses during the interview sometimes directly contradicted their written responses. The verbal interview allowed for more in-depth explanation of the questions and, for some students, this clarity may have changed their responses.

Staff

Year 1 staff (El Monte) were interviewed in person or by phone for approximately one hour using the staff interview protocol (see Appendix F). Because they had participated in a one-hour interview during the pilot year evaluation, Year 2 staff (Montebello, Pomona, DCFS, CEO, and ECC) participated in the staff online survey (see Appendix G) for this evaluation. The staff online survey and staff interview protocol were both semi-structured. Some questions were close-ended with rating scales to provide an opportunity to compare differences across school districts, where appropriate, and some questions were open-ended to allow for richer detail.

Analysis Approach

The interviewers took detailed notes during the in-person student and in-person and phone staff interviews. The evaluators used content analysis techniques to capture themes that addressed each research question. Key quotes that highlight some of the themes are presented. For those items that were measured using a scale, means were calculated and frequencies reported. Inferential statistics were used when appropriate.

IV. Findings

A. Quantitative Results

This section presents the findings for the quantitative component of the evaluation. Findings are presented according to research question.

a. What were the characteristics of the students enrolled in the program at the start of the 2009-2010 school year (e.g., demographic information, English language learner status, enrollment in special education, residential placement)?

Demographics

Program group youth
In Year 2 of the program, a total of 123 youth were enrolled. Program youth were mostly female: 63.4% female and 36.6% male. The mean age for program youth was 17 as of June 2010, ranging between 13 and 19. Most program youth were Latino/Hispanic (91.9%); the remainder of the program youth were African American (7.3%) and white (0.8%).

Most of the program youth were from the Montebello (45.5%) school district while 26.8% were from Pomona and 27.6% were from El Monte; the majority attended regular school (85.4%). Of the 123 program youth, 19.5% (N=24) were enrolled in special education. In addition, 51.0% of the youth were English-only speaking while the remaining youth were at English Language Development levels 1-4 (21.2%), Redesign Fluent English Proficient (16.3%), Fluent English Proficient (4.8%), and Initial Fluent English Proficient (2.9%). The language status for 25.2% of the program youth was unknown.

Comparison group youth
In Year 2, there were 75 comparison youth. Of these youth, 61.3% were female and 38.7% were male. The mean age for comparison youth was 16 as of June 2010, ranging between 12 and 20. The comparison sample was composed of a variety of ethnic backgrounds that included a high percentage of Latino/Hispanic youth (65.3%) and smaller percentages of African American (21.3%), Asian/Pacific Islander (8.0%), and white (5.3%) youth.

The majority of the comparison youth came from the Pomona (50.7%) school district and the remaining 49.3% from El Monte, with no available sample from Montebello (see Section III.B. for an explanation). The majority attended regular school (90.7%); 25.6% (N=11) were enrolled in special education. When identifying youth's English Language status, 42.7% had an unknown status as those data were not consistently available. Of those who did report this status (N=43), the majority were English-only speaking (65.1%), followed by English Language Development

levels 1-4 (14.0%), Redesign Fluent English Proficient (11.6%), Fluent English Proficient (4.7%), and Initial Fluent English Proficient (4.7%). (See Figure 1, which includes a definition of terms.)

Figure 1. Demographic and educational information for program and comparison group youth

	Program youth (N=123)		Comparison youth (N=75)	
	%	N	%	N
Gender **				
Male	36.6	45	38.7	29
Female	63.4	78	61.3	46
Ethnicity *				
Latino/Hispanic**	91.9	113	65.3	49
African American**	7.3	9	21.3	16
White	0.8	1	5.3	4
Asian/Pacific Islander	0.0	0	8.0	6
Average age (in years)		16.72		16.31
Special education status	19.5	24	25.6	11
English language learner				
Youth doesn't have ELD[1] classes but has not met the criteria to exit ELL status	3.3	4	0.0	0
English-only*	51.0	53	65.1	28
English Language Development Level 1-4	21.2	22	14.0	6
Redesign Fluent English Proficient	16.3	17	11.6	5
Fluent English Proficient[2]	4.8	5	4.7	2
Initial Fluent English Proficient[3]	2.9	3	4.7	2
School District				
Montebello	45.5	56	0.0	0
El Monte	27.6	34	49.3	37
Pomona	26.8	33	50.7	38
School Type				
Regular school	85.4	105	90.7	68
Adult school[4]	0.8	1	0.0	0
Continuation school[5]	13.0	16	2.7	2
Special program[6]	0.8	1	6.7	5

*Statistically significant at p<.05   **Statistically significant at p<.01

[1] English Language Development.

[2] Fluent English Proficient (FEP) are youth who are fluent and more advanced in their English skills than IFEP. Their main language at home is something other than English.

[3] Initial Fluent English Proficient (IFEP) are youth whose main language at home is not English and they are fluent enough to be placed in the District's general program.

[4] Must be at least 16 years old. Youth will not be returning to a comprehensive setting. Adults will also attend this school in order to get their high school diploma.

[5] Must be at least 16 years old. Continuation school is similar to a comprehensive setting but it is for youth who have severe credit deficiencies.

[6] There were 6 youth (5 comparison and 1 program youth) with the Special program categorization. Special programs are for youth with special educational needs.

Note: When the missing values are not included, the percent of comparison group English-only speakers jumps to 65.1%. Also, statistical differences were not tested for school district.

Significance tests were conducted for differences between the program and comparison group and are indicated in Figure 1.

Residential placement[4]

The evaluators were only able to obtain residential placement data for the program youth (see Figure 2). Just over a third (37.4%) of program youth were receiving family maintenance at home and another third (35.0%) were permanently placed outside of their home. The remaining youth were in family reunification out of home[5] (21.1%), in voluntary family maintenance at home[6] (3.3%), with a related legal guardian out of home[7] (1.6%), with a non-related legal guardian out of home[8] (0.8%), or in voluntary family reunification out of home[9] (0.8%).

Figure 2. Residential placement for program youth, N=123
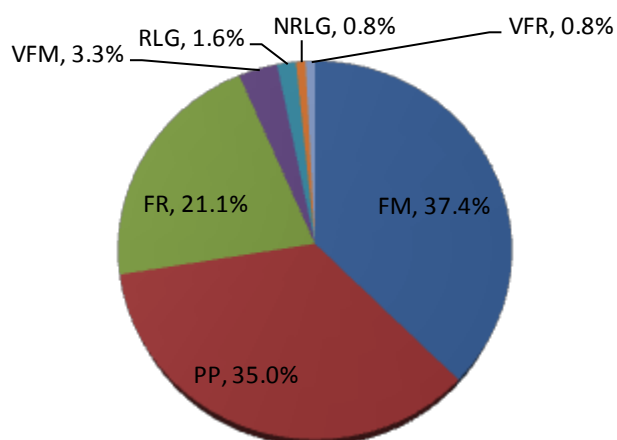
VFR=Voluntary family reunification out of home
NRLG=Non-related legal guardian out of home **RLG**=Related legal guardian out of home
VFM=Voluntary family maintenance at home **FR**=Family reunification out of home
PP=Permanent placement out of home **FM**=Family maintenance at home

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[4] Comparison youth are not included in this analysis because DCFS provided no data for this group.

[5] A child welfare services program of time-limited foster care services to prevent or remedy abuse, neglect, or exploitation when a child cannot safely remain at home and needs temporary foster care while services are provided to reunite the family. Family reunification services shall not exceed 12 months except for an additional period of up to six months by order of the court. Exceptions include Welfare and Institutions Code Sections 361.5(b) and 361.5(e), which provide for non-reunification.

[6] The provision of non-court, time-limited protective services to families whose children are in potential danger of abuse, neglect, or exploitation when the children can safely remain in the home with DCFS services. In order to receive VFM services, the family must be willing to accept them and participate in corrective efforts to ensure that the child's protective needs are met. There is a six-month time limit for this service.

[7] An adult who is related to the child by blood, adoption, or affinity within the fifth degree of kinship, including stepparents, stepsiblings, and all relatives whose status is preceded by the words, "great," "great-great," or "grand," or the spouse of any of these persons even if the marriage was terminated by death or dissolution. A former stepparent is considered a relative only if the child is federally eligible.

[8] Any adult caregiver who has established a familial or mentoring relationship with the child. The parties may include relatives of the child, teachers, medical professionals, clergy, neighbors, and family friends.

[9] The foster care placement of a child by or with the participation of DCFS acting on behalf of California Department of Social Service (CDSS), after the parent(s)/guardian(s) of the child have requested the assistance of DCFS and signed a voluntary placement agreement form.

Beginning Grade Point Average (GPA)

On average, program and comparison youth had low GPAs when they began the program in both Years 1 and 2. With one exception, comparison youth began with slightly higher GPAs than program youth. Program youth in Year 2 had higher English language arts (ELA) GPAs (1.90) than comparison youth (1.77). Continuing youth, on average, had lower beginning Year 1 GPAs than first-year program and comparison youth. None of the differences between the program and comparison youth were statistically significant.

Figure 3. Average spring GPAs at the beginning of program Year 1 and program Year 2

	First Year		Continuing
	2007-2008 (Year 1)	**2008-2009 (Year 2)**	**2007-2008 (Year 1 and 2)**
Program			
Overall GPA	2.04 (N=32)	1.93 (N=60)	1.68 (N=20)
ELA GPA	1.91 (N=32)	1.90 (N=59)	1.37 (N=19)
Math GPA	1.22 (N=27)	1.51 (N=55)	1.42 (N=19)
Comparison			
Overall GPA	2.09 (N=35)	1.99 (N=46)	--
ELA GPA	2.03 (N=36)	1.70 (N=44)	--
Math GPA	1.64 (N=33)	1.64 (N=42)	--

ELA=English language arts

Program and Comparison Group Differences

Several differences were observed between the program and comparison groups, which may have implications for the results:

- The program group had a higher percentage of female participants than the comparison group ($p<.05$).
- The comparison group had a higher percentage of English-only students ($p<.05$) than the program group.
- While both the program and comparison groups had a majority of Latino students, the program group had a higher percentage of Latino/Hispanic students than the comparison group ($p<.01$).
- The comparison group had a higher percentage of African American students ($p<.01$) than the program group.
- Though not statistically significant, the comparison group generally had slightly higher GPAs than the program group, with the exception of the ELA GPA in Year 2 of the program. However, both groups had very low GPAs (overall, math, and ELA) prior to the program.

b. What were the educational services and supports included in the student education case plans? What were the services actually received? Did the services in the education case plans and received by students differ by years in the program or by staffing structure of the program (case-carrying social workers vs. non-case-carrying social workers)?

Services needs identified in education case plans

An important part of the program is to identify youth's needs. Social workers met with youth as soon as they were identified as program participants to discuss and determine which services and support the youth needed in order to improve their academic performance (see Figure 4). Tutoring (61.9%) was the most frequently identified need followed by credit evaluation[10] (43.2%), extracurricular activities (36.4%), college planning (29.7), and California High School Exit Examination (CAHSEE)[11] preparation (26.3%). (Note: The service and support needs are presented in Figures 4, 5, and 6 in alphabetical order to better match the services received, which are presented in Figures 7 and 8.)

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[10] *Credit Evaluation* is the initial designation to capture the social workers' efforts at assessing whether the youth has credit deficiencies and how they can make up the credits. Several specific services including credit recovery courses and credit catch-up fall under the broad category of Credit Evaluation.

[11] California High School Exit Examination; see subcategory under research question c. for a complete description.

Figure 4. Service and support needs for program youth identified in education case plans (N=118)*

Services and Supports	%	N
AB 3632 [1]	1.7	2
CAHSEE preparation	26.3	31
College planning	29.7	35
Credit evaluation	43.2	51
Employment	15.3	18
Extracurricular activities	36.4	43
Individualized Education Program (IEP) [2]	16.9	20
Mentoring	2.5	3
Other mental health services	19.5	23
Other**	16.1	19
Psychological evaluation	1.7	2
Regional center [3]	0.0	0
SAT [4]	8.5	10
Student study team	0.8	1
Therapeutic behavioral services	2.5	3
Transition services/ILP [5]	9.3	11
Tutoring	61.9	73
Vocational training plan	5.9	7
Wraparound services	5.1	6

*Of the 123 program youth sampled, 5 did not have education case plans; therefore, data were not available for those youth.

** *Other* category combines all responses indicating something other than services identified within the education case plan.

[1] Mental Health Services for Special Education Pupils (AB 3632).

[2] Each public school child who receives special education and related services must have an Individualized Education Program (IEP). http://www2.ed.gov/parents/needs/speced/iepguide/index.html.

[3] Agency that provides services to persons with developmental disabilities. http://www.dds.ca.gov/RC/Home.cfm

[4] Scholastic Assessment Test (SAT), the most widely used standardized test for college admissions. The exam is created and administered by the College Board.

[5] Independent Living Plan (ILP), a document that is completed with the youth by the social worker to outline the youth's plan for transitioning out of the system after the age of 16, including goals and courses to gain skills for independent living.

There were also "other" service needs identified in education case plans (16.1%) both inside and outside of school. Assistance with services **inside** of school included:

- GED (general education development test) (N=2)
- English language improvement[12] (N=2)
- Transportation to school assistance (N=1)
- Summer school enrollment (N=1)
- Peer counseling (N=1)
- Adult school enrollment (N=1)
- Requesting a change in teacher (N=1)
- Returning a youth to a comprehensive school setting (N=1
- Organizational skills (N=1)

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[12] English Language Improvement refers to the youth improving their skills/ability to speak English.

- Independent studies (N=1)
- PSAT[13] to be taken in October 2010 (N=1)
- Transferring into a new school (N=1)

Assistance with services **outside** of school included:
- DMV (Department of Motor Vehicles)[14] services to obtain an identification (ID) card (N=1)
- Clothing (N=1)
- WIC - Women, Infant, and Children program and prenatal services (N=1)
- Following up on an arrest (N=1)
- Joining a Boys & Girls Club (N=1)

Services by year in program

As stated previously, some students were enrolled in the program for two academic years. These students are designated here as *continuing youth* (N=24). In this section, we compare the service needs between first-time enrollees and continuing youth. Overall, both groups had a similar list of the three most frequently identified services, and they differed on other identified needs. The most common services identified for first-year students included tutoring (62.1%), credit evaluation (46.3%), extracurricular activities (40.0%), CAHSEE preparation (26.3%), and college planning (25.3%). The most common service needs identified for continuing youth included tutoring (60.9%), college planning (47.8%), credit evaluation (30.4%), and Individualized Education Program (30.4%) (see Figure 5). Both first-year and continuing youth had tutoring as the most frequently identified service need, then credit evaluation and college planning. More continuing youth, however, were identified as needing an Individualized Education Program (30.4%) compared to first-year youth (13.7%). In addition, more continuing youth were identified as needing employment assistance (26.1%) compared to first-year youth (12.6%). These differences, however, were not statistically significant. We did not find significant differences (p<. 05) between the groups on service needs and support (z-tests for proportions were used; sample sizes were very low, particularly for the continuing youth).

Figure 5. Service and support needs identified, by year in program

	Year 2 of program				Year 1 of program	
	First-year youth (N=95)[1]		Continuing youth (N=23)[2]		Continuing youth (N=20)[3]	
Services and Supports ID	%	N	%	N	%	N
AB 3632	0.0	0	8.7	2	5.0	1
CAHSEE preparation	26.3	25	26.1	6	45.0	9
College planning	25.3	24	47.8	11	55.1	11
Credit evaluation	46.3	44	30.4	7	15.0	3
Employment	12.6	12	26.1	6	0.0	0
Extracurricular activities	40.0	38	21.7	5	35.0	7
Individualized Education Program	13.7	13	30.4	7	25.0	5

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[13] Pre-Scholastic Assessment Test (PSAT).
[14] Youth received help with services at the Department of Motor Vehicles.

Services and Supports ID	Year 2 of program				Year 1 of program	
	First-year youth (N=95)[1]		Continuing youth (N=23)[2]		Continuing youth (N=20)[3]	
	%	N	%	N	%	N
(IEP)						
Mentoring	2.1	2	4.3	1	10.0	2
Other mental health services	18.9	18	21.7	8	40.0	8
Other[4]	12.1	12	24.2	7	35.0	7
Psychological evaluation	1.1	1	4.3	1	5.0	1
Regional center services	0.0	0	0.0	0	0.0	0
SAT	7.4	7	13.0	3	5.0	1
Student study team	1.1	1	0.0	0	0.0	0
Therapeutic behavioral services	2.1	2	4.3	1	5.0	1
Transition services/ILP	7.4	8	13.0	3	15.0	3
Tutoring	62.1	59	60.9	14	50.0	10
Vocational training plan	5.3	5	8.7	2	10.0	2
Wraparound services	6.3	6	0.0	0	5.0	1

[1]Of the 99 first-year youth, 4 did not have education case plans so these data were not available for those youth.

[2]Of the 24 continuing youth, 1 youth did not have an education case plan so these data were not available for this youth.

[3]Of the 24 Year 1 youth who continued into Year 2 of the program, 4 did not have education case plans their first year of the program so these data were not available for those youth at the start of their first year.

[4]*Other* category combines all responses indicating something other than services identified within the education case plan.

Service needs by program model

Analyses by program model (non-case-carrying versus case-carrying) indicated several differences. *Case-carrying* SBCSWs identified a significantly higher percentage of youth who needed help with "other mental health services" not specified in the education case plan (41.2%) and CAHSEE preparation (38.2%). *Non-case-carrying* SBCSWs identified a higher percentage of youth who needed help with college planning (35.7%), Individualized Education Program (21.4%), and employment (19.0%).

There were similarities across service models in the most frequently identified service needs. Tutoring, credit evaluation, and extracurricular activities were similarly reported as the most needed types of support (see Figure 6) with tutoring being the most frequently identified service need.

Figure 6. Service needs identified in education case plan by program model, program youth (N=118)[1]

Services and Supports	Non-Case-Carrying (N=84)		Case-Carrying (N=34)	
	%	N	%	N
AB 3632	2.3	2	0.0	0
CAHSEE preparation	21.4	18	38.2	13
College planning*	35.7	30	14.7	5
Credit evaluation	44.0	37	41.2	14
Employment	19.0	16	5.9	2
Extracurricular activities	35.7	30	38.2	13

Services and Supports	Non-Case-Carrying (N=84)		Case-Carrying (N=34)	
	%	N	%	N
Individualized Education Program (IEP)	21.4	18	5.9	2
Mentoring	3.6	3	0.0	0
Other mental health services*	10.7	9	41.2	14
Other[2]	19.0	16	0.9	3
Psychological evaluation	2.4	2	0.0	0
Regional center services	0.0	0	0.0	0
SAT	10.7	9	2.9	1
Student study team	1.2	1	0.0	0
Therapeutic behavioral services	1.2	1	5.9	2
Transition services/ILP	11.9	10	2.9	1
Tutoring	61.9	52	61.8	21
Vocational training plan	6.0	5	5.9	2
Wraparound services	3.6	3	8.8	3

[1]Of the 123 program youth sampled, 5 did not have education case plans so these data were not available for those youth.

[2]*Other* category combines all responses indicating something other than services identified within the education case plan.

*Statistically significant at p<.05.

Services and support program youth received at least once

Program youth received a variety of services and support during the 2009-2010 school year. While credit recovery and credit evaluation services were provided by SBCSWs, other services were provided by school or community-based service providers. However, SBCSWs tracked the services provided to students in greater detail and did not necessarily use the categories included in the education case plan. Accordingly, the figure below displays the services received as tracked by the SBCSWs; they are grouped, when appropriate, to match the categories from the education case plan as closely as possible. Of the services received at least once, the most common were academic career counseling (77.2%), extracurricular activities (56.9%), mental health counseling (49.6%), summer school registration (46.3%), assignment completion (43.9%), and study skills (43.1%). More detail on services received is provided in Figure 7.

Figure 7. Services and support received at least once, program youth (N=123)*

Services and Supports Received	%	N
AB 3632, Other Mental Health and Psychological Evaluation		
Mental health counseling	49.6	61
Drug treatment/counseling	2.4	3
CAHSEE		
Preparation	12.2	15
College Plan and Vocational Training Plan		
Academic career counseling	77.2	95
College preparation	22.0	27
College tours	17.1	21
Credit Evaluation		
Summer school registration	46.3	57
Assignment completion	43.9	54

Services and Support Received	%	N
SAT		
SAT preparation	5.7	7
SAT fee waiver	0.8	1
Therapeutic Behavioral Services		
School behavior modification	13.8	17
Placement/home behavior modification	3.3	4
Transition Services/ILP		
Transition services	12.2	15
Referral to ILP	11.4	14
Transition services out of district	9.8	12
Senior expenses	11.4	14
Tutoring		

Services and Supports Received	%	N
Attendance monitoring	30.9	38
Credit Evaluation		
Credit catch-up[1]	22.0	27
Credit recovery courses[2]	22.8	28
Weekly grade check	22.0	27
Schedule modification	10.6	13
Credit recovery by social worker[3]	9.8	12
Employment		
Employment/internship	25.2	31
Extracurricular Activities		
Extracurricular activities	56.9	70
IEP, Regional Center and Student Study Team		
Special education advocacy	13.8	17
DIS counseling[5]	5.7	7
Special education referral	4.9	6
504 plan	0.8	1
Mentoring		
DCFS mentor program	16.3	20
Other		
Parenting program	2.4	3
Childcare	1.6	2

Services and Support Received	%	N
Study skills	43.1	53
Tutoring		
Other tutoring	38.2	47
CYFC tutoring[4]	21.1	26

*Although 118 of the youth completed an educational case plan in which services and support needs were identified (see Figure 9), an additional 5 youth who did not complete an educational case plan did in fact receive services and support.

[1] *Credit catch-up* is when the youth attends an adult school and/or community college to earn additional credits.

[2] *Credit recovery* is a class/program offered at the high school site.

[3] *Credit recovery by social worker* refers to SBCSWs' finding and transferring credits that students completed while previously enrolled in other school districts or schools.

[4] The Children Youth and Family Collaborative (CYFC) is a nationally recognized organization serving over 4,000 youth in foster care and at-risk youth in Los Angeles and Compton. CYFC is the provider of tutoring services to program youth in Montebello and will be expanding their services to Pomona in 2010-2011.

[5] Designated Instructional Services (DIS), services and instruction (sometimes called *Related Services*) are available when they are necessary for the pupil to benefit educationally from his or her instructional program. A child must qualify for an IEP before qualification for DIS is determined.

Service receipt by program model

Services received differed by program model (see Figure 8). Upon analyzing the services received by program model (non-case-carrying versus case-carrying SBCSW), several statistically significant differences were found. It is important to note that only information on whether a service was received or not was measured, not how much of a given service a student received.

Significantly more youth with non-case-carrying SBCSWs received the following services: academic career counseling, assignment completion, weekly grade checks, credit recovery courses, employment/internship, extracurricular activities, and study skills than youth with case-carrying social workers. Also, although not statistically significant, students with non-case-carrying SBCSWs were more likely to have received college tours (23.6%) and CYFC tutoring (29.2%) because none of the students with case-carrying social workers received either of these services. Youth with case-carrying SBCSWs more often received other tutoring services.

There were also similarities among service models and services received. Mental health counseling and academic career counseling were among the most received services in both program models. Also, attendance monitoring and summer school registration were two of the most common services received.

Figure 8. Services received by program model (N=123)

Services and Supports Received	Non-Case-Carrying (N=89)		Case-Carrying (N=34)		Services and Supports Received	Non-Case-Carrying (N=89)		Case-Carrying (N=34)	
	%	N	%	N		%	N	%	N
AB 3632, Other Mental Health, and Psychological Evaluation					**Mentoring**				
Mental health counseling	52.8	47	41.2	14	DCFS mentor program	22.5	20	0.0	0
Drug treatment/counseling	3.4	3	0.0	0	**Other**				
CAHSEE					DMV referrals	15.7	14	0.0	0
Preparation	13.5	12	8.8	3	School supplies	5.6	5	8.8	3
College Plan and Vocational Training Plan					Community service completion	3.4	3	5.9	2
Academic career counseling*	91.0	81	41.2	14	Parenting program	2.2	2	2.9	1
College preparation	22.5	20	20.6	7	Childcare	2.2	2	0.0	0
College tours	23.6	21	0.0	0	**SAT**				
Credit Evaluation					SAT preparation	6.7	6	2.9	1
Summer school registration	49.4	44	38.2	13	SAT fee waiver	1.1	1	0.0	0
Assignment completion*	49.4	44	29.4	10	**Therapeutic Behavioral Services**				
Attendance monitoring	32.6	29	26.5	9	School behavior modification	10.1	9	23.5	8
Weekly grade check**	29.2	26	2.9	1	Placement/home behavior modification	3.4	3	2.9	1
Credit recovery courses*	24.7	22	17.6	6					
Credit catch-up	19.1	17	29.4	10					
Schedule modification	14.6	13	0.0	0	**Transition Services/ILP**				
Credit recovery by social worker	13.5	12	0.0	0	Transition services	15.7	14	2.9	1
Employment					Referral to ILP	14.6	13	2.9	1
Employment/internship**	31.5	28	8.8	3	Senior expenses	14.6	13	2.9	1
Extracurricular Activities					Transition services out of district	7.9	7	14.7	5
Extracurricular activities*	67.4	60	29.4	10	**Tutoring**				
IEP, Regional Center and Student Study Team					Study skills***	56.2	50	8.8	3
Special education advocacy	19.1	17	0.0	0	Other tutoring	32.6	29	**52.9**	18
DIS counseling	7.9	7	0.0	0	CYFC tutoring	29.2	26	--[1]	-
Special education referral	6.7	6	0.0	0					
504 plan	1.1	1	0.0	0					

* Statistically significant at p<.05
** Statistically significant at p<.01
*** Statistically significant at p<.001
[1]CYFC tutoring was offered only in Montebello. It was not offered in El Monte School District (case-carrying).

Services identified versus services received

In Figure 9, the first two columns (*Identified* and *Received*), indicate that, for the most part, service needs corresponded to whether a service was received at least once. The three most commonly met needs were therapeutic behavioral services (100.0%), credit evaluation (94.1%), and tutoring (87.7%).

Figure 9. Services received by youth who originally identified the service as a need (matched)

Services and Supports	Identified (N=118)		Received (N=123)		Matched	
	%	N	%	N	%	N
AB 3632	1.6	2	2.4	3	0.0	0
CAHSEE preparation	25.2	31	12.2	15	32.3	10
College planning/vocational training plan	34.1	42	32.2	38	81.0	34
Credit evaluation	41.5	51	87.3	103	94.1	48
Employment	14.6	18	25.2	31	55.6	10
Extracurricular activities	35.0	43	56.9	70	76.7	33
Individualized Education Program (IEP)	16.3	20	25.2	31	75.0	15
Mentoring	2.4	3	16.3	20	0.0	0
Other mental health services	18.7	23	49.6	61	56.5	13
Other**	15.5	19	4.1	5	5.3	1
Psychological evaluation	1.6	2	0.0	0	0.0	0
Regional center	0.0	0	0.0	0	0.0	0
SAT	8.1	10	6.5	8	60.0	6
Student study team	0.8	1	0.0	0	0.0	0
Therapeutic behavioral services	2.4	3	17.1	21	100.0	3
Transition services/ILP	8.9	11	44.7	55	36.4	4
Tutoring	59.3	73	70.3	83	87.7	64
Wraparound services	4.1	6	0.0	0	0.0	0

* Statistically significant at p<.05

** Statistically significant at p<.01.

c. Did the program improve students' educational outcomes, including academic grades for English language arts (ELA), math, and all subjects combined, CST scores, suspensions, graduation rates, attendance, credits recovered, and credits earned (collectively, educational outcomes)?

Mean (M) GPA for all subjects combined, math, and ELA

No statistically significant (p<.05) improvements in academic grades (from Spring 2009 to Spring 2010) were found for overall (all subjects combined), math, and ELA for either the program or comparison group. The only statistically significant change in grades occurred in the math GPA for program youth (t=2.3277), where the GPA decreased from 1.60 in 2009 to 1.15 in 2010. Similar results were seen for the remaining indicators, showing decreases from Spring 2009 to Spring 2010 for both the comparison and program groups.

Similar analyses were conducted for youth who had limited program exposure and enrolled late in the academic year; however, the time period used in the analysis differed. For youth who enrolled in the program late in the fall or early in the spring, the analysis examined data from Fall 2009 to Spring 2010. Those analyses also resulted in no statistically significant differences for either group. In addition, comparisons between the program and comparison groups found no statistically significant differences in change in grades.

Figure 10. Spring mean (M) GPA for overall (all subjects combined), math, and ELA, program and comparison youth

	Overall GPA		Math GPA		ELA GPA	
	2009	**2010**	**2009**	**2010**	**2009**	**2010**
Program youth	1.91 (N=84)	1.84 (N=102)	1.60 (N=77)	1.15 (N=86)	1.80 (N=82)	1.58 (N=100)
t-value	.5229		2.3277*		1.148	
Comparison youth	1.99 (N=46)	1.81 (N=74)	1.64 (N=42)	1.29 (N=67)	1.70 (N=44)	1.62 (N=72)
t-value	.9528		1.3661		.3029	

*Statistically significant at p<.05.

Further analysis indicated that the comparison group on average had higher means for all GPAs, with the exception of Spring 2010 overall GPA and Spring 2009 ELA GPA. However, none of these comparisons between program and comparison youth's 2009 and 2010 GPAs were statistically significant.

A closer look at youth who had complete data for both Spring 2009 and Spring 2010 for overall GPA, math GPA, and ELA GPA did not yield any statistically significant changes in GPAs (Figure 11).

Figure 11. Spring mean (M) GPA for overall (all subjects combined), math, and ELA, program and comparison youth with data for both years only

	Overall GPA		Math GPA		ELA GPA	
	2009	**2010**	**2009**	**2010**	**2009**	**2010**
Program youth	1.96 (N=69)	1.90 (N=69)	1.90 (N=67)	1.52 (N=67)	1.55 (N=53)	1.24 (N=53)
t-value	.710		.090		.204	
Comparison youth	2.03 (N=45)	1.85 (N=45)	1.73 (N=35)	1.62 (N=35)	1.77 (N=37)	1.32 (N=37)
t-value	.173		.665		.062	

*Statistically significant at p<.05.

An analysis examining only continuing youth (those who have been in the program for two years) showed an increase in grades over their two consecutive academic years in the program. While not statistically significant, there are small gains over time for two of the three GPA categories: overall GPA (all subjects combined) and ELA.

As seen in Figures 12 and 13, the increases in the average spring semester for overall GPA (all subjects combined) and ELA GPA over three academic years look promising but were not statistically significant. In the 2007-2008 academic year, the average overall spring GPA was 1.77 (prior to program); in 2008-2009 it increased to 1.85 (first year of program), and in 2009-2010 it increased again to 2.04 (second year of program).

Figure 12. Spring semester overall (all subjects combined) GPA for continuing youth, (N=24)
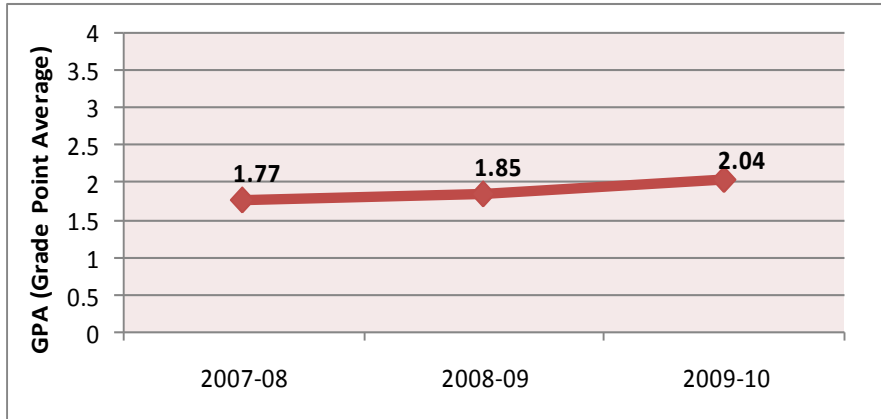
While the change was not statistically significant, we did find that continuing youth had a slight increase in their 2009-2010 spring semester ELA grades (see Figure 13) from the previous two academic years. In 2007-2008, continuing youth had an average spring semester ELA grade of 1.52 (prior to program); in 2008-2009 it increased to 1.54 (first year of program), and in 2009-2010 it increased again to 1.79 (second year of program).

Figure 13. Spring semester ELA GPA for continuing youth (N=24)
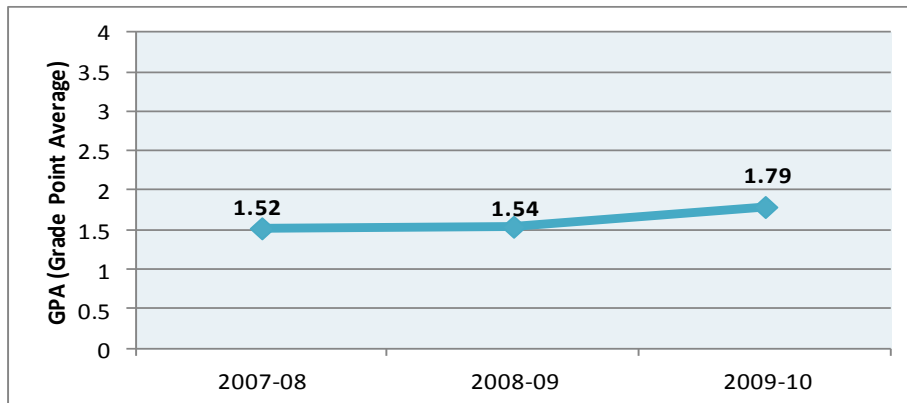
California Standardized Test

According to the Standardized Testing and Reporting Program (STAR), the California Standardized Test (CST) measures students' progress toward achieving California's state-adopted academic content standards in English language arts (ELA), mathematics, science, and history-social science; these standards describe what students should know and be able to do in each grade and subject tested. These tests are taken only by high school students in the ninth to eleventh grades. Only ELA and math scores were examined.

For ELA, comparison youth were statistically more likely to have received *proficient* (26.2%) CST scores compared with program youth (3.3%). Other differences between the two groups were not

statistically significant, although program youth had a higher percent of youth at the basic, below basic, or far below basic rankings than comparison youth. See Figure 14.

Figure 14. 2009-2010 CST ELA scores, program youth versus comparison youth

	Program (N=30)		Comparison (N=61)		
	%	N	%	N	t-test
Advanced	3.3	1	6.6	4	.221
Proficient	3.3	1	26.2	16	4.479*
Basic	43.3	13	32.8	20	.953
Below basic	30.0	9	16.4	10	1.393
Far below basic	30.0	6	18.0	11	1.218

*Statistically significant at p<.05.
Note: Only youth who took the CST between August 1, 2009, and June 30, 2010, were included.

While there were no statistically significant differences between program and comparison youth in CST math scores, a higher percentage of program youth scored basic and higher than did comparison youth: 44% and 38%, respectively. A greater number of comparison youth scored far below basic (23.6%) than program youth (16.0%). More comparison youth received proficient as score (14.5%) compared to program youth (12.0%). Again, none of these differences between the program and comparison youth were statistically significant. One comparison youth scored at the advanced level in math. See Figure 15.

Figure 15. 2009-2010 CST math scores, program youth versus comparison youth

	Program (N=25)		Comparison (N=55)		
	%	N	%	N	t-test
Advanced	0.0	0	1.8	1	--
Proficient	12.0	3	14.5	8	.306
Basic	32.0	8	21.8	12	.923
Below Basic	40.0	10	38.2	21	.150
Far Below Basic	16.0	4	23.6	13	.804

*Statistically significant at p<.05.
Note: Only youth who took the CST between August 1, 2009, and June 30, 2010, were included.

California High School Exit Exam

According to the California Department of Education website, the primary purpose of the California High School Exit Examination (CAHSEE) is to significantly improve pupil achievement in public high schools and to ensure that pupils who graduate from public high schools can demonstrate grade-level competency in reading, writing, and mathematics. The CAHSEE is administered in two parts: English language arts (ELA) and mathematics (math). The CAHSEE is first taken in the tenth grade and may be retaken if not passed. Students must pass the CAHSEE in order to graduate; however, the California Education Code provides an exemption from meeting the CAHSEE requirement as a condition of receiving a diploma of graduation for eligible students with disabilities who have an Individualized Education Program (IEP) or a Section 504 plan.

Of the program youth who took the 2009-2010 CAHSEE, 53% passed the ELA section and 57% passed the math section. Of the comparison youth who took the test, 58% passed the ELA section and 68% passed the math section. Although not statistically significant, a slightly higher percentage of comparison youth than program youth passed the CAHSEE in both subjects during the 2009-2010 school year. See Figure 16.

Figure 16. Youth who passed the CAHSEE between August 1, 2009, and June 30, 2010

	Program (N=63)				Comparison (N= 50)				
	%	N	Range	M	%	N	Range	M	t-test
ELA	52.6	30	350-414	370.97	58.1	18	350-446	380.33	1.2402
Math	56.9	33	350-420	377.00	67.7	21	329-450	383.81	.8509

*Statistically significant at p<.05.
Note: Only youth who took the CAHSEE between August 1, 2009, and June 30, 2010, were included.

Credit Recovery Program

The GMFYEP credit recovery program assisted program youth in recovering credits that were needed to progress toward graduation. This was accomplished in two ways. The first was *credit recovery by social worker* where SBCSWs found and transferred credits that students had completed while previously enrolled in other school districts or schools. The second was *credit recovery courses* where students were enrolled in courses that allowed them to recover credits.

Montebello SBCSWs recovered 805.75 total credits for 34% of the program youth in this district (19 out of 56 possible youth). Of those credits, 716 credits were recovered for 10 youth from another school district previously attended and 90 credits were earned for 12 youth who enrolled in courses. Pomona SBCSWs recovered 170 credits for 52% of program youth in this district (17 out of 33 possible youth). Of those credits, 50 credits were recovered for 3 youth from another school district previously attended and 120 credits were earned for 12 youth who enrolled in courses. El Monte SBCSWs recovered 30 credits for 2 youth, all of which were earned through enrollment in credit recovery courses. In sum, 1,005 credits were recovered for 38 program youth. The remaining 85 program youth did not have any credits recovered, some of whom may have been ineligible for credit recovery as described below.

The data presented in Figure 17 indicate a striking difference of credits recovered by social workers across districts. Several reasons for these differences were provided by staff. Montebello has a large number of youth who transferred into the district and, therefore, they don't necessarily come from the Montebello catchment area. Pomona, however, had a lot of new youth who came into the DCFS system who were already attending Pomona schools and, therefore, there were fewer instances where credit recovery was needed. El Monte had the highest number of family maintenance cases (youth who were never detained and who remain with their parents). For the most part, these students were already attending an El Monte school and had little or no need for credit recovery.

Figure 17. Total credits recovered through the credit recovery program, program youth only

	Total Number of Youth Who Recovered Credits	Credit Recovery by Social Worker	Credit Recovery by Course	Total Credits
Montebello	19	715.75	90	805.75
Pomona	17	50	120	170
El Monte	2	0	30	30
Total	**38**	**765.75**	**240**	**1,005.75**

Perhaps not surprisingly, a greater number of credits were recovered for students in upper grades (see Figure 18).

Figure 18. Total credits recovered by grade level, program youth only

Grade	Montebello	Pomona	El Monte
Ninth	15.75	25.0	0.0
Tenth	75.0	10.0	0.0
Eleventh	235.0	65.0	10.0
Twelfth	480.0	70.0	20.0
Total	**805.75**	**170.0**	**30.0**

Credits Earned

In order for youth to graduate from high school, they must have completed a certain number of credits by twelfth grade. On average, comparison youth earned more credits by grade level (see Figure 19). Although not statistically significant, comparison twelfth graders, on average, had more credits earned (182.60) than program youth (168.68).

Figure 19. Credits earned by grade, program youth versus comparison youth

Grade	Program			Comparison			t-value
	N	Range	M	N	Range	M	
Ninth	33	0-75	43.05	24	20-70	49.27	1.2960
Tenth	32	0-135	87.03	11	5-140	96.82	.6961
Eleventh	30	0-230	137.85	19	40-228	143.29	.3473
Twelfth	28	0-265	168.68	21	45-280	182.60	.6841

*Statistically significant at p<.05.

As previously mentioned, in order to graduate from high school, students must successfully complete a certain number of credits. In the Pomona Unified School District, a student must earn a total of 230 credits in order to graduate; however, in Montebello and El Monte districts, a student must earn 220 credits in order to graduate. As a result of this difference, only credits earned by El Monte and Montebello students were compared to each other; credits earned by Pomona students are reported separately.

On average, El Monte ninth and twelfth grade students had more credits earned compared to ninth and twelfth grade Montebello students (see Figure 20). El Monte is notably different from the other two school districts in that it only has three grade levels (tenth–twelfth) with students who have earned zero credits. For Montebello, this occurred in the ninth grade and, for Pomona, this did not occur for any grade.

Figure 20. Credits earned by grade, El Monte versus Montebello program youth only

Grade	El Monte			Montebello			*t*-value
	N	Range	M	N	Range	M	
Ninth	7	15-75	50.71	18	0-65	36.71	.4580
Tenth	9	0-115	65.00	16	40-130	89.69	.5082
Eleventh	10	0-205	115.50	9	90-185	142.22	.3754
Twelfth	8	0-265	157.25	13	50-220	141.69	.1291

*Statistically significant at p<.05

Pomona students had a large range of credits earned across grades. Twelfth graders in Pomona have a higher average number of credits needed to graduate. Also, Pomona twelfth graders have a higher average number of credits (that exceeds the number needed for graduation) than do the comparison students (whose average is below the required number of credits needed for graduation). See Figure 21.

Figure 21. Credits earned by grade, Pomona program youth only

Grade	Pomona		
	N	Range	M
Ninth	8	10-70	50.63
Tenth	7	80-135	109.29
Eleventh	11	85-230	154.59
Twelfth	7	217-250	231.86

Suspensions 2009-2010

Program and comparison youth's suspension data were collected in order to compare differences between the groups. Since there were no comparison group youth in Montebello, data are provided for program youth only in that district. Each school district tracks suspension data differently, so analyses were run separately by district and are presented separately.

In Pomona, 16% of program youth and 26% of comparison youth experienced a suspension, although these differences were not statistically significant (see Figure 22). The 5 program youth experienced fewer suspension incidents (1.60 incidents), on average, than the 10 comparison youth (2.40 incidents). The same is true for the total number of days suspended per youth; on average, program youth experienced 4.75 days suspended compared to comparison youth who experienced an average of 5.80 days suspended. Due to small samples, tests for significant differences between the program and comparison youth on average number of per-student incidences and days suspended were not conducted.

Figure 22. Suspension incidents and days for the Pomona Unified School District

	Program (N=5)			Comparison (N=10)		
	Range	Mean	Total # of occurrences	Range	Mean	Total # of occurrences
Suspension incidents	1-3	1.60	8	1-7	2.40	24
Days suspended	3-7	4.75	19	1-18	5.80	58

As shown in Figure 23, in Montebello, 9 program youth were suspended during the school year, with a per-student average of 3.67 days suspended.

Figure 23. Suspension days for the Montebello Unified School District

	Program (N=9)		
	Range	Mean	Total # of occurrences
Days suspended	1-9	3.67	33

A total of 4 program youth (12%) were suspended during the school year in El Monte; there were no suspensions for comparison youth in El Monte (see Figure 24). There was an average of 3.75 incidents per student for program youth.

Figure 24. Suspensions incidents for the El Monte School District

	Program (N=4)		
	Range	Mean	Total # of occurrences
Suspension incidents	2-6	3.75	15

Attendance 2009-2010

Attendance data were collected in order to examine differences between program and comparison youth. Due to data match limitations across districts, only Pomona allows for examination of differences between program and comparison groups. Since there were no comparison youth in Montebello, data are provided for program youth only in this district. Attendance for El Monte also presented some limitations for analyses as data for program and comparison youth were not tracked in the same manner. Each school district tracks attendance differently, so the analyses conducted are displayed separately for Pomona and Montebello.

Approximately three quarters (78% or 25 of 33) of Pomona program youth had unexcused absences compared to 95% (36 of 38) of comparison youth, although this difference was not statistically significant. As shown in Figure 25, while also not statistically significant, Pomona program youth had fewer *excused* absences by period (2,996) than the comparison youth (3,060). They also had fewer *unexcused* absences by period (1,239) than the comparison youth (3,051), although, again, this difference was not statistically significant. Differences in the mean number of excused and unexcused periods per youth with absences were significant. Among youth with

unexcused and excused absences, respectively, program youth had a significantly lower mean number of unexcused periods and a significantly higher mean number of excused periods than comparison youth.

Figure 25. Attendance by period, Pomona

	Program				Comparison				
	Total #	Range	Mean	N	Total #	Range	Mean	N	*t*-value
Unexcused absences	1,239	4-237	49.56	25	3,051	2-371	84.75	36	2.558*
Excused absences	2,996	16-534	96.65	31	3,060	3-266	80.53	38	2.018*

*Statistically significant at p<.05

In Montebello, 84% (47 of 56 students) of the program youth had absences with a lower average number of days per youth absent than the Pomona program youth. In addition, 19% of program youth in Montebello had truancies. See Figure 26.

Figure 26. Attendance and truancy by day, Montebello

	Program		
	Total #	Range	Mean
Days absent (N=47)	586	1-45	12.47
Days truant (N=11)	57	1-28	5.18

Graduation Rates for Seniors

Among the youth included in the evaluation in the 2009-2010 academic year, there were a total of 49 seniors. Of those 49 seniors, 28 were program youth and 21 were comparison group youth. Of the 28 program seniors, 53.6% successfully graduated from high school within the 2009-2010 academic year. However, significantly fewer comparison seniors graduated on time (19.0%). See Figure 27.

Figure 27. Graduation rates for seniors identified in 2009-2010

	N	%
Program*	15	53.6
Comparison	4	19.0

Note: An additional program youth graduated after June 30, 2010, but was not included in these graduation rates.
*Statistically significant at p<.05.

d. Among those program students who graduated, how many enrolled in college? Of those, how many students enrolled in college who had not previously considered it? Among those program students who graduated, how many secured employment within 3 months?

Of the 18 program youth who graduated in the 2008-09 academic year, 12 youth responded to a graduate follow-up survey that asked about college enrollment and employment status. Of the 15

program youth who graduated in the 2009-2010 academic year, 13 responded to the survey. Of the 12 2008-09 youth, 66.7% enrolled in college; of the 13 2009-2010 youth, 61.5% enrolled in college (see Figure 28).

Figure 28. Enrollment in college after graduation, 2009 and 2010 graduates

	2009 Graduates (N=12)		2010 Graduates (N=13)	
	%	N	%	N
Yes	66.7	8	61.5	8
No	33.3	4	38.5	5

Note: One 2010 graduate did not answer this question.

For those 2009 and 2010 graduates who that did not enroll in college after graduation, the following reasons were identified:

- Entered the military (N=2)
- Not interested in college at the time (N=2)
- Did not follow through on requirements for enrollment in college classes (N=2)
- Lack of resources such as tuition fees (N=1)
- Waiting for transitional housing (N=1)
- Attended a trade school (N=1)

Of those 2009 graduates who enrolled in college (N=8), 2 students had not previously considered attending college as reported in their education case plan. Of the 2010 graduates who did attend college (N=8), 5 students had not previously considered attending college as identified in their education case plan.

Of the 2009 graduates, 5 of the 12 secured employment within three months of graduation. Of the 2010 graduates, 3 of the 14 secured employment. See Figure 29.

Figure 29. Secured employment within 3 months of graduation, 2009 and 2010 graduates

	2009 Graduates (N=10)		2010 Graduates (N=14)	
	%	N	%	N
Yes	50.0	5	21.4	3
No	50.0	5	78.6	11

Note: 2 of the 2009 graduates did not provide data for this question.

In summary, of the 2009 surveys that were completed (N=12), 8 program graduates are attending college, 5 secured employment (3 of whom are also attending college), 1 joined the military, and 1 outcome is unknown. Of the 2010 graduates who completed surveys (N=13), 8 enrolled in college, 1 enrolled in trade school, 3 secured employment (1 of whom is also attending college), and 3 reported neither college enrollment nor employment.

e. Were there differences in educational outcomes for subgroups of interest (e.g., differences by gender, English language learner status, and ethnicity)?

Analyses were conducted to examine if differences existed among subgroups in the attainment of educational outcomes. Analyses indicated few statistically significant differences in educational outcomes (changes in GPA for all subjects combined, math grades, or ELA grades) by demographic factors (including gender, ethnicity, and ELL). Analysis was impeded by the small sample sizes when the program participants were broken down by gender and ethnicity as the sample sizes were extremely unequal, particularly with respect to ethnicity (92% were Latino). One significant difference was seen for female participants' grades, where there was a significant decrease from Spring 2009 to Spring 2010 in math GPA. As shown in Figure 30, female student GPAs also declined in ELA and overall GPA, but these changes were not statistically significant. Male students had slight, non-significant decreases in ELA and math GPAs and non-significant increases in overall GPA.

Figure 30. Program participants and change in grades by gender (Spring 2009 – Spring 2010), Mean

	ELA GPA		Math GPA		Overall GPA	
	2009	**2010**	**2009**	**2010**	**2009**	**2010**
Male	1.55 (N=26)	1.45 (N=38)	1.45 (N=25)	1.12 (N=31)	1.71 (N=28)	1.85 (N=38)
t-value	.3197		.999		.56	
Female	1.91 (N=56)	1.65 (N=62)	1.67 (N=52)	1.16 (N=55)	2.01 (N=56)	1.83 (N=64)
t-value	1.0717		2.1222*		1.1539	

*Statistically significant at p<.05.

As displayed in Figure 31, a statistically significant decline in math GPAs for Latino and African American program students from Spring 2009 to Spring 2010 was observed.

Figure 31. Program participants and change in grades by ethnicity (Spring 2009 – Spring 2010), Mean

	ELA GPA		Math GPA		Overall GPA	
	2009	**2010**	**2009**	**2010**	**2009**	**2010**
Latino/ Hispanic	1.76 (N=76)	1.53 (N=91)	1.48 (N=71)	1.06 (N=77)	1.88 (N=78)	1.80 (N=93)
t-value	1.1358		2.1134*		.5606	
African American	2.42 (N=5)	1.93 (N=8)	3.00 (N=5)	1.63 (N=8)	2.38 (N=5)	2.23 (N=8)
t-value	.7875		2.4417*		.5273	
White/ Caucasian	2.00 (N=1)	2.70 (N=1)	2.70 (N=1)	3.70 (N=1)	1.85 (N=1)	2.58 (N=1)
t-value	--		--		--	

*Statistically significant at p<.05.

Comparison youth saw similar declines in grades as program participants. However, African American comparison youth did see an increase, although not significant, from Spring 2009 to Spring 2010 in their ELA GPA (see Figure 32).

Figure 32. Comparison youth and change in grades by ethnicity (Spring 2009 – Spring 2010), Mean

	ELA GPA		Math GPA		Overall GPA	
	2009	**2010**	**2009**	**2010**	**2009**	**2010**
Latino/ Hispanic	1.60 (N=28)	1.43 (N=48)	1.52 (N=25)	1.15 (N=43)	1.87 (N=29)	1.68 (N=49)
t-value	.5088		1.1054		.1587	
African American	1.51 (N=8)	2.08 (N=14)	1.67 (N=9)	1.41 (N=14)	1.93 (N=9)	1.84 (N=15)
t-value	-.9107		.4580		.1840	
White/ Caucasian	3.15 (N=2)	2.10 (N=4)	2.50 (N-2)	1.93 (N=4)	2.87 (N=2)	2.44 (N=4)
t-value	.8256		.6286		.6860	
Asian/Pacific Islander	1.93 (N=6)	1.80 (N=6)	1.78 (N=6)	1.57 (N=6)	2.39 (N=6)	2.34 (N=6)
t-value	.2000		.2910		.1196	

*Statistically significant at p<.05.

A statistically significant decrease in math GPAs was observed for program youth with ELD classes but who had not met the criteria to exit ELL status from Spring 2009 to Spring 2010 (see Figure 33).

Figure 33. Program participants and change in grades by English learner status (Spring 2009 – Spring 2010), Mean

	ELA GPA		Math GPA		Overall GPA	
	2009	**2010**	**2009**	**2010**	**2009**	**2010**
English-only	1.58 (N=36)	1.47 (N=54)	1.69 (N=33)	1.18 (N=48)	1.82 (N=37)	1.73 (N=54)
t-value	.4109		1.7434		.4549	
Redesign Fluent English Proficient	2.11 (N=14)	1.51 (N=15)	1.77 (N=13)	1.00 (N=13)	2.27 (N=15)	1.88 (N=16)
t-value	1.1851		1.5974		1.2096	
English Language Development Level 1-4	2.11 (N=15)	1.48 (N=19)	.98 (N=15)	1.02 (N=18)	1.71 (N=15)	1.77 (N=20)
t-value	1.362		.0975		.1975	
Youth doesn't have ELD classes but has not met the criteria to exit ELL status	1.18 (N=4)	1.50 (N=4)	2.33 (N=4)	.67 (N=3)	2.14 (N=4)	1.54 (N=4)
t-value	.3588		2.5055*		1.5556	

*Statistically significant at p<.05.

Comparison youth also experienced similar decreases in GPAs as program participants; however, none were significant. Comparison youth did show increases in GPAs, although none were

significant. More specifically, those comparison youth who spoke English only saw an increase in their ELA GPA. In addition, those who were Redesign Fluent English Proficient and English Development Levels 1-4 also experienced increases in their math GPAs (see Figure 34).

Figure 34. Comparison youth and change in grades by English learner status (Spring 2009 – Spring 2010), Mean

	ELA GPA		Math GPA		Overall GPA	
	2009	**2010**	**2009**	**2010**	**2009**	**2010**
English-only	1.61 (N=15)	1.76 (N=28)	1.69 (N=16)	1.49 (N=26)	1.86 (N=16)	1.81 (N=29)
t-value	-.3291		.4484		.1391	
Redesign Fluent English Proficient	3.08 (N=4)	2.00 (N=4)	1.58 (N=4)	1.60 (N=4)	2.27 (N=4)	2.11 (N=4)
t-value	1.4489		-.0238		.3913	
English Language Development Level 1-4	2.50 (N=2)	1.48 (N=5)	2.00 (N=2)	2.14 (N=5)	3.22 (N=3)	2.09 (N=5)
t-value	.6030		-.0684		1.2499	

*Statistically significant at p<.05.

As shown in Figure 35, among the program students, a statistically significant decrease was seen in math GPA for Latina students and for male African American students. However, program students did experience slight non-significant increases in GPAs. More specifically, Latinos experienced a slight increase in their overall GPA and African American males experienced a slight increase in their ELA GPAs. For many of the subgroups, the sample sizes were too small for significance testing.

Figure 35. Program participants and change in grades by gender and ethnicity (Spring 2009 – Spring 2010), Mean

	ELA GPA				Math GPA				Overall GPA			
	Male		**Female**		**Male**		**Female**		**Male**		**Female**	
	2009	**2010**	**2009**	**2010**	**2009**	**2010**	**2009**	**2010**	**2009**	**2010**	**2009**	**2010**
Latino/ Hispanic	1.53 (N=24)	1.36 (N=33)	1.86 (N=52)	1.63 (N=58)	1.27 (N=23)	1.10 (N=26)	1.59 (N=48)	1.05 (N=51)	1.64 (N=26)	1.78 (N=33)	1.99 (N=52)	1.80 (N=60)
t-value	.515		.8994		.5467		2.2014*		.5187		1.1512	
African American	1.85 (N=2)	2.00 (N=5)	2.80 (N=3)	1.80 (N=3)	3.50 (N=2)	1.20 (N=5)	2.67 (N=3)	2.33 (N=3)	2.58 (N=2)	2.28 (N=5)	2.25 (N=3)	2.16 (N=3)
t-value	.1381		1.3056		2.6701*		.5729		.666		.2065	
White/ Caucasian	--	--	2.00 (N=1)	2.70 (N=1)	--	--	2.70 (N=1)	3.70 (N=1)	--	--	1.85 (N=1)	2.58 (N=1)
t-value	--		--		--		--		--		--	

*Statistically significant at p<.05.

As seen in Figure 36, comparison subgroups also experienced decreases in GPAs although none were significant. However, certain subgroups experienced non-significant increases in GPAs. In particular, there were slight increases in ELA GPAs for African American males and Asian/Pacific Islander females. There were also slight increases in math GPAs for Latino and African American

males. Latinas and African American females also experienced a slight increase in their overall GPAs. For many of the subgroups, the sample sizes were too small for significance testing.

Figure 36. Comparison youth and change in grades by gender and ethnicity (Spring 2009 – Spring 2010), Mean

	ELA GPA				Math GPA				Overall GPA			
	Male		Female		Male		Female		Male		Female	
	2009	2010	2009	2010	2009	2010	2009	2010	2009	2010	2009	2010
Latino/ Hispanic	1.52 (N=9)	1.26 (N=18)	1.64 (N=19)	1.52 (N-30)	1.04 (N=9)	1.09 (N=17)	1.79 (N=16)	1.19 (N=26)	1.98 (N=10)	1.50 (N=18)	1.81 (N=19)	1.79 (N=31)
t-value	.4008		.3014		-.0923		1.4241		.9914		.0778	
African American	1.34 (N=5)	2.14 (N=7)	1.80 (N=3)	2.01 (N=7)	1.40 (N=5)	2.01 (N=7)	2.00 (N=4)	.81 (N=7)	1.84 (N=5)	2.08 (N=7)	2.04 (N=4)	1.63 (N=8)
t-value	-.8280		-.2718		-.8505		1.3217		-.3270		.5927	
White/ Caucasian	2.30 (N=1)	1.85 (N=2)	4.00 (N=1)	2.35 (N=2)	2.00 (N=1)	1.00 (N=2)	3.00 (N=1)	2.85 (N=2)	2.91 (N-1)	2.37 (N=2)	2.83 (N=1)	2.51 (N=2)
t-value	--		--		--		--		--		--	
Asian/ Pacific Islander	2.30 (N=1)	.70 (N=1)	1.86 (N=5)	2.02 (N=5)	.00 (N=1)	2.00 (N=1)	2.14 (N=5)	1.48 (N=5)	1.43 (N=1)	1.68 (N=1)	2.58 (N=5)	2.47 (N=5)
t-value	--		-.2152		--		.8674		--		.2580	

*Statistically significant at p<.05.

As shown in Figure 37, no statistically significant differences were found for change in grades by gender and English learner status examined together. There were slight increases within certain subgroups that were non-significant. More specifically, males who were Redesign Fluent English Proficient saw an increase in their ELA GPA. Also, males who were English Development Levels 1-4 saw an in cease in their math GPA. Lastly, males who were English-only, Redesign Fluent English Proficient, and English Language Development Levels 1-4 saw a slight increase in their overall GPAs.

Figure 37. Program participants change in grades by gender and English learner status (Spring 2009 – Spring 2010), Mean

	ELA GPA				Math GPA				Overall GPA			
	Male		Female		Male		Female		Male		Female	
	2009	2010	2009	2010	2009	2010	2009	2010	2009	2010	2009	2010
English-only	1.41 (N=14)	1.28 (N=24)	1.69 (N=22)	1.63 (N=30)	1.46 (N=13)	0.98 (N=18)	1.84 (N=20)	1.31 (N=27)	1.52 (N=15)	1.71 (N=24)	2.02 (N=22)	1.75 (N=30)
t-value	.3135		.1698		1.0014		1.3617		.574		1.1209	
Redesign Fluent English Proficient	1.83 (N=4)	2.18 (N=4)	2.23 (N=10)	1.27 (N=11)	2.00 (N=4)	1.77 (N=3)	1.67 (N=9)	0.77 (N=10)	2.20 (N=5)	2.60 (N=4)	2.31 (N=10)	1.64 (N=12)
t-value	.4304		1.5273		.264		1.5502		.9478		1.659	

	ELA GPA				Math GPA				Overall GPA			
	Male		Female		Male		Female		Male		Female	
	2009	2010	2009	2010	2009	2010	2009	2010	2009	2010	2009	2010
English Language Development Level 1-4	1.75 (N=4)	1.50 (N=8)	2.25 (N=11)	1.46 (N=11)	0.50 (N=4)	0.93 (N=8)	1.15 (N=11)	1.10 (N=10)	1.43 (N=4)	1.72 (N=8)	1.82 (N=11)	1.80 (N=12)
t-value	.2708		1.20114		.9799		.083		.3913		.0662	
Youth doesn't have ELD classes but has not met the criteria to exit ELL status	1.70 (N=1)	1.30 (N=1)	1.00 (N=3)	1.57 (N=3)	2.00 (N=1)	0.00 (N=1)	2.43 (N=3)	1.00 (N=2)	2.62 (N=1)	1.60 (N=1)	1.98 (N=3)	1.51 (N=3)
t-value	--		.4622		--		1.2701		--		.9488	

*Statistically significant at p<.05.

Unlike program students, comparison youth did experience significant decreases (see Figure 38). These were significant decreases for females who were Redesign Fluent English Proficient and males were Language Development Levels 1-4. However, like the program students, comparison youth also experienced non-significant increases in GPAs. There were slight increases in ELA and math GPAs for males who spoke English only. There were also slight increases in overall GPAs for males who spoke English only and were Redesign Fluent English Proficient. For many of the subgroups, the sample sizes were too small for significance testing.

Figure 38. Comparison youth change in grades by gender and English learner status (Spring 2009 – Spring 2010), Mean

	ELA GPA				Math GPA				Overall GPA			
	Male		Female		Male		Female		Male		Female	
	2009	2010	2009	2010	2009	2010	2009	2010	2009	2010	2009	2010
English-only	.93 (N=8)	1.75 (N=13)	2.40 (N=7)	1.78 (N=15)	1.13 (N=8)	1.76 (N=12)	2.25 (N=8)	1.26 (N=14)	1.52 (N=8)	1.80 (N=13)	2.20 (N=8)	1.82 (N=16)
t-value	-1.4200		.6097		-1.1221		1.5122		-.5416		.7394	
Redesign Fluent English Proficient	4.00 (N=1)	3.00 (N=1)	2.77 (N=3)	1.67 (N=3)	.00 (N=1)	2.00 (N=1)	2.10 (N=3)	1.47 (N=3)	1.48 (N=1)	2.43 (N=1)	2.53 (N=3)	1.00 (N=3)
t-value	--		1.3158		--		.6911		--		3.679*	
English Language Development Level 1-4	2.50 (N=2)	.23 (N=3)	--	3.35 (N=2)	2.00 (N=2)	1.57 (N=3)	--	3.00 (N=2)	3.22 (N=3)	1.34 (N=3)	--	3.22 (N=2)
t-value	1.4954		--		.2101		--		2.4182*		--	

*Statistically significant at p<.05.

f. Did time spent enrolled in the program contribute to gains in grades for all students? Did these gains vary for students based on certain characteristics?

For all Year 2 program participants, there were no positive statistically significant differences in educational outcomes (changes in GPA for all subjects combined, math grade, or ELA grade) by number of days in the program and for continuing vs. first-year program participants (see Figure 39). However, there was a significant decrease for first-year program participants in their ELA grade ($p < .019$).

Figure 39. Educational outcomes for first-year and continuing program participants (Spring 2009 – Spring 2010), Mean

	First-Year		Continuing	
	2009	**2010**	**2009**	**2010**
ELA GPA	1.90 (N=59)	1.52 (N=80)	1.54 (N=23)	1.79 (N=20)
t-value	.019*		.708	
Math GPA	1.51 (N=55)	1.07 (N=71)	1.82 (N=22)	1.53 (N=15)
t-value	.288		.506	
Overall GPA	1.93 (N=60)	1.79 (N=82)	1.85 (N=24)	2.04 (N=20)
t-value	.320		.526	

*Statistically significant at $p < .05$.

For program participants who held an ELL status, there were no statistically significant educational outcomes (changes in GPA for all subjects combined, math grade, or ELA grade). See Figure 40.

Figure 40. Educational outcomes for first-year and continuing program participants by ELL status (Spring 2009 – Spring 2010), Mean

	ELA GPA				Math GPA				Overall GPA			
	First-Year		Continuing		First-Year		Continuing		First-Year		Continuing	
	2009	**2010**	**2009**	**2010**	**2009**	**2010**	**2009**	**2010**	**2009**	**2010**	**2009**	**2010**
English-only	1.62 (N=22)	1.42 (N=40)	1.51 (N=14)	1.62 (N=14)	1.54 (N=20)	1.09 (N=35)	1.92 (N=13)	1.50 (N=10)	1.86 (N=23)	1.67 (N=40)	1.75 (N=14)	1.92 (N=14)
t-value	.604		.2281		1.256		1.043		.774		.4883	
Redesign Fluent English Proficient	2.12 (N=13)	1.41 (N=14)	2.00 (N=1)	3.00 (N=1)	1.69 (N=12)	1.00 (N=13)	2.70 (N=1)	--	2.31 (N=13)	1.79 (N=15)	1.99 (N=2)	3.27 (N=1)
t-value	1.3341		--		1.3911		--		1.5281		--	
English Language Development Level 1-4	1.95 (N=13)	1.48 (N=17)	3.15 (N=2)	1.50 (N=2)	1.13 (N=13)	0.90 (N=19)	0.00 (N=2)	2.00 (N=2)	1.59 (N=13)	1.75 (N=18)	2.50 (N=2)	1.95 (N=2)
t-value	.9382		1.3158		.5584		--		.4863		.8186	

	ELA GPA				Math GPA				Overall GPA			
	First-Year		Continuing		First-Year		Continuing		First-Year		Continuing	
	2009	2010	2009	2010	2009	2010	2009	2010	2009	2010	2009	2010
Youth doesn't have ELD classes but has not met the criteria to exit ELL status	2.35 (N=2)	1.00 (N=2)	0.00 (N=2)	2.00 (N=2)	2.00 (N=2)	0.00 (N=1)	2.65 (N=2)	1.00 (N=2)	2.56 (N=2)	1.27 (N=2)	1.72 (N=2)	1.81 (N=2)
t-value	1.8858		--		--		1.3834		3.7904		.1707	

*Statistically significant at p<.05.

By gender, there were no positive statistical differences between first-year and continuing program participants. There was a statistically significant decrease for first-year female students' math GPAs (*t*=2.0804). In 2009, the first-year female students' mean math GPA was 1.59, and, in 2010, it decreased to 1.02 (see Figure 41).

Figure 41. Program participants change in grade for first-year and continuing youth (Spring 2009 – Spring 2010), by gender

	First-Year				Continuing			
	Male		Female		Male		Female	
	2009	2010	2009	2010	2009	2010	2009	2010
ELA GPA	1.46 (N=16)	1.41 (N=29)	2.06 (N=43)	1.59 (N=51)	1.70 (N=10)	1.56 (N=9)	1.42 (N=13)	1.97 (N=11)
t-value	.1338		1.7121		.2246		1.086	
Math GPA	1.31 (N=15)	1.14 (N=26)	1.59 (N=40)	1.02 (N=45)	1.67 (N=10)	1.00 (N=5)	1.94 (N=12)	1.80 (N=10)
t-value	.4486		2.0804*		.8426		.2983	
Overall GPA	1.62 (N=17)	1.79 (N=29)	2.05 (N=43)	1.79 (N=53)	1.85 (N=11)	2.04 (N=9)	1.85 (N=13)	2.03 (N=11)
t-value	.5412		1.4451		.4327		.5813	

*Statistically significant at p<.05.

In addition, there was also a statistically significant decrease in math GPA for first-year Latino students (*t*=2.1363) (see Figure 42).

Figure 42. Program participants and educational outcomes for first- year and continuing youth (Spring 2009 – Spring 2010), by ethnicity

	ELA GPA				Math GPA				Overall GPA			
	First-Year		Continuing		First-Year		Continuing		First-Year		Continuing	
	2009	2010	2009	2010	2009	2010	2009	2010	2009	2010	2009	2010
Latino/ Hispanic	1.90 (N=57)	1.46 (N=75)	1.33 (N=19)	1.88 (N=16)	1.48 (N=53)	1.00 (N=66)	1.50 (N=18)	1.45 (N=11)	1.94 (N=58)	1.75 (N=77)	1.70 (N=20)	2.02 (N=16)
t-value	1.9115		1.3125		2.1363*		.111		1.1563		.5028	
African American	2.00 (N=1)	2.43 (N=4)	2.53 (N=4)	1.43 (N=4)	2.00 (N=1)	1.50 (N=4)	3.25 (N=4)	1.75 (N=4)	1.50 (N=1)	2.34 (N=4)	2.60 (N=4)	2.13 (N=4)
t-value	--		1.174		--		2.0735		--		1.2988	

	ELA GPA				Math GPA				Overall GPA			
	First-Year		Continuing		First-Year		Continuing		First-Year		Continuing	
	2009	2010	2009	2010	2009	2010	2009	2010	2009	2010	2009	2010
White/ Caucasian	2.00 (N=1)	2.70 (N=1)	--	--	2.70 (N=1)	3.70 (N=1)	--	--	1.85 (N=1)	2.58 (N=1)	--	--
t-value	--		--		--		--		--		--	

*Statistically significant at p<.05.

g. What were the longer-term educational outcomes for students enrolled in the program for two academic years compared to the comparison group students tracked for the same two academic years?

This analysis was not conducted because no comparison group students were tracked for the same two academic years.

h. How did changes in educational outcomes for students in their second year of the program compare to those for students enrolled in their first year?

Changes in GPAs, program versus comparison
Changes in GPA for all subjects combined, math grades, or ELA grades from Spring 2009 to Spring 2010 were not statistically significant (p < .05) between those who had been in the program for two years (continuing youth) and those who participated only in Year 2 (first-year youth). However, continuing youth as a group did show higher but non-significant increases in two educational outcomes: ELA GPA and overall GPA. (Please refer to research question c.) Program females who were first-year youth had a significant decrease in math grades (see Figure 43).

Figure 43. Program participants change in grade for first-year and continuing youth (Spring 2009 – Spring 2010), by gender

	First-Year				Continuing			
	Male		Female		Male		Female	
	2009	2010	2009	2010	2009	2010	2009	2010
ELA GPA	1.46 (N=16)	1.41 (N=29)	2.06 (N=43)	1.59 (N=51)	1.70 (N=10)	1.56 (N=9)	1.42 (N=13)	1.97 (N=11)
t-value	.1338		1.7121		.2246		1.086	
Math GPA	1.31 (N=15)	1.14 (N=26)	1.59 (N=40)	1.02 (N=45)	1.67 (N=10)	1.00 (N=5)	1.94 (N=12)	1.80 (N=10)
t-value	.4486		2.0804*		.8426		.2983	
Overall GPA	1.62 (N=17)	1.79 (N=29)	2.05 (N=43)	1.79 (N=53)	1.85 (N=11)	2.04 (N=9)	1.85 (N=13)	2.03 (N=11)
t-value	.5412		1.4451		.4327		.5813	

*Statistically significant at t>=1.960, cl<=95%, p<.05.

Credits earned

Continuing youth, on average, had a greater number of credits earned than those students in the program for only one year (first-year). The largest observed difference in credits earned were among tenth graders followed by eleventh graders, though none of the differences in credits recovered by first-year or continuing youth were statistically significant (see Figure 44).

Figure 44. Credits earned by program youth by grade level and length in program

Grade	First-Year			Continuing			t-value
	N	Range	M	N	Range	M	
Ninth	33	0-75	43.05	--	--	--	--
Tenth	26	0-130	83.27	6	70-135	103.33	1.3502
Eleventh	25	0-230	134.02	5	115-185	157.00	.9618
Twelfth	15	0-265	158.13	13	50-250	180.85	.772

*Statistically significant at p < .05

i. What were the differences between Year 1 educational outcomes in Pomona and Montebello and Year 1 educational outcomes in El Monte? (i.e., were there differences in Year 1 educational outcomes for students with case-carrying social workers in El Monte versus non-case-carrying social workers in Montebello and Pomona?)

Changes in GPA, math grades, or ELA grades from Spring 2009 to Spring 2010 were not significant for either program model.

Figure 45. Spring semester 2009-2010 program grades by program model and change in grades by program model (independent group *t*-test)

	Non-Case-Carrying	Case-Carrying
	2010	2010
ELA GPA	1.59 (N=72)	1.52 (N=27)
t-value	1.0797	
Math GPA	1.18 (N=65)	1.07 (N=20)
t-value	.349	
Overall GPA	1.87 (N=72)	1.74 (N=29)
t-value	.652	

*Statistically significant at t>=1.960, cl<=95%, p<.05

j. Were there differences in placement rates (reunification, number of placement changes) for students in the program versus the comparison group? How did this relate to service receipt and educational outcomes?

Reunification

For youth who were not already living at home, a greater percentage of program youth were reunified with their families (43.0%) during the school year compared to the comparison youth

(23.3%) for whom reunification data were available, though this difference was not statistically significant. When looking at reunification relative to enrollment in the program, which is a more accurate way to examine program associations, 29 of the 67 program youth reunified (43.3%) during the school year compared to 13 of 56 (23.2%) comparison youth during the same school year. Comparison group youth, by definition, did not enroll in the program, and thus, it is not possible to provide breakdowns of reunification relative to program enrollment within the school year. However, of the program youth who were reunified during the school year, 20 of the 29 (69.0%) were reunified while enrolled in the program. See Figure 46.

Figure 46. Reunification rates, program youth versus comparison youth

	Program (N=67)		Comparison (N=56)	
	%	N	%	N
Reunified during school year	43.3	29	23.2	13
Reunified during program enrollment	69.0	20	NA	NA
Reunified during program year prior to program enrollment	31.0	9	NA	NA
Not reunified	46.3	31	69.6	39
Unknown to DCFS	10.5	7	7.1	4

*Statistically significant at p < .05

Note: Unknown to DCFS – DCFS doesn't know if youth is placed with parents, etc. This could be an issue with the DCFS database and labeling or in capturing data in the database.

No differences in reunification rates between comparison and program youth were statistically significant.

Placement changes

A statistically larger (p<.000) percentage of comparison youth (90%) (36 of 40) for whom data were available experienced placement changes compared to 45% of the program youth (44 of 94). It is important to note that 24% and 42% of the placement data are missing for the program and comparison groups, respectively. Given this high percentage of missing data, these estimates should be interpreted with caution. The average number of placement changes between the two groups for youth who experienced them was similar and not statistically different (see Figure 47).

Figure 47. Number of placements, program youth versus comparison youth

	Number of Youth with Placement Changes	% of Youth WITH Placement Changes	Total Number of Placement Changes	Range	Mean Number of Placement Changes for Those with Placement Changes	*t*-value
Program (N=94)*	44	45%	146	1-9	3.32	.000*
Comparison (N=40)	36	90%	111	1-13	3.08	

*Statistically significant at p < .05

Placement rates, program services, and educational outcomes
Additional analyses were conducted to examine whether there was a relationship among placement rates, program service receipt, and educational outcomes for program youth. Reunification was significantly correlated with receipt of several services. Those who were reunified were more likely to have received CYFC tutoring at least once ($r=.301$, $p<.05$). Those who were not reunified were more likely to have received other tutoring ($r=-.540$, $p<.001$); academic/career counseling from DCFS ($r=-334$, $p<.01$); weekly grade checks ($r=-.282$, $p< .05$), and study skills ($r=-.265$, $p<.05$) one or more times. Among program youth, we found a positive, significant correlation between the number of placement changes and the likelihood of receiving other tutoring from DCFS ($r=.513$, $p<.001$) and credit recovery courses at least once ($r=.369$, $p<.05$).

There were no statistically significant associations between the educational outcomes (changes in GPA for all subjects combined, ELA grades, and math grades) for youth who were reunified.

k. Was there a relationship between type and/or amount of service receipt and educational outcomes?

Among first-year and continuing youth, there were no statistically significant associations between the types of services received and educational outcomes (changes in GPA for all subjects combined, ELA grades, and math grades). As stated previously, the *number of services* indicates the number of services received by a youth at least once, not actual dosage of each service type. A possible confounder might be that those students who received services might have had greater academic needs.

B. Qualitative Results

For the qualitative component of the evaluation, a total of 29 of the 123 program youth were interviewed. The demographic information for this subsample of the program youth study sample is described in Figure 48. The interviewed youth were mostly female: 76%. The average (mean) age was 16.79 as of June 2010, ranging between 16.6 and 18.7. Most youth were Latino/Hispanic (86.2%); the remainder of the interviewed youth was African American (13.8%).

Most of the youth attended regular school (96.6%), with 3.4% attending continuation school. Of the 29 program youth, 24.1% (N=7) were enrolled in special education. In addition, 41.4% of the youth were English-only speakers, while the remaining youth were at English Language Development levels 1-4 (21%) and Redesign Fluent English Proficient (14%). With regard to residential placement, the largest percentage of interviewed youth were permanently placed out of home (54%) or were receiving family maintenance at home (29%); the remainder were placed in family reunification out of home (11%), non-related legal guardian out of home (4%), or related legal guardian out of home (4%).

Compared to the total study sample of program youth, the interviewed subsample of program youth were similar in that there were more female youth, more Latino/Hispanic youth, and mostly English-only speakers, and most attended regular school. There was a difference in residential placement. The subsample had a higher percentage of youth permanently placed out of the home (53.6%) than the total study sample (35%). The total study sample also had a higher percentage of youth receiving family maintenance at home (37.4%) compared to the subsample (28.6%).

As previously noted, a total of 29 students were interviewed: 10 from Montebello, 10 from Pomona, and 9 from El Monte. Of the interviewed program youth, 10 continued in the program from the previous year and, therefore, received two years of GMFYEP services. The percentage of continuing youth in the subsample was higher (34.5%) than in the study sample (19.5%).

Figure 48. Demographic information for interviewed program youth (N=29)

	Program youth	
	%	**N**
Gender		
Male	24.1	7
Female	75.9	22
Ethnicity		
Latino/Hispanic	86.2	25
African American	13.8	4
White	0.0	0
Asian/Pacific Islander	0.0	0
American Indian	0.0	0
Other	0.0	0
Average age (in years)		16.79
Special education status	24.1	7
English language learner		
Youth doesn't have ELD classes but has not met the criteria to exit ELL status	10.3	3
English-only	41.4	12
EL1-EL4 English Language Development Level 1-4	20.7	6
RFEP Redesign Fluent English Proficient	17.2	5
FEP Fluent English Proficient	3.4	1
IFEP Initial Fluent English Proficient	3.4	1
Unknown/Missing*	3.4	1
School type		
Regular school	96.6	28
Adult school	0.0	0
Continuation school	3.4	1
Special program	0.0	0
Grade level		
Ninth	34.5	10
Tenth	17.2	5
Eleventh	20.7	6
Twelfth	27.6	8

*Data for 1 youth were not available for an unknown reason.

Throughout this qualitative results section, a summary of findings are highlighted in bold, with supporting data from the qualitative interviews following. As previously noted, all tables presented in the qualitative results section of the report refer to the written student survey. It should be noted that, on a case-by-case basis, some students' verbal responses during the interview sometimes directly contradicted their written responses. The verbal interview allowed for more in-depth explanation of the questions and, for some students, that clarity may have changed their response.

Prior to GMFYEP, interviewed program youth received limited educational and career planning.

To describe the extent to which youth served by DCFS received educational and career planning, students were asked to reflect on their experiences before working with their SBCSW during the 2009-2010 school year. All students, including program youth who were in their second program year, were explicitly asked to consider the time *before* working with their SBCSW, not just the previous academic year. Students' responses on the survey indicated that their DCFS social workers had asked about their educational performance and that students had done some educational and career planning. Forty-eight percent of students (N=14) also reported feeling "confident" or "very confident" in knowing where or how to get help with school or school work before participating in the program. Responses are represented in Figure 49 with means and frequencies reported.

Figure 49. Student report of educational and career planning prior to GMFYEP (student survey) (N=29)

	Before working with your school-based children's social worker:	Count					Mean
		Never (0)	Once (1)	A few times (2)	Monthly (3)	Weekly (4)	
1.	How often were you asked about your education by your [DCFS] social worker?	2	2	11	11	3	**2.38**
2.	How often did you do educational and career planning (like what happens at a core team meeting)?	6	5	16	2	0	**1.48**
		Not at all (0)	A little confident (1)	Somewhat confident (2)	Confident (3)	Very confident (4)	
3.	How confident were you in knowing where or how to get help with school or school work if you needed it?	0	7	8	10	4	**2.38**

However, when asked during the small group interview to describe any educational or career planning before enrollment in the GMFYEP, a slightly different picture emerged. Twenty-eight percent of the interviewed students (N=8) reported receiving no educational or career planning

from their DCFS social worker, school counselor, teachers, or caregivers before GMFYEP. Thirty-one percent of students (N=9) reported receiving educational and career planning from their school counselor "once in a while" while observing that planning with counselors mainly addressed the "classes you want to take." As one student noted, "I never talked to my high school counselor, only about what I wanted my class schedule to be, not my grades or anything." But two students reported that, as freshmen, "they do a four-year plan for you and ask what you want to do after" you graduate. Thirty-five percent of students (N=10) reported receiving planning periodically from their DCFS CSWs but noted that the interaction with these CSWs was often regarding completing Independent Living Plans (ILP) and less frequently specifically related to college or career planning. A few students (N=3) spoke with their caregivers about education and career plans, and noted college visitations and help with job applications. Student experience with educational and career planning before GMFYEP appears to have been inconsistent, with many students reporting that the planning they did receive was limited.

a: What were the successes and challenges of implementing the program in its second year at Montebello and Pomona and in its first year at El Monte Unified School Districts?

From the student perspective, there were no challenges or barriers to service receipt.

Students were asked to reflect on their experiences with their SBCSWs during the 2009-2010 school year, and to rate the extensiveness of their interaction with their SBCSWs and their satisfaction with this on the written survey. While the frequency of meetings varied considerably for students (from daily to three times total), 83% of students (N=24) reported satisfaction with the frequency of their meetings with their SBCSW, indicating that the number of meetings was "about right." See Figures 50 and 51.

Figure 50. Student report of frequency of meetings with their SBCSW (student survey) (N=29)

Count										Mean
Never (0)	Once (1)	Two times (2)	Three times (3)	Four times (4)	A few times a quarter (5)	Monthly (6)	Every week (7)	A few times a week (8)	Daily (9)	
0	0	0	1	3	7	11	2	3	2	5.93

Figure 51. Student report of opinion about the number of meetings with their SBCSW (student survey) (N=29)

Count					Mean
Non-existent (0)	Not enough at all (1)	Few and far between (2)	About right (3)	Too much (4)	
0	0	5	24	0	2.83

During the interview, students were asked if they had faced any challenges getting services or working with their SBCSW. All of the interviewed youth (N=29) answered "No" and reported no challenges. Students volunteered that their SBCSW was "very responsive. I got my help right away." Another gave an example: "She gets everything done quick. I'll email her and she'll have the answer in 5 minutes." Students also mentioned that their SBCSW provided them with an email address and cell phone number in addition to stopping by their houses and seeing them at school, and one observed that the SBCSW was "easy to connect with." When asked if anything had gotten in the way of receiving wanted help, again all of the interviewed youth (N=29) answered "No," indicating nothing had gotten in the way of them receiving services. None of the students gave an example of a barrier to service. A few students interviewed in the GMFYEP pilot year evaluation had identified staff turnover as a challenge to receiving services.[15] The interviewed youth for this evaluation study did not mention the persistence of these challenges in Year 2.

From the staff perspective, information and training were lacking for Year 1 staff.

Staff in all districts were asked to rate whether they had the information and training they needed at the program's start for the 2009-2010 school year. As previously stated, interviewed Year 1 staff (N=4) included two case-carrying SBCSWs and their supervising CSW from El Monte DCFS, and the responsible assistant superintendent of El Monte Union High School District. Interviewed Year 2 staff (N=6) (Montebello, Pomona, DCFS, CEO, and ECC) included both non-case-carrying SBCSWs from Montebello, the one non-case-carrying SBCSW from Pomona, the DCFS program director for GMFYEP, and two partners from the CEO and the ECC. Their responses are divided in Figure 52 to illustrate the difference between the responses from Year 1 and Year 2 staff, and the means and frequencies are reported.

With such a small sample (N=10), differences between groups should be interpreted with caution, and it should be noted that significance tests were not conducted. In general, Year 1 staff reported having less information, training, and resources than Year 2 staff, with lower calculated mean scores for all 4 questions. While there is always room for improvement, most Year 2 staff reported having "a lot" of the information, training, and resources they needed or being "fully informed/trained/resourced." The one exception was the "information needed to work with youth," with both Year 1 and Year 2 staff reporting lower ratings overall, though Year 2 still rated higher (mean=2.83) than Year 1 (mean=2.00). For all questions, the individual responses varied considerably.

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[15] Lyscha Marcynyszyn & Erin J. Maher, *Evaluation Brief: Los Angeles County First Supervisorial District Education Pilot Program Preliminary Findings*, Casey Family Programs, November 2009, unpublished manuscript.

Figure 52. Staff report on program start-up for 2009-2010 school year

		Count					Mean
		Not at all (0)	**A little (1)**	**Somewhat (2)**	**A lot (3)**	**Fully (4)**	
1.	To what extent did you have the information you needed to be a part of this program?						
	Year 1 Staff – El Monte (N=4)	0	1	2	0	1	2.25
	Year 2 Staff – Montebello and Pomona (N=6)	0	1	0	2	3	3.17
2.	To what extent did you have the information you needed to work with youth?						
	Year 1 Staff – El Monte (N=4)	1	0	2	0	1	2.00
	Year 2 Staff – Montebello and Pomona (N=6)	0	0	2	3	1	2.83
3.	To what extent did you have the training you needed?						
	Year 1 Staff – El Monte (N=4)	1	0	2	0	1	2.00
	Year 2 Staff – Montebello and Pomona (N=6)	0	0	1	1	4	3.50
4.	To what extent did you have the resources you needed?						
	Year 1 Staff – El Monte (N=4)	0	0	4	0	0	2.00
	Year 2 Staff – Montebello and Pomona (N=6)	0	0	1	4	1	3.00

Staff reported that relationships between families, DCFS, and school districts are key to successful program implementation.

When asked to describe what went smoothly or successfully at program start-up for the 2009-2010 school year in the El Monte school district, most of the staff from El Monte, who were launching the first year of the program in that district, said that the youth and parents were very receptive to the program. For example, one SBCSW remarked, "I did not expect for them to be happy to have me [their social worker] asking about grades, but they were happy." The assistant superintendent reported that the schools and the school district officials were eager to work with DCFS and were very pleased to have additional support for struggling students. The assistant principals of student services at each high school became the point-persons working in conjunction with the assistant superintendent. It was noted that the data match, identifying youth served by DCFS and sharing information between DCFS and the school district, was easy. This was very different from the initial implementation of the program during the previous school year in the Montebello and Pomona school districts. Part of this initial success may be attributed to the lessons learned from the first year of the program about how to approach and initially work with a new school district.

Staff from Montebello, Pomona, DCFS, and ECC who were in their second year of implementation, were also asked to describe what went smoothly or successfully at the program start. They all reported a much smoother and earlier start-up of the program for school year 2009-2010 compared to 2008-2009, noting that they could focus on student support sooner since staff were trained and in place, and the data match was completed in a more timely manner. One staff

member observed, "The continuing partnership with the school district staff helped with the successful start-up of Year 2."

One of the implementation recommendations from the Year 1 pilot evaluation was "Taking the time to build relationships with the school district is critical for program success."[16] Based on staff feedback, GMFYEP successfully implemented that recommendation by investing early in the relationships in El Monte through the strategies of introductory meetings and a teamwork approach with school staff, thus effectively building upon the foundation from the pilot year in Montebello and Pomona.

Lack of training, DCFS reporting structure, and case assignment policy hindered implementation with the case-carrying SBCSW model.

When asked about challenges encountered in starting up the program in the El Monte school district, all El Monte, DCFS, and ECC staff described a lack of training for the case-carrying SBCSWs in program delivery, including how to complete educational assessments and education case plans (see Figure 52).

As one SBCSW stated, "Nothing went smoothly. The County put the cart before the horses," and went on to express concern about the lack of training at the program's start. It was reported by several staff that El Monte SBCSWs had to go back and re-do many of the educational assessments and education case plans because of errors and misunderstandings. All DCFS and ECC supervising staff noted that there was a general lack of understanding that the educational assessments and education case plans needed to be completed quickly, and they attributed this to the fact that "staff were not directly reporting to the [GMFYEP] Program Director; having to work through other departmental supervisors made it difficult [for the GMFYEP Program Director] to give directives about what needed to be done and by when." One of the interviewed SBCSWs suggested that it would have been helpful to "shadow a current SBCSW to see what they do, and then start getting assigned cases." Both El Monte SBCSWs expressed frustration about not knowing how to complete the educational assessments and education case plans. As one SBCSW observed, "It was trial and error; I needed to learn the ideal way from someone. I wasn't trained in how the program was supposed to be delivered."

"In Year 2, the cooperating agencies have a clear understanding of each other's roles in helping our youth achieve academic success. In addition, the partnership is much stronger." – Program Staff

Another reason for the delay in program implementation was the unexpected time it took to get program staff in place; as one supervising staff noted, "We should have interviewed earlier in the summer; it took longer than anticipated." Additionally, since the SBCSWs in El Monte were also the case-carrying CSWs, there was difficulty in re-assigning their cases. As a DCFS supervising staff

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[16] Marcynyszyn & Maher, p. 37.

stated, there were "some internal restrictions that affected the timing of transferring cases; it was unavoidable." This was possibly an unforeseen challenge because of the different program model applied in El Monte (case-carrying vs. non-case-carrying SBCSWs).

El Monte, DCFS, and ECC staff reported using several strategies to address these challenges. Both El Monte SBCSWs reported asking students and parents for patience when re-doing assessments, and coming up with more manageable goals for the education case plans. DCFS staff reported meeting with DCFS administration to get additional personal trainings for SBCSWs as they transitioned to the program since formal training was delayed until March 2010. Additionally, once the program was up and running, a new challenge that SBCSWs encountered was the lack of awareness of school resources. Examples included a SBCSW not realizing that the "school district had a grant to pay for tutoring…the SBCSW wasn't aware students could retake a class if they didn't pass the benchmarks." As previously reported, training in program delivery, how to work with youth, and the availability of resources were all lacking for Year 1 staff.

To address this challenge, the assistant superintendent reported initiating monthly meetings for the assistant principals, SBCSWs, and the assistant superintendent to communicate direct support of the program and increase communication about available school resources, although it was unclear when these meetings began. She also mentioned allocating physical space at the district office for the SBCSWs, which she believed was viewed positively by the SBCSWs.

Identified Year 1 challenges in Montebello and Pomona were resolved in Year 2.

Year 2 staff were asked if the challenges identified in the Year 1 implementation were resolved. The answer was uniformly yes. As one staff member summarized, "The greatest challenges in Year 1 had to do with staffing and understanding roles, for both DCFS and [school] district staff. Those issues were resolved with staffing changes, increased clarity, and improved communication."

Staff were asked to give examples of differences in Year 1 and Year 2 start-up in terms of both successes and challenges. Most staff spoke to the increased levels of trust, greater collaboration, and clearer understanding of roles and boundaries both for SBCSWs and school staff as the key differences in Year 1 to Year 2 implementation. One staff member observed, "It seems that there are always challenges at the beginning of the school year when a new school district is being brought into the program. Every district operates differently and has different systems that we must get to know." However, most staff reported that once the program is established in a school district, the start-up of subsequent years is smoother; for example, one SBCSW noted, "We had a solid foundation of our roles in the program and it was a smooth transition from Year 1 to Year 2." Another noted that as SBCSWs become more experienced, they are "more knowledgeable of program procedures and expectations, therefore more effective."

The few Year 2 challenges that were described by SBCSW staff from Montebello and Pomona included ongoing, but expected, difficulties in scheduling core team meetings because of the coordination of schedules and finding space at the schools for the tutoring program. However, SBCSWs all reported that close partnerships with school personnel assisted them in working

through these minor challenges: "having relationships with school staff such as counselors and office staff helped make the start-up of Year 2 run more smoothly."

b. What community and school-based services, activities, and supports were most effective and helpful to the students participating in the program?

In the small group interviews, the student subsample was asked to reflect on their program experiences and to describe the type of services that they received and ways in which those services may have contributed to their success since first receiving services. They were also asked to consider any barriers they faced in accessing services as well as any changes to services they would suggest. Program staff members were asked to provide their observations of the effectiveness of GMFYEP services provided.

Core team meetings were helpful for students.

An important component of GMFYEP is the core team meeting. After completing the educational assessment, the SBCSW brings together a team of people (the student, possibly the case-carrying CSW, DCFS education liaison, school counselor, teachers, biological and foster family) to review each student's academic history and do educational and career planning by completing an education case plan.

On the survey, most students indicated that they appreciated the core team meeting; 86% of students (N=25) reported that the core team meeting was "helpful" (N=18) or "extremely helpful" (N=7), and 93% reported that the meeting made them feel "supported" (N=20) or "extremely supported" (N=7). Although 86% of students said that the meeting helped them plan how to achieve their educational and career goals by indicating "helpful" (N=19) or "extremely helpful" (N=6), a smaller percentage (79%) reported that the meeting was "helpful" (N=15) or "extremely helpful" (N=8) in them being successful at school. See Figure 53.

Figure 53. Student report of their feelings about the core team meeting (student survey) (N=29)

		Count				
		Not at all (0)	A little (1)	Somewhat (2)	Helpful/ Supported (3)	Extremely (4)	Mean
1.	Did you feel that having them [core team participants] come together to discuss your educational goals was helpful?	0	1	3	18	7	3.07
2.	Did having them come together make you feel supported?	0	0	2	20	7	3.17
3.	Did the meeting help you plan how to achieve your educational and career goals?	0	0	4	19	6	3.07
4.	Was the meeting helpful to you in being successful at school?	0	1	5	15	8	3.03

During the interviews, students frequently remarked (N=22) that the meeting was helpful and made them feel supported. As one student explained, "I liked the meeting; it helped me feel I could do better. It was encouraging." There were a handful of comments (N=6) relating to how the meeting helped them make the connection that success in school would lead to success in life, and how it helped students prioritize their future goals.

When asked in a follow-up question to clarify how the meeting was helpful to their success in school, about half of the students (N=15) reported that the meeting helped them get on track to graduate high school and to set future goals, including college plans. One student described the core team meeting as follows: "It gave us an overview of what was out there for us. It's important to go to college to have a better future than our parents had." Most students (N=21) gave specific examples of how the meeting helped them improve their grades by changing their class schedule or teacher, or by getting extra help from tutors, teachers, and school counselors. For example, one student said the core team meeting "helped me get my math grade up from an F to an A by switching teachers." Another student said, "I was able to talk to my high school counselor. Before, I only talked to her when I was in trouble, got a referral; now I talk to her about grades. She is more helpful to me now." A few students (N=3) spoke more about how the meeting was motivating in general and helpful to involve caregivers/parents in their education. Overall, students felt that the meeting had a positive impact. One student summed up her feelings about the core team meeting by saying that "it encourages you to do better, and you are more successful because you are trying harder."

Although most feedback was positive, there were a few negative comments about the core team meeting (N=5), specifically that the meeting was overwhelming or that students felt "ganged up on" by adults. This was also mentioned as an area of concern during the GMFYEP pilot evaluation.[17]

"I will be graduating on time; it helped a lot with that. At the [core team] meeting, it hit me that I wouldn't be graduating on time. The tutoring they gave me helped me get on track. I wouldn't be graduating without that help."
 – Program Youth

Staff were asked about the core team meetings and their response was universally positive, commenting that the meetings bring the entire team together to work for the student. As stated succinctly by one SBCSW, "This is why we do what we do." Another SBCSW reported, "Core team meetings help establish a framework to help the students be successful in school. They provide the student with the opportunity to express concerns about school and identify goals they are committed to working on. They bring people who are caring for and working with the student together to discuss how to really help the student be successful."

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[17] Marcynyszyn & Maher, p. 30.

Some staff reported that the meetings increased understanding and awareness of resources both at DCFS and schools, and they provided access to some additional school and counselor records. Most SBCSWs especially appreciated that the youth themselves had the opportunity to express what they want for their futures, and that "the adults can help them come up with a plan to get them there." They observed that teachers were more likely or willing to help a student who was behind after attending their core team meeting.

An important part of the core team meeting is the participation of the caregivers, both biological and foster parents, when appropriate. The one school staff member who was interviewed reported that the meeting helped to increase caregiver involvement significantly. "The schools have tried to get parents involved; they have left messages and have not gotten a response. But once DCFS gets involved, parents start complying with the school; they respond more."

Students and staff reported that tutoring and general support were the most helpful services.

When students were asked which specific service had been most helpful to them and how it helped them, some students reported more than one service (N=6) (see Figure 54), and a few students (N=2) didn't provide an answer. Of the services cited by students as the most helpful (N=37), tutoring was the most frequently mentioned (N=13). Students went on to report that tutoring helped them improve their grades (N=6), complete their homework (N=7), and get extra help from teachers (N=1). One student remarked, "The tutoring, because in some classes it helped me get caught up. I'd probably be doing really bad without it."

The next most frequently cited service was general support and someone taking an interest in their education (N=9). Students specifically mentioned that general support from their SBCSW helped them improve their grades (N=6) or improve their focus on school (N=1), or that it just helped to have someone keeping track of their education (N=2). As one student said, "You have to do better because she's looking at your grades. She checks to make sure you do your projects – start them and turn them in." Some students expressed appreciation that someone was checking up on them and keeping them on track. As one student explained, "She's very encouraging even if you're doing bad; she's really motivating."

Less frequently mentioned but critical for the students who received the service was the help in obtaining or transferring in credits (N=6). One student reported that her SBCSW had helped her obtain partial credits for school work; "I would not have been able to get those [partial credits] without her help." Another student mentioned enrollment in the credit recovery program to retake classes that she had previously failed. A third student mentioned that her SBCSW had gone to great lengths to call her previous schools to transfer credits. She said, "It helped because I wouldn't have to take those classes over."

Additionally, some students (N=5) mentioned college counseling or preparation as the most important service; a couple of students (N=2) mentioned enrollment in summer school, one student cited help with communicating with her caregiver, and one student mentioned her SBCSW getting her involved in school activities and sports.

Figure 54. Student report of most helpful service (student interview) (N=37 comments)
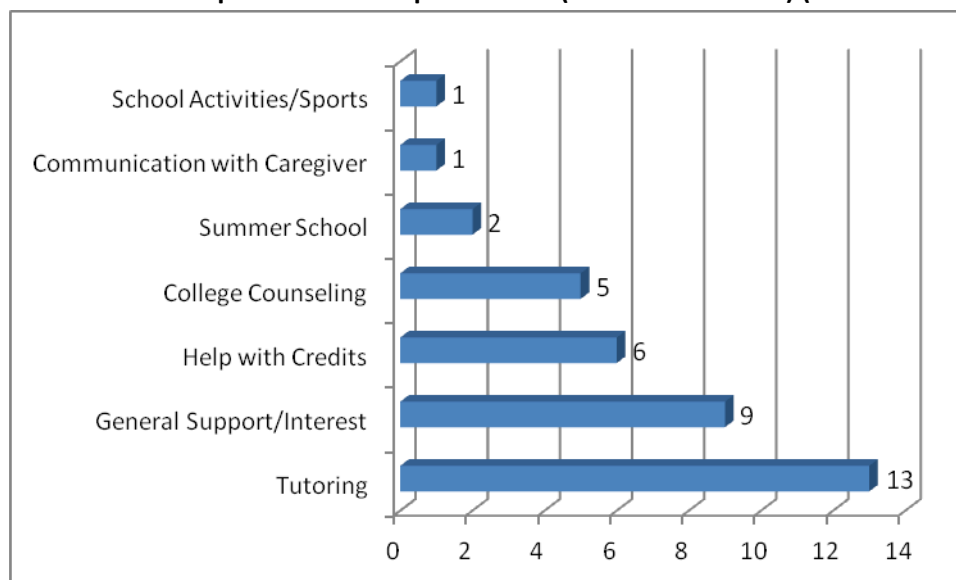
Year 1 staff (El Monte) all agreed that general support was the most important service they provided, recognizing that youth served by DCFS need someone advocating for them in the educational system and they need to know that someone cares. As the supervising CSW noted, "These are the problem kids; they need someone to speak up for them." She went on to mention that many caregivers have language and cultural issues that prevent them from effectively advocating for the students and that the advocacy work by the SBCSWs "helped students and parents get the services they need and haven't been able to access." One SBCSW and the one school staff member interviewed also reported that tutoring was "invaluable" and noted that because of frequent moves, youth served by DCFS "have big gaps in their learning, [and] individual attention is important to move their learning forward." Staff did not specifically mention any of the other services that were offered through GMFYEP as being the most helpful to students.

Working with SBCSW impacted involvement, interest, and motivation in school.

Students were asked if working with their SBCSW and attending their core team meeting helped their involvement, interest, and motivation in school, and almost all students responded positively (N=28). The one student who said "No" (N=1) reported that he was "already motivated." All but one of the 28 students who responded positively gave specific examples of how the program impacted their involvement, interest, and motivation in school with highly individualized responses. While several students (N=8) mentioned that the program helped them improve their school work, perhaps, more importantly, about half of the students (N=14) reported that the program helped them to associate success in school with success in life and to get their education on track. As one student commented, "If I don't do good in school, I am not going to do anything in life. School is important." This desire for something better and the linking

"I am not another statistic, a messed-up kid that is going to end up on the streets with no job or education. I can accomplish anything no matter what I am going through." – Program Youth

of that to school success is extremely motivating, especially when students start to see their own grades improving. As expressed by one student, "When you see yourself doing better, you just want to keep going. 'You're not stupid.' When I wasn't failing math, I learned I'm not stupid." Another student summed it up, saying, "She [the SBCSW] talked to me about my future; I don't want to be a loser in the future, I want to be something."

Many students (N=14) also mentioned that working with their SBCSW increased their motivation in school or encouraged them to do their best in school. One student said that her SBCSW "wants me to be the first to graduate from high school; she is on top of me about school." One student specifically linked increased motivation to working with her SBCSW, saying, "Before, I was going to drop out of high school due to lack of motivation." She elaborated that her SBCSW had provided a positive example of what she could do differently from her parents, saying, "I don't want to have kids young; I want to graduate and get a career first. I want to be different from my mom; she had me when she was 16. I want to finish school and show everybody that I can do it."

As a part of the program, students are linked to school activities and sports, if they are interested. For the students who participated in school activities and sports, it seemed to have a great motivating effect on them. A handful of students (N=4) attributed the program with increasing their involvement in school activities and mentioned that involvement as specifically motivating them in school in general. Students mentioned both athletics and clubs. As one student athlete who began playing softball at school as a result of working with her SBCSW observed, "It all begins with grades; if I don't have the grades, then I can't get involved in sports and meet new people. It motivates me to be in school more, and it helps with college and life." A couple of students (N=2) mentioned improved attendance or behavior as an example of their SBCSW positively helping them in school.

In general, Year 1 staff (El Monte) reported that they expected to see increased motivation as a result of their work with students and expressed hope that students realized that "it was truly [the youth] that did the work." They recognized that there was significant value for students in setting an educational goal and achieving it, and they wanted students to "take control of their education, take it and run with it." One example of a student who took it and ran with it said, "I'm proud of myself, my little sister looks up to me. This program helped me a lot. I got my grades up. Before I didn't really care about school and I didn't think I could go to college, it wasn't in the plan. My school-based social worker sort of forced me to apply to schools I didn't think I had a chance to get in, but I got in!"

Students were also asked if the program helped them feel better about being in school or enjoy school more, and most students (N=22) answered "Yes." A few students (N=4) did not answer the question and a few others (N=3) answered "No." One student answered negatively because he

said he "always loved school" and another said, "School is boring." But another student remarked, "School is going to be boring, but it is better if you are doing better." Most students (N=20) provided specific examples of how the program helped them feel better or enjoy school more. They repeated that they felt better because of increased motivation (N=17), small successes with improved grades (N=8), and increased school involvement (N=2), as in the previous responses. A few students had other reasons for enjoying school more. One student specifically said that before the program she "didn't like my P.E. teacher; now I'm doing better in P.E. so I feel better about it." Another student mentioned a change in classes as being key to enjoying school, reporting that his SBCSW had helped him change his classes to include "auto mechanics and metal shop, because before I was just taking regular classes; now I'm taking classes that I like better."

Help at school improved the home situation for most students.

Students were asked to consider how the program had affected their home life and how their caregivers felt about the importance of school in general. Seventy percent of students (N=20) indicated on their survey that getting help at school was "helpful" (N=17) or "extremely helpful" (N=3) with things at home (see Figure 55). Additionally, 100% of students (N=29) indicated that it was "important" (N=10) or "extremely important" (N=19) to their caregiver/guardian that they do well in school.

Figure 55. Student report of home life (student survey)

		Count					
		Not at all (0)	A little (1)	Somewhat (2)	Helpful/ Important (3)	Extremely (4)	Mean
1.	Did getting help at school help with things at home (getting along with others at home)? (N=28)*	2	0	6	17	3	2.68
2.	How important is it to your caregivers/guardians that you do well in school? (N=29)	0	0	0	10	19	3.66

*One student did not answer this question.

When asked during the interview to provide examples of how getting help at school helped with things at home, most students (N=25) mentioned decreased friction and/or improved caregiver relationship. "My uncle and aunt are really strict on school; they're not happy about me being on D level. They are still asking for more, they know I can do more, but they're happier; they see me trying." These students went on to elaborate that even small improvements were recognized by their caregivers and that they reduced arguments in the home. One student said, "When I was doing bad at school, they always got mad at me. Now I'm doing a little bit better, we get along better." Several students (N=9) reported that this improved relationship also led to increased trust, positive rewards, praise, and greater freedoms, which were much appreciated, like the increased use of cell phones and more free time with friends. As one youth observed, "When you're happy at school and you have good grades, then your parents don't get on your case."

Some youth (N=5) appreciated that the SBCSW and the program had increased their caregiver's involvement in their education and recognized that as helpful. "Mostly since the [core team] meeting, my foster mom has been on me not to miss school; checking, and helping with homework. It is helpful so I can try my best." This emphasis on attendance is key as both program youth and comparison youth struggle with attendance issues. "My SBCSW helped me a lot; my mom thinks now it's better that I am at school, so I don't miss school as much unless I'm really sick." A few students (N=3) reported that their caregivers were also stepping forward to assist them with school and homework where they hadn't been involved before. One student said, "My foster parents are more aware of grades and help me with homework."

Beyond doing better in school, some students reported that SBCSWs have helped them and their families with counseling and improved communication. One student reported that improved communication with her foster parents was the most helpful service she had received from the program, saying, "If the communication hadn't improved, I would be in a different home. My previous situation was bad and that carried into the new family, but my SBCSW helped me change my attitude."

When asked to reflect on examples of how getting support at school through the GMFYEP helped youth served by DCFS at home, the one interviewed school staff recognized that the SBCSW can really affect a student's home life, whereas school really cannot. She commented that the SBCSW is a "better contact for school staff than foster parents because they are more visible and connected." Some program staff reported that with DCFS paying increased attention to educational issues, they can bring different resources to bear. One example given was a student who "had tremendous potential but no space at home to do work. She was failing classes because of a lack of support from her parents." The SBCSW reported that she was able to get the student a bed and desk through the Family Preservation Program. The mother got involved in the youth's education through the core team meeting, and the student received extra support from the school's learning center. Other examples provided were improved parent relationship by enrolling a student in school who had not been attending, and students who begin doing homework when parents have tried unsuccessfully in the past to motivate them. "Parents are pleasantly surprised" when students with low performance show any sign of increased effort or improvement. As one SBCSW stated, "Many times we see that caregivers are able to have more patience with the youth in their homes when they see them putting more effort into school. They might be more willing to work out the placement with a youth in our program."

> *"It appears that placement changes are happening with less frequency among participating students when compared to pre-program or other foster youth not in this program."*
> *– Program Staff*

c. What was the experience of staff and students in the two different models of the program? Did the model impact the delivery of services and the effectiveness of the program?

As previously mentioned, youth served by DCFS, enrolled in the GMFYEP, and attending high school in Montebello or Pomona were served by two social workers and received program services from their non-case-carrying SBCSW and traditional care from their case-carrying CSW. Youth served by DCFS, enrolled in the GMFYEP, and attending high school in El Monte received both program services and traditional care from one case-carrying SBCSW. For both non-case-carrying and case-carrying SBCSWs, the intent of the GMFYEP was the same: to increase graduation rates, improve academic performance, and encourage student retention.

Opinions differed for both students and staff about the two different models.

Both students and staff were asked their preference of the two models, one social worker based at school in addition to a regular DCFS social worker OR one social worker who does it all. The results were mixed, with 40% of staff and 68% of students preferring "one social worker who does it all" and 60% of staff and 32% of students preferring "one social worker at school and one social worker at DCFS." See Figure 56.

Figure 56. Student and staff report of their program model preference (student survey) (N=29 students, N=10 staff)

	Count	
Which model do you prefer?	**One Social Worker Who Does It All (Case-Carrying / El Monte Model)** **(0)**	**One Social Worker at School and One Social Worker at DCFS (Non-Case-Carrying / Montebello and Pomona Model)** **(1)**
First-Year Staff – El Monte (N=4)	3	1
Second-Year Staff – Montebello and Pomona (N=6)	1	5
El Monte students (N=9)	9	0
Montebello and Pomona students (N=19)	10	9
Total	23	15

Students valued consistency and frequent contact regardless of model.

When asked to explain their preference for one social worker who does it all or one social worker at school and one at DCFS, students tended to focus primarily on their relationship with their SBCSW, regardless of whether they had a case-carrying SBCSW or non-case-carrying SBCSW. Some students (N=4) wanted one social worker who does it all because of the consistent relationship they would have with that person or because it would be more comfortable to relate to one person. "I feel like I'd have to open up to both; one is easier." Almost all of the 10 Montebello and Pomona students (N=9) (who currently have two social workers) who preferred one social worker who does it all would choose their SBCSW over their CSW because they have a

closer relationship and greater interaction with her. Several students reported that their regular CSW "doesn't do anything" or that there is constant change-over. "I don't like the constant change of social workers. I have to start over." Others commented that their CSW is hard to reach. "Mostly my regular social worker is busy; she has kids way out in Palmdale." They appreciated that their SBCSW is more responsive and helpful. One student stated that school is the most important thing that a CSW could help her with, saying "[My SBCSW] helps me more. The main thing is school; school is everything." One student noted that by having one social worker who does it all, he or she would "focus more on getting parents involved in school."

Some students (N=5) specifically mentioned liking that their one social worker would know everything that is going on in their lives, but other students (N=5) specifically preferred having two social workers so that they could keep those parts of their lives separate, saying that they didn't want to mix home and school. This desire to keep these two parts of their lives separate led them to prefer the one social worker at school and one social worker at DCFS (non-case-carrying) model and accounts for more than half of the students who preferred that model. A couple of students (N=2) also preferred the non-case-carrying model stated that they preferred it because they liked both of their social workers.

> *"My social worker knows everything that is going on at home and school. I feel confident with her now. I like that she is focusing more on school, before they didn't care about school. At first I didn't like it but my mom talked with her about taking advantage of the program. I have gotten a lot of help." – Program Youth*

Most staff advocated strongly for the model they deliver.

A supervisor noted, "There are benefits and constraints with both models and I don't think there is a clear answer." From the standpoint of the school district, it is much simpler to coordinate care with one social worker. The one interviewed school staff member explained, "The counselor knows who to go to if there is an issue for a student." Some case-carrying SBCSWs reported that one social worker would be able to see the big picture and would know every facet of what is going to affect the student both at home and at school and how those two worlds intersect. However, they were quick to point out that case load is important and the number of kids determines if the program is workable. They reported that there is a "danger of neglecting kids" if the numbers get too high. As one SBCSW noted, "The responsibility for the case-carrying worker will always be to ensure child safety. Education will be a secondary goal for case-carrying workers." A case-carrying SBCSW who preferred the two-social worker model stated, "If I could just focus on the academics and the kids, it would be easier to help kids..."

One positive ancillary effect of the program being delivered by a case-carrying social worker is that the program can be modeled for younger siblings and resources can be extended to the whole family because case-carrying social workers serve the high school youth as well as siblings. Some staff reported that as foster and birth parents are being educated about education systems, their intimidation is decreased. One staff mentioned, "Foster parents don't feel invited to go to

school and get involved; this program is helping them to get connected." Presumably, as caregivers learn what is going on with their high school students, they increase their awareness of the educational system as a whole. Older siblings who are successful in high school model that success for younger siblings. In the non-case-carrying model, however, the SBCSW is serving the high school youth only, and there is no emphasis on younger siblings.

However, Year 2 supervising staff expressed concerns that the program is not being delivered as fully by case-carrying social workers as it is by non-case-carrying social workers. One staff stated, "It is much more effective to have a social worker solely focused and well versed on the education side that can compliment many case-carrying social workers rather than overburden a case-carrying social worker and, at the same time, overwhelm the district." Both non-case-carrying SBCSWs strongly preferred the model they were implementing and appreciated being able to solely concentrate on the educational needs of students, noting that "it allows us to be more flexible and creative in terms of how to motivate our students, such as taking them on field trips to colleges and to career days." They also expressed concern that case-carrying SBCSWs may not be able to respond immediately to school issues or provide weekly face-to-face contact.

When asked "what are the expectations versus the reality of the two models," Year 2 staff responded with several practical observations. "The original model with school-based social workers is the ideal. The expectations placed on a case-carrying worker to achieve the same results as the school-based social worker is unrealistic. The case-carrying model is purely driven by cost-avoidance." Several staff members expressed concern that the case-carrying SBCSWs would not have the time to focus on educational needs given that they are responsible for overseeing the entire case. "The expectation of a social worker that does it all is that all of their mandated requirements are met at all times when they have the additional burden of paying close attention to the education piece. The reality is that even a little bit of extra attention paid toward school is helpful and can make a lasting difference." So, even though the case-carrying SBCSW is viewed by most supervising staff as not the ideal for program delivery, it is recognized as "more feasible for countywide rollout."

Change in relationship stems from change in social worker's focus.

A surprising outcome of the implementation of the case-carrying model is the shift in relationship between the social worker, youth, and the caregivers. One case-carrying SBCSW who carried the case for certain youth prior to the program and continued to serve them when they joined the program spoke to an increased level of trust and a deepening of their relationship. "Now they say 'She's my social worker,' [when] they saw me before as County or their mom's, but now they claim me and they see me as theirs." In her experience, visiting youth at school allowed them to be more open to receiving help from her. During home visits, her primary interaction was with the parent(s), but when visiting youth at school, her primary interaction was with the youth themselves. "The kids open up more when you talk to them at school; they realize you are there for them, so you have more of a relationship with the kids and build trust." Staff working in both models widely noted that SBCSWs have a different relationship with both the students and

caregivers because of increased contact and the nature of the interaction. Primary CSWs meet youth and caregivers once per month, but SBCSWs meet with greater frequency and as needed, so they are perceived as being more helpful and available. As one SBCSW stated, "Because we're forming a closer connection now, the parents don't want the case to close; they have become attached. They feel supported and they see you [the social worker] as someone they can come to when they need help or support." According to the perspective of these staff, the relationship is based on mutual respect and concern for the youth and their future success, and this fundamentally changes the relationship between DCFS, the youth served by DCFS, and their caregiver for the better.

Based on staff report, program delivery did not differ significantly in the two models.

Interviewed SBCSWs were asked to give examples of the services provided by the program in the three school districts. According to their self-report, services provided were roughly the same, although possibly at lower levels in El Monte because of the later start as previously noted in qualitative research question 1 addressing implementation. The only noteworthy difference in services offered pertained to referrals and connection to community resources. For example, there were no social worker-organized field trips for program youth in El Monte. However, these interview data differ from the services reported in the quantitative evaluation results and represented in Figure 8, where several differences were noted. This difference may be attributed to the way data were captured for the evaluation: by student self-report for the qualitative interviews and by a program service log completed by the SBCSWs for the quantitative analysis.

In El Monte, SBCSWs reported linking students to existing school resources for tutoring and also referring students to DCFS-funded one-on-one tutoring for eligible youth in non-relative care, if additional help was needed. They said they were able to facilitate the delivery of tutoring services, if required; one SBCSW reported, "One girl wasn't going to tutoring because she was being bullied, so I went with her." They also reported stepping in to advocate for students who had an Individualized Education Program (IEP) and the schools were not complying with the programs. According to the one interviewed school district staff member, the El Monte Union High School District has a grant to help underserved students get into college that includes transcript evaluation, college visits, financial aid workshops, and online application help. The SBCSWs met with high school sites to learn about this resource and connect youth served by DCFS to the program. "The social workers are a part of the loop and they encourage the foster parents to participate in these available programs. The foster parents weren't connected before; the social workers are connecting the foster parents." In addition, SBCSWs in El Monte were creative about connecting youth to programs both in and outside of schools that promote discipline and self-esteem, including sports like boxing and swimming.

SBCSWs in Montebello and Pomona reported continuing to provide a myriad of services to program youth and noted that "the experience from Year 1 provided expertise in Year 2 to be able to help youth navigate the college planning process, with the credit recovery program, transferring credits from a previous school, and having more knowledge of the school and

community resources." When asked if services had changed from Year 1 to Year 2, an increase in available mentoring and tutoring was noted, which is a response to the Year 1 evaluation[18], which stipulated the need for these services. In general, a SBCSW responded that "as I get to know the available resources both in the community and schools more, I am able to share these with the students and their caregivers."

V. SUMMARY AND CONCLUSION

A. Limitations

A number of limitations pertaining to the data must be considered when examining the findings. These include:

- Missing data on the outcomes may affect the validity of the findings. In particular, there was a lot of missing placement data.

- Differences between the comparison and program youth can limit the ability to draw conclusions about the association between program participation and outcomes especially when multivariate models with statistical controls are not used to examine program effectiveness. For instance, program youth were significantly more likely than comparison youth to be female and Latino and significantly less likely to be African American and speak English as their primary language.

- With the exception of the Pomona school district, data were not available to examine differences in student suspensions between the program and comparison group youth across districts. These outcomes were measured differently across districts.

- Similarly, differences in attendance between the program and comparison group youth could only be estimated in the Pomona school district due to limitations surrounding consistency or lack of comparison group data in the Montebello and El Monte school districts.

- Available data did not allow for an examination of the association between the program and change in CST and CAHSEE scores.

- Grades for freshman were limited, as no 2008-2009 grades were available. This was in contrast to Year 1 of the GMFYEP evaluation where this information from the preceding school year was available for most students.

- While differences in academic grades between program youth and comparison youth were not statistically significant, comparison youth had slightly higher grades than program youth at the start of the program, with the exception of ELA.

- As with any voluntary study, the subsample of program youth who were interviewed for the qualitative evaluation might be biased by respondents who agreed to participate. Sixteen of the randomly selected 45 students did not participate in the qualitative study representing a 36% refusal rate. The evaluation team did not seek to determine why some randomly selected program youth did not participate but presumed that likely reasons included inability

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[18] Marcynyszyn & Maher, p. 37.

to leave class to attend the interview, inability to obtain caregiver consent on short notice, absence from school on the interview day, and disinterest in participating.

- It also should be noted that because 50% of the Montebello and Pomona students who took part in the qualitative study interviews participated in the program for two years, this student sample is not representative of the entire Year 2 sample of which a much smaller proportion participated for 2 years. There were also some significant differences between the characteristics of the qualitative subsample and the program youth overall (i.e., a higher percentage of youth were placed out of home in the subsample), which could limit the generalizability of the qualitative findings.

B. Summary

Quantitative Study

Graduation

- A significantly higher percent of program seniors than comparison group seniors graduated from high school. More than half of program youth graduated while only 19% of comparison youth graduated.

Employment, College, and Trade School

- Of those program youth who graduated, just over 50% [8 of 15] enrolled in college and 3 enrolled in other post-secondary options (the military or trade school).

Change in Grades

- Both program and comparison youth experienced a decline in math grades during the program year, however, program youth experienced a significant decline. In addition, females, African Americans, Latinos, Latino females, and youth with ELD classes who have not met the criteria to exit ELL status, in particular, experienced a significant decline in math grades during the program year.

- No other significant changes in grades were observed for either program or comparison group youth for overall GPA, math, and ELA.

- Though not statistically significant, grades for program youth and comparison youth generally declined over the course of the program year. (Two exceptions include math grades for program youth, which was a significant decrease, as mentioned previously, and ELA grades for comparison youth, which showed a slight, non-significant gain in grades).

- However, when examining grades for continuing program youth across their two program years, overall GPA and ELA grades increased slightly. These changes were small and not significant, but they are in contrast to the general pattern of declining grades for first-year program youth.

Associations between program length and academic grades

- Program participation was associated with positive but not statistically significant changes in cumulative and ELA grades for continuing students.

- Program participants who were in the program for two years (e.g., continuing students) and were English language learners, experienced a slight increase in GPA between the 2008-2009 and 2009-2010 school year. First-year program students who were also English language learners experienced a decline in overall GPA between the 2008-2009 and 2009-2010 school years.

Test Scores

The use of test scores to examine the effectiveness of program participation is limited by the inability to examine the change in test scores over the course of the program year. The program and comparison group may have had different initial test scores prior to the start of the program.

- During the spring of the program year when the CST was administered, comparison group youth were significantly more likely to score "proficient" than program group youth in ELA scores, with a higher proportion of comparison youth proficient and above in ELA than program youth.

- For math CST scores, no significant differences between the comparison and program group youth were observed.

- No significant differences in the percent of program and comparison group students who passed the ELA and math CAHSEE during the program year were observed.

Credits

- It was not possible to examine differences in credit recovery between the program and comparison group youth as these data were unavailable for comparison youth.

- Just over 1,000 credits were recovered for program youth.

- Credits were recovered for 31% (N=38) of program youth. The remaining 62% (N=85) of program youth may have not needed credits recovered. .

- About 75% of credits were recovered by social workers. Nearly all (97%) credits recovered were by non-case-carrying SBCSWs (Montebello and Pomona); the remaining 3% of credits recovered were by case-carrying SBCSWs (El Monte).

- Significant differences between the program and comparison group youth in credits earned by grade level were not detected.

Suspensions

Only the Pomona school district had suspension data for the comparison group students. Given this, group differences are only presented for students in this district.

- During the 2009-2010 school year, 16% of the program youth experienced a suspension compared to 26% of the comparison group youth, though this difference was not statistically significant.

- Due to small sample sizes (5 program and 10 comparison group youth), tests for significant differences between groups in mean number of suspension incidents were not conducted.

Attendance

An examination of the association between program participation and attendance was only possible for the Pomona school district.

- No significant differences between the program and comparison youth in the percent of youth experiencing excused or unexcused absences were significant.

- Among youth receiving excused and unexcused absences, program youth had a significantly lower mean number of unexcused periods and a significantly higher number of excused periods than comparison youth.

Reunification

- A higher percent of program youth reunified during the program year (43%) compared to their counterparts in the comparison group (23%), though this difference was not statistically significant. With respect to the reunification rate during the time of enrollment for program youth was 29.8%. The comparison group had a high percentage of missing data, which affects the validity of these results.

- Reunification was associated with receipt of CYFC tutoring at least once; not being reunified was associated with receiving other resources such as other tutoring, academic career counseling from DCFS, weekly grade checks, and study skills at least once.

Placement Changes

- Program youth experienced significantly fewer placement changes than comparison youth during the school year.

- The average number of placement changes among the youth who experienced them was similar between the program and comparison group students (3.32 and 3.08 changes respectively), and no significant difference in this average was observed. The comparison group had a high percentage (42%) of missing data, which affects the validity of these results overall.

- The number of placement changes was positively correlated with the receipt of other tutoring and credit recovery courses at least once.

Identified Service Needs

- Tutoring was the most commonly identified service need in both years, 62.5% in Year 1 and 61.9% in Year 2.

- There was a large increase in credit evaluation and extracurricular support needs in Year 2 compared to Year 1.

- There was a decrease in support needs for CAHSEE and transition/ILP.

Service needs by program model

- Case-carrying SBCSWs (El Monte) identified a higher percentage of students who needed other mental health services and CAHSEE preparation compared to non-case-carrying SBCSWs.

- Non-case-carrying SBCSWs (Pomona and Montebello) identified a higher percentage of students who needed help with college planning, IEPs, and employment.

Services Received

- The three most commonly met needs were therapeutic behavioral services, credit evaluation, and tutoring.

- Significantly more youth with non-case-carrying SBCSWs received the following services: academic career counseling, assignment completion, weekly grade checks, credit recovery course, employment/internship, extracurricular activities, and study skills than youth with case-carrying social workers.

- Also, though not statistically significant, students with non-case-carrying SBCSWs were more likely to have received college tours and CYFC tutoring as none of the students with case-carrying social workers received either of these services.

- Youth with case-carrying SBCSWs more often received other tutoring services.

Qualitative Study

Interviews with a subsample of program youth and with many program staff provided supplemental data to the quantitative outcomes for the entire student sample and important perspective on program implementation and insight into the associations between GMFYEP and youth outcomes. The following findings emerged from the qualitative data:

Fewer challenges were noted in implementation in the current year than in the previous year overall, and especially for the school districts in their second year.

- Changes based on recommendations from the initial year of implementation were credited to few implementation challenges in Pomona and Montebello.

- The student subsample reported no difficulties accessing the program services at the sites.

- El Monte staff respondents consistently rated aspects of implementation lower than in Pomona and Montebello.

Participation in the program provided students with more focused and in-depth educational and career counseling.

- Prior to the program, most of the student subsample reported limited education and career counseling, and instead reported counseling that typically related to selection of classes as opposed to longer-term planning.

- The majority of those interviewed reported being more confident in their ability to find greater assistance after participating in the program.

- Tutoring and general support were cited most frequently as the most helpful services.

Interviewed students appreciated the new focus of the social worker on them and their education.

- Participants reported that they felt that their social workers' attention shifted from their parents to them.

- This shift in focus helped to build the relationship between the SBCSW and the student.

Core team meetings were cited as critical to the program's success by both students and staff.

- Most students indicated that the meetings helped them, and nearly all reported that it made them feel supported.

- Staff were universally positive about the core team meetings and reported that these meetings serve to bring the entire team together to work for the student.

Working with SBCSW influenced students' involvement, interest, and motivation in school.

- All but one student interviewed agreed that working with their SBCSW helped to motivate them and improved their interest in school. This newly kindled interest helped boost self-confidence as well.

- Linkages with school activities and sports were reported as increasing student motivation.

- Because of increased motivation, small successes, and connections to school resources, program youth reported that they felt better about being in school and enjoyed school more.

The program helped to increase school involvement among caregivers.

- It was noted that parents responded to requests from the social workers to get involved at the school more than they had previously responded to similar requests from school staff.

- All students interviewed reported that it is "important" or "very important" to their caregivers/guardians for them to do well in school.

The program contributed to improvements in home as well as school life.

- Students credited the program with reducing the friction between themselves and their caregivers.

- Students reported that their relationship with their caregivers also improved with several citing improved communication overall, a better attitude on their own part as students, and increased patience from caregivers.

C. Conclusion

Results from this second-year implementation and outcome evaluation of the Gloria Molina Foster Youth Education Program, despite data limitations, demonstrate greater graduation support for DCFS-involved program participants. Among seniors, participation in the GMFYEP was associated with a significantly higher graduation rate than the comparison group. Credit recovery

may be one of the many mechanisms through which this was achieved. The program assisted the students in receiving a broad range of services and in recovering just over 1,000 units.

Surprisingly and counter-intuitively, program participation was associated with a significant but small decline in math grades during the program year for program youth overall and some subgroups of students. Program youth experienced significantly fewer placement changes than comparison youth during the school year. Finally, among Pomona school district youth with unexcused and excused absences, program youth had a significantly lower mean number of unexcused periods and a significantly higher mean number of excused periods than comparison youth. Other than this, no significant program associations were found for attendance, reunification rates, test scores, and suspensions.

The general pattern of declining grades over time was not observed in two subjects for program youth who participated in the program for two years. Since educational disadvantages accrue over time, the value of the program might be in averting or preventing further falling behind when working with students for more than one academic year. In order to substantiate this, data would have to be obtained in order to make the same comparison with the control group over a two-year period.

The current context of severe budget cuts within the school districts as well as the adverse effects of the economic crisis on families must be taken into account when reviewing the outcomes. Reports from staff indicate that due to budget cuts, services and programs have been cut, all contributing to fewer supports for youth served by DCFS within and outside of school. That may provide perspective on the lack of positive, statistically significant changes in educational outcomes. In addition, tutoring was the most frequently identified need, as it was in Year 1 of the GMFYEP, which highlights the need for the program to further focus on academic outcomes.

Qualitative data indicated that the program was successful in changing the social workers' attention to education, resulting in better relationships with students and greater involvement of caregivers. Students reported increased confidence and motivation. They also reported improved relationships with caregivers, which may have contributed to significantly fewer placement changes, thereby supporting the assumption that when youth in DCFS care have school stability, it leads to placement stability.

VI. Recommendations and Implications

A. Recommendations

The implementation evaluation points to several lessons about program success and design issues to be considered as the program continues in order to ensure that the program will be even more successful. The following recommendations stem from the findings in this report:

- **Develop and maintain relationships with school district personnel.** In both years of the program, the ability to successfully provide the program was dependent on such things as access to the students, access to space on campus, referrals between the social workers and school staff, and collaboration to involve caregivers. Furthermore, program implementation as well as the evaluation is highly dependent upon access to program and comparison group youth data.

- **Training remains a priority, particularly for sites in their initial year of implementation.** Training and access to resources need to be set forth prior to the school year to the extent possible and need to be continued throughout the school year.

- **Enhance the evaluation to track and examine program dosage.** Key to understanding the impact of the program will be the examination of the program dosage. In the current study, we only knew whether a service was received, not the amount of (e.g., number of times) services were actually received. While this was referenced in the first-year evaluation, the program was not able to set up and implement the new systems in Year 2. New data collection forms would need to be developed and incorporated into the case file in order to track dosage. This would likely entail greater responsibility for the social workers, and therefore it has implications as well as for potential new agreements with the service partners to track attendance at activities such as tutoring or mentoring. While new service logs were used in Year 2, it was not feasible to implement these changes from the start of the school year, one reason being that the evaluation recommendations were offered, in November, after the start of the GMFYEP within the Montebello and Pomona school districts. This will be addressed in future evaluation efforts.

- **Tutoring, in particular, is critical.** Services directly related to academic outcomes should be emphasized and followed. Tutoring, in particular, will be key, given the documented high need for these services. Availability and accessibility need to be considered.

- **Continue to make sure that both caregivers and students understand the program.** Understanding the intent and content of the program will ensure greater involvement and engagement. Consider including parents and caregivers in the evaluation to assess this as well as their perspective on the program.

- **Work to improve data systems.** To the extent possible, centralize and coordinate the collection of data from school records. Determine the feasibility and timing of multiple requests as well as any opportunity to integrate or merge data systems.

- **Improvement in evaluation design will increase confidence in results.** Improving follow-up will bolster the design**.** Consider longer follow-up periods with program participants and new strategies to encourage participation including incentives such as gift cards. In addition, strategies to decrease the amount of missing data and share data between systems need to be developed in collaboration with DCFS and the school district in order to better understand youth outcomes and the impact of the program.

- **Continue to track the differing models**. While no statistically significant changes were found in outcomes between the two models, further observation and analysis are warranted to ensure that both models are operating at maximum potential.

B. Implications

- The increase in graduation rates points to the success of the GMFYEP in providing a appears successful in addressing administrative and educational barriers to graduation and most importantly, on a comprehensive support system that take a sole interest on their educational needs (e.g. credit recovery, tutoring, etc.) as well as their emotional well-being. The significant association between program participation and graduation points to the instrumental nature of the program's focus. This focus is fundamental because of the strong positive long-term implications on adult well-being of obtaining a high school diploma.

- By including post-graduation planning in the initial assessment process, more than half of those who graduated enrolled in college.

- Youth with continued participation showed positive trends in Math and English Language Arts grades.

- Youth also reported that having someone take a general interest in their education was of value to them. Emphasizing this relational element should be a targeted focus of any program addressing educational outcomes.

- First year program participants did not attain the intended increase in math achievement (as did the continuing students) and, in fact, the data indicate a small but concerning association with a decline in math achievement. Given cumulative educational disadvantage, significant improvements in academic grades or test scores in secondary school may require more intensive interventions than the program currently offers to counter the trend toward increasing levels of low academic achievement over time. The achievement data indicate a stronger emphasis on intensive academic remediation or intensive tutoring is needed. An important next step in program development is to address the achievement of the youth it serves.

- Given the slight reversal of the general decline in grades of both the program and comparison youth served by DCFS for those youth in the program more than one year, the program may have more success in targeting its focus on students entering high school and making efforts to maintain their participation throughout all four years. And, of course, program models are needed to identify and support the educational achievement of youth who are served by child welfare beginning in pre-school and throughout the P-12 or P-16 education continuum.

- The unique circumstances associated with youth who receive child welfare services put them at an educational disadvantage. For example, many youth in care have high degrees of school mobility due to placement changes. Forty-five percent of program youth experienced a placement change during the school year. Programs that address these risk factors are in great need. However, it is important to note that residential placement data were unavailable for comparison youth so comparisons were not made and therefore accurate representations of the programs impact on residential placement were not made.

VII. Acknowledgements

VIII. Appendices

Appendix A. Educational Assessment Plan

Appendix A   *Gloria Molina Foster Youth Education Program Evaluation Report January 2011*

Gloria Molina Foster Youth Education Program
Educational Assessment Form

To be completed for every DCFS high school student in:	El Monte Union HSD ☐	Hacienda La Puente USD ☐
	Montebello USD ☐	Pomona USD ☐

Click the field you wish to complete. To move between fields, use the Tab or Enter keys.
To start a new line in the same field, press Alt-Enter.
Always keep a blank electronic form. When you start a new form, save it under a different name.

SECTION 1: IDENTIFYING AND CONTACT INFORMATION

Name of Student		Date of Birth	Date Form Completed
Name of School		**Grade in School**	**Date of Enrollment**

Caregiver: Name/Relationship/Address/Phone Number

Holder of Educational Rights for Student: Name/Relationship/Address/Phone Number

Primary DCFS CSW: Name/Phone Number	**DCFS SCSW**: Name/Phone Number
DPO (if on Probation): Name/Phone Number	**School Contact**: Name/ Phone Number
Student's Attorney: Name/Phone Number	**Mental Health Therapist (if applicable)**: Name/Phone

Other Designee: Name/Relationship/Phone Number

SECTION 2: SCHOOL AND OTHER INFORMATION

Enrollment

List every school the student has attended at which high school credit was given.

Student's school of origin (school the student was attending at removal by DCFS or while in last placement)

Attendance/Absences

Days absent this year	Contact with School Attendance Review Board?	Yes ☐	No ☐
	If yes, date and results		

Explain any concerns about attendance, absences (excused or unexcused), or tardies.

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Gloria Molina Foster Youth Education Program
Educational Assessment Form

Suspensions and Expulsions		
Has student been suspended or expelled this year?		If yes, how many times?
Explain the reason for suspension(s) or explusion(s).		

Credits		
Current GPA	Credits earned	Difference (credits still needed)
Cumulative GPA	Total credits needed to graduate	
Have full or partial credits been calculated from all other school districts?		
Expected graduation date?	Expected to graduate "on time"?	Yes ☐ No ☐

Performance in School
If student is not performing at grade level, what efforts are being made to address this?

	English-language arts	Math
Results of current California Standardized Tests (CSTs):		
	Date	Date

Is student receiving tutoring or academic support services?	If yes, what services and for which subjects? *(below)*

Is student identified as a GATE student (Gifted and Talented Education)?	Yes ☐ No ☐
If yes, is student in an appropriate program or classes?	

Special Education			Not applicable ☐
Does the student have an Individualized Education Plan (IEP)? Yes ☐ No ☐	If yes, is it meeting the student's needs?	Referral for IEP pending? Yes ☐ No ☐	Date referred for IEP
Does the student have a Section 504 Plan (under ADA)?	If yes, is it meeting the student's needs?		
Has the student had a Student Study Team (SST) meeting?	If yes, what did the plan entail? *(below)*		
Is the student's educational decision-maker actively participating in developing this plan or plans and ensuring their efficacy?			

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Appendix A   *Gloria Molina Foster Youth Education Program Evaluation Report January 2011*

Gloria Molina Foster Youth Education Program
Educational Assessment Form

Mental Health/Emotional Issues—Is the Student … ?	
Having any mental health or emotional issues?	If yes, how is this being addressed? *(below)*

On psychotropic medication(s)?	Receiving AB 3632 services?	Having difficulty with adult or peer relationships?

Retention	
Has the student ever been retained a grade?	If yes, which grade(s) and why? *(below)*
Is the student at risk of being retained now?	If yes, what are the primary concerns? *(below)*

Educational Advocacy Information	
Does the student have a responsible adult or other educational advocate?	Yes ☐ No ☐

If Yes:	Name/Relationship/Phone Number	
	How long has he or she been advocating for the student?	How often do they meet?
	Does the advocate actively participate in meetings?	Is he or she effective?
If No:	Who ensures that the student's educational needs are being met?	

Does the caregiver/family support education as a goal?

Transportation
How does the student get to and from school?
Does the student have transportation for before- and after-school activities?
What entity is responsible for providing transportation (caregiver, school, DCFS)?

Provision of Supplies—Does the Student Have … ?
Appropriate clothing to attend school?
Necessary supplies/equipment to be successful in school (notebooks, pens, P.E. clothes, etc.)?

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Gloria Molina Foster Youth Education Program
Educational Assessment Form

Extracurricular/Academic and Non-Academic Activities	
Is the student involved in extracurricular activities?	If yes, what activities? *(below)*
Does the student attend after-school program(s)?	If yes, which program(s)? *(below)*
Does the student have any special interest(s)?	If yes, what interest(s)? *(below)*
What efforts are being made to support the student's continued participation—or to encourage new participation—in activities (transportation, equipment, fees, etc.)?	

Transitioning	Not applicable ☐
Does the student have a Transitional Independent Living Plan (TILP)?	If yes, did the student participate in developing this plan?
Does the plan reflect the student's goals?	Does the plan outline post-secondary or vocational goals and preparation?

If the student has an IEP, does it address transition issues?	If so, date completed

Has the student participated in independent living (ILP) classes?	Yes ☐	No ☐

Has the student passed the California High School Exit Examination (CAHSEE)?

English-language arts	Yes ☐	No ☐	Results
Math	Yes ☐	No ☐	Results

If not, provide details:

Has this student taken the SAT (Scholastic Aptitude Test)?	Yes ☐	No ☐

If Yes: Dates   Results

If No, provide details:

Placement	
Residential placement type	(specify)

Relative ☐   HOP ☐   Foster home ☐   Group home ☐   FFA ☐   Other ☐

Detention date	Case status? FR ☐ PP ☐ FM ☐ VFM ☐	Siblings? Yes ☐ No ☐

Sibling name	Age	Placement	Sibling name	Age	Placement

Gloria Molina Foster Youth Education Program
Educational Assessment Form

SECTION 3: SIGNATURES		
Student Signature/Date	School-Based CSW Signature/Date	Holder of Educational Rights Signature/Date
Name *(print)*	Name *(print)*	Name *(print)*

05/24/10 v.10

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Appendix B. Education Case Plan

Gloria Molina Foster Youth Education Program

Education Case Plan

Name	Date of Birth	School-Based CSW	Today's Date
Holder of Educational Rights	**Assessment Date**	**CSW**	**Telephone #**
SCSW	**Telephone #**	**Grade in School** ☐ 9th ☐ 10th ☐ 11th ☐ 12th	

Educational Placement Type (check one)		
☐ Regular Education Student	☐ Special Education Student	☐ Adult School Student

Advocacy Goals (check all that apply)		
☐ CAHSEE	☐ Regional Center Services	☐ College Plan
☐ SAT	☐ AB3632 Services	☐ Vocational Training Plan
☐ Credit Evaluation	☐ Psych Evaluation	☐ Transition Services/ILP
☐ Individualized Education Plan	☐ Therapeutic Behavioral Services	☐ Mentoring
☐ Tutoring	☐ Other Mental Health Services	☐ Employment
☐ Student Study Team	☐ Wraparound	☐ Extracurricular Activities
☐ Other (specify):		

ACTION PLAN
Detail what the students needs assistance with and how those issues will be resolved.

Strengths:	
Challenges:	

05/24/10

GOAL(S)	ACTIVITY	RESPONSIBLE PERSON(S)	PLANNED COMPLETION DATE	PROGRESS
Academic				☐ Met goal _____(date) ☐ Satisfactory progress ☐ Needs more time/assistance ☐ Goal needs modification
Academic				☐ Met goal _____(date) ☐ Satisfactory progress ☐ Needs more time/assistance ☐ Goal needs modification
Academic				☐ Met goal _____(date) ☐ Satisfactory progress ☐ Needs more time/assistance ☐ Goal needs modification
Academic				☐ Met goal _____(date) ☐ Satisfactory progress ☐ Needs more time/assistance ☐ Goal needs modification
Non-Academic Support Services				☐ Met goal _____(date) ☐ Satisfactory progress ☐ Needs more time/assistance ☐ Goal needs modification
Non-Academic Support Services				☐ Met goal _____(date) ☐ Satisfactory progress ☐ Needs more time/assistance ☐ Goal needs modification
Extracurricular				☐ Met goal _____(date) ☐ Satisfactory progress ☐ Needs more time/assistance ☐ Goal needs modification
Other Areas of Focus				☐ Met goal _____(date) ☐ Satisfactory progress ☐ Needs more time/assistance ☐ Goal needs modification

05/24/10

TRAINING/EDUCATION PLAN
What career plan do you plan to pursue after high school?

☐ Student is interested in pursuing vocational/trade/business school or technical program.
Which school? _____   Which program? _____

☐ Student plans to enter a two-year community college.
Which community college? _____   Major? _____

☐ Student plans to enter a four-year college.
Which college? _____   Major? _____

☐ Student plans to enlist in the military.
Which branch? _____   Has the student taken the ASVAB? _____

☐ Student plans to enter Job-Corps.
Location? _____   Which program? _____

☐ Student plans to work.
Where? _____   Full- or part-time? _____

☐ Other: _____

05/24/10

SIGNATURES

Signing this agreement means we will all work to complete the steps necessary to help the student reach his or her goals.

_____   _____
Student's Signature   Date

_____   _____
Caregiver's Signature   Date

_____   _____
Holder of Education Rights' Signature   Date

_____   _____
Social Worker's Signature   Date

This form will be updated on: _____   Update # _____

05/24/10

UPDATES
Date
Date
Date
Date
Date
Date
Date
Date

05/24/10

Appendix C. Graduate Follow-up Survey

Completed by: _____

Date: _____

2009 Graduate Follow-up Survey

Name of Graduate: _____

Pilot ID#: _____

District Attended (circle one):   MUSD   PUSD

Did youth enroll in:

☐ 2 year College

☐ 4 year College

☐ Trade School

☐ Vocational studies

If yes, which school(s)? _____

If no, what were the barriers?

_____

_____

Was the youth employed by 9/30/09? (circle one):   YES   NO

If yes, was it part time or full time? (circle one):   PART TIME   FULL TIME

If no, what were the barriers?

_____

_____

Did the youth find employment *after* 9/30/09? (circle one):   YES   NO

If yes, was it part time or full time? (circle one):   PART TIME   FULL TIME

NOTES:

_____

_____

Appendix D. Student Survey

Date: _____   Student: _____

Interviewer: _____   (circle) Montebello   Pomona   El Monte

Interview Start Time: _____, End Time _____   School: _____

<div align="center">

Gloria Molina Foster Youth Education Program
Student Survey
June 2010

</div>

We would like to know about your experience with your school-based social worker and the program during the 2009-2010 school year. We want to get your input on what is working well and what can be improved.

Please complete the questions below by circling your answers. There are no right or wrong answers. Your answers will be kept confidential. Thank you.

A. Before working with your School-based Social Worker

1.	How often were you asked about your education by your Social Worker?	Never	Once	A few times	Monthly	Weekly
2.	How often did you do educational and career planning (like what happens at a Core Team Meeting)?	Never	Once	A few times	Monthly	Weekly
3.	How confident were you in knowing where or how to get help with school or school work if you needed it?	Not at all	A little confident	Somewhat confident	Confident	Very confident

B. Working with your School-based Social Worker during the 2009-2010 school year

1. How often have you met with the school-based social worker?

Never	Once	Two times	Three times	Four times	A few times a quarter (6 times)	Monthly	Every week	A few times a week	Daily

2. In your opinion, has the number of meetings with her been:

Non-Existent	Not enough at all	Few and far between	About right	Too Much

C. Core Team Meeting

Your School-based Social Worker brought together a team of people (possibly your social worker, foster youth liaison, school counselor, teacher, biological and foster family) to review your academic history and do educational and career planning at your **Core Team Meeting**.

1.	Did you feel that having them come together to discuss your educational goals was helpful?	Not at all	A little helpful	Somewhat helpful	Helpful	Extremely helpful
2.	Did having them come together make you feel supported?	Not at all	A little supported	Somewhat supported	Supported	Extremely supported
3.	Did the meeting help you plan how to achieve your educational and career goals?	Not at all	A little helpful	Somewhat helpful	Helpful	Extremely helpful
4.	Was the meeting helpful to you in being successful at school?	Not at all	A little helpful	Somewhat helpful	Helpful	Extremely helpful

D. General Feedback

1.	Did getting help at school help with things at home (getting along with others at home)?	Not at all	A little helpful	Somewhat helpful	Helpful	Extremely helpful
2.	How important is it to your caregivers/guardians that you do well in school?	Not at all	A little important	Somewhat important	Important	Extremely important

3. The following statements are about school. How true are each of the statements for you?

a.	I care a lot about what my school based social worker thinks of me.	Not at ALL true	Not very true	Somewhat true	True	Very true

b.	I like school.	Not at ALL true	Not very true	Somewhat true	True	Very true
c.	Getting good grades is important to me.	Not at ALL true	Not very true	Somewhat true	True	Very true
d.	Homework is a waste of time.	Not at ALL true	Not very true	Somewhat true	True	Very true
e.	I like my school based social worker.	Not at ALL true	Not very true	Somewhat true	True	Very true
f.	I try hard at school.	Not at ALL true	Not very true	Somewhat true	True	Very true
g.	I feel as if I don't belong at school.	Not at ALL true	Not very true	Somewhat true	True	Very true
h.	Most of the things I learn in school are unimportant.	Not at ALL true	Not very true	Somewhat true	True	Very true

4.	How far do you expect to go in school?	Will Not Graduate from High School	High School Graduate	Tech, Trade, Vocational School	Community College or Apprenticeship	University Degree	Graduate Degree
5.	How many of your close friends will graduate from high school?	None	Only a few	About half	Most	All	
6.	How many of your close friends will graduate from college?	None	Only a few	About half	Most	All	

Appendix E. Student Interview Protocol

Date: _____   Student: _____

Interviewer: _____   (circle) Montebello   Pomona   El Monte

Interview Start Time: _____, End Time _____   School: _____

Gloria Molina Foster Youth Education Program
Student Interview Protocol
June 2010

Thank you again for participating in our study. We have some additional questions for each of you. Again, there are no right or wrong answers. Your answers will be kept confidential and we ask that you respect each other's confidentiality as well. We really appreciate your input as it will help us figure out what is working well with the program and what can be improved.

A. Before working with your School-based Social Worker

1. Can you describe any educational or career planning that you did before working with your school-based social worker? (Prompt: with your social worker, school counselor, teacher, caregiver?)

B. Working with your School-based Social Worker during the 2009-2010 school year

1. Can you tell me what you and your school-based social worker talk about when you meet?

2. What kind of help have you received?

☐ Tutoring   ☐ Mentoring

☐ Transferring credits from a previous school   ☐ Extra-curricular activities

☐ School-based resources   ☐ Community activities

☐ Preparing for college support   ☐ Emotional or psychological

☐ Credit Recovery Program jobs   ☐ Career counseling/help with

☐ Practice for the California High School Exit Examination (CAHSEE)

3. Can you give examples of some of those services?

4. Which of these services has been the most helpful to you and why?

5. What else has your school-based social worker helped you with?

6. Have you faced any challenges getting services or working with your School-based social worker?

☐ no ☐ yes

7. Can you describe those challenges?

8. If you have not received help, but wanted it, what has gotten in the way?

C. Core Team Meeting

Your School-based Social Worker brought together a team of people (possibly your social worker, foster youth liaison, school counselor, teacher, biological and foster family) to review your academic history and do educational and career planning at your **Core Team Meeting**.

1. What were your overall feelings about the meeting?

2. How do you think the meeting was helpful to you in being successful at school?

3. Is there anything you would like to change about the meeting?

4. What have you learned or gained as a result of working with the school-based social worker and attending your Core Team Meeting?

5. Did working with the school-based social worker and attending your Core Team Meeting help your involvement, interest, or motivation in school? ☐ no ☐ yes

6. Can you give an example?

7. Did it help you feel better about being in school? (Do you enjoy school more?) ☐ no ☐ yes

8. Can you give an example?

D. General Feedback

1. Can you give an example of how getting help at school helped with things at home?

2. What have you learned about yourself from being in this program?

3. What else have you gained from participating?

4. Would you prefer having one social worker based at school in addition to your regular social worker OR having one social worker who does it all?

One social worker that does it all	One social worker at school and one social worker at DCFS

5. Please explain.

6. What do you like most about this program?

7. What don't you like about working with your school-based social worker?

8. How could your experiences with your school-based social worker be improved? Is there anything that she could do that would help you more?

9. What would you change about the program?

10. Is there anything else you would like to tell us about the program?

Appendix F. Staff Interview Protocol

Date: _____   Staff: _____

Interviewer: _____   (circle) Montebello   Pomona   El Monte

Interview Start Time: _____   End Time _____

Gloria Molina Foster Youth Education Program
Year 1 Staff Interview Protocol
June 2010

- Introduction of interviewer
- Purpose of the study
- Assurances of confidentiality
- Expected time for interview; future interviews
- Any questions?

We would like to know about your experience working with the Gloria Molina Foster Youth Education Program and get your input on what is working well and what can be improved.

A. Experience with the program

1. How many months have you been a part of the program?

2. Please describe the goals/approach of the program?

3. What is your role in the program?

4. What did you know about the program before you became involved?

B. Implementation of the program

1.	To what extent did you have the information you needed to be a part of this program?	Not at all	A little	Somewhat	A lot	Fully informed
2.	To what extent did you have the information you needed to work with youth?	Not at all	A little	Somewhat	A lot	Fully informed

3.	To what extent did you have the training you needed?	Not at all	A little	Somewhat	A lot	Fully trained
4.	To what extent did you have the resources you needed?	Not at all	A little	Somewhat	A lot	Fully resourced

We are interested in how the program is working. Please describe the start up of the program.

5. What went smoothly? (successfully?)

6. What challenges were encountered in starting up the program?

7. What strategies were used to address these challenges?

8. Before working with this program, what was your experience in working with educational systems?

C. The program

1. How helpful was the educational assessment form?

Not at all ALL	A little	Somewhat	Helpful	Very Helpful	N/A

2. What might you change about the educational assessment form?

3. What services have you been able to provide?

☐ Tutoring   ☐ Mentoring

☐ Transferring credits from a previous school   ☐ Extra-curricular activities

☐ School-based resources   ☐ Community activities

☐ Preparing for college support   ☐ Emotional or psychological

☐Credit Recovery Program ☐Career counseling/help with jobs

☐Practice for the California High School Exit Examination (CAHSEE)

4. Can you give examples of some of those services?

5. Which of these services are most helpful to students and why?

6. What else have you been able to provide to the participating students?

7. What else would you like to provide that you have not been able to?

8. What has gotten in the way of effectively providing those services?

D. Core Team Meeting

1. What are your overall feelings about the meeting?

2. How helpful was the Core Team Meeting?

Not at ALL	A little	Somewhat	Helpful	Very Helpful	N/A

3. Can you describe how the meetings have been helpful for students?

D. General Feedback

1. Can you give an example of how getting support at school through this program helped a foster youth at home?

2. What do you think students have learned as a result of participating in the program?

3. What else might they have gained from participating?

4. Have you seen any specific successes?

5. By the end of your involvement with the students, what impact on the students do you expect?

6. What is your sense of how well the program is running?

There are currently two different models of this program running in different school districts. One model has a school based social worker helping with educational goals in addition to a case-carrying social worker and the other model has case-carrying social workers also working in the schools to help with educational goal.

7. Which model do you prefer?

One social worker that does it all	One social worker at school and one social worker at DCFS

8. Please explain.

9. What do you like most about the program?

10. What do you think is the best part of the program for the student?

11. What about the program makes the biggest difference for a student?

12. What don't you like about the program?

13. What challenges did you face in getting services or working with students or other staff?

14. How might the program be improved?

15. What would you change about the program?

16. What would you like to know from an evaluation of this program?

17. Is there anything else you would like to tell us about the program?

**Appendix G. Staff Online
Survey**

Gloria Molina Foster Youth Education Program - Year 2 Evaluation

Introduction

Thank you for participating in the Year 2 Evaluation of the Gloria Molina Foster Youth Education Program. You were interviewed individually for the Year 1 Evaluation of the program. We would like to follow up with you to get your feedback on the second year of the program.

Your responses to the questions in the survey are confidential. While we may quote a response, we will not attribute it to a specific individual.

The survey should take you 30 minutes to complete. Your input on what is working well and what can be improved is invaluable. Thank you for sharing your experience with us.

If you have any questions about the evaluation, please contact:
Maura Harrington, PhD
Director of Consulting & COO
Center for Nonprofit Management
mharrington@cnmsocal.org
213-346-3258

A. Experience with the program

1. How many months have you been a part of the program?

2. What is your role in the program?

B. Implementation of the program

The following questions pertain to the implementation of Year 2 of the program only.

1. To what extent did you have the information you needed to be a part of the program?

○ Not at all   ○ A little   ○ Somewhat   ○ A lot   ○ Fully informed

2. To what extent did you have the information you needed to work with youth?

○ Not at all   ○ A little   ○ Somewhat   ○ A lot   ○ Fully informed

3. To what extent did you have the training you needed?

○ Not at all   ○ A little   ○ Somewhat   ○ A lot   ○ Fully trained

4. To what extent did you have the resources you needed?

○ Not at all   ○ A little   ○ Somewhat   ○ A lot   ○ Fully resourced

Page 1

Gloria Molina Foster Youth Education Program - Year 2 Evaluation

5. What went smoothly or successfully at the start up of Year 2 of the program?

6. What challenges were encountered at the start up of Year 2 of the program?

7. What strategies were used to address these challenges?

8. Please give examples of differences in Year 1 and Year 2 start up in terms of both successes and challenges.

9. Were the challenges you identified in Year 1 implementation resolved? How or why not?

C. The program

1. What services have you been able to provide in Year 2? (Please select all that apply.)

☐ Tutoring	☐ Mentoring
☐ Transferring credits from a previous school	☐ Extra-curricular activities
☐ School-based resources	☐ Community activities
☐ Preparing for college	☐ Emotional or psychological support
☐ Credit Recovery Program	☐ Career counseling/help with jobs
☐ Practice for the California High School Exit Examination (CAHSEE)	☐ Not applicable, I do not provide services

2. Have the types and amount of services you are able to provide in Year 2 changed and if so, how?

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Gloria Molina Foster Youth Education Program - Year 2 Evaluation

3. How has your relationship with the cooperating agencies changed from Year 1 to Year 2?

D. Core Team Meeting

1. What are your overall feelings about the Core Team Meetings in Year 2 specifically?

2. Have your feelings changed about the Core Team Meeting since Year 1? If so, how?

3. Core Team Meetings are not conducted for students who are continuing in the program, do you think they would be helpful?

◯ Yes   ◯ No

4. Why or why not?

E. General feedback

1. Can you give an example of how getting support at school through this program helped a foster youth at home?

2. What sort of difference, if any, do you observe in Year 2 vs. Year 1 students?

3. Have you seen any specific successes in Year 2?

Page 3

Gloria Molina Foster Youth Education Program - Year 2 Evaluation

4. How does length of time in the program affect the student? Is there a turning point at which you see increased engagement? (Please respond with a specific turning point i.e. 6 weeks, 3 months, etc. if you think it exists.)

5. What is your sense of how well the program is running in Year 2 as compared to Year 1?

E. General feedback (continued)

There are currently two different models of the program running in different school districts. One model has a school based social worker helping with educational goals in addition to a case-carrying social worker and the other model has a case-carrying social worker also working in the schools to help with educational goals.

1. Which model do you prefer?

○ One social worker that does it all

○ One social worker at school and one social worker at DCFS

2. Please explain.

3. What are the expectations vs. the reality of the two models?

E. General feedback (continued)

1. What don't you like about the program?

2. What challenges did you face in getting services or working with students or other staff?

Page 4

Gloria Molina Foster Youth Education Program - Year 2 Evaluation

3. How might the program be improved?

4. What would you change about the program?

5. What would you like to know from an evaluation of this program?

6. Is there anything else you would like to tell us about the program?

Thank you!

Thank you for participating in the Year 2 Evaluation of the Gloria Molina Foster Youth Education Program. We are grateful for your feedback on the second year of the program.

As previously mentioned, your responses to the questions in the survey are confidential. While we may quote a response, we will not attribute it to an individual.

Your input on what is working well and what can be improved is invaluable. Thank you for sharing your experience with us.

If you have any questions about the evaluation, please contact:
Maura Harrington, PhD
Director of Consulting & COO
Center for Nonprofit Management
mharrington@cnmsocal.org
213-346-3258

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Appendix H. GMFYEP Did You Know Fact Sheet

Did you know?

- ♦ Nationally, between **35-50%** of foster youth **perform below grade level**[*]
- ♦ Nearly **50%** of all foster youth fail to complete high school
- ♦ Once youth leave the foster care system at age 18, studies show that:
    - 50% are unemployed
    - 30% are dependent on public assistance
    - 25% are incarcerated
    - 20%+ are homeless
- ♦ When youth in foster care have school stability, it leads to placement stability.

The Gloria Molina Foster Youth Education Program

A collaborative partnership has been established by Supervisor Gloria Molina in partnership with the Department of Children and Family Services (with the support of the Chief Executive Office, the Los Angeles County Education Coordinating Council, and Casey Family Programs) to address the needs of children and youth receiving child welfare services in local school districts.

The intent:

To increase graduation rates by identifying an educational advocate for each foster youth, improving academic performance through the use of student work and data and encouraging student retention in the K-12 school system.

The approach:

1. Through an Operational Agreement, share education records, student information and data between DCFS and your school district.
2. Utilize Educational Assessment and Advocacy/Action Plan tools with clear goals and action items to assist students in their achievement.
3. Educate students/parents/caregivers on how to access available academic and extracurricular resources to support the youth.
4. Establish an out-stationed Children's Social Worker (CSW) from DCFS at your school district office site or at the high school sites to work with the identified youth.
5. Set up periodic team meetings consisting of school staff, DCFS staff, the youth, and parent/caregiver to discuss an appropriate educational case plan to address the identified needs.

---

[*] ECC Blueprint for Raising the Educational Achievement of Foster and Probation Youth: Approved, Board of Supervisors, 2006).

How can YOU help?

- DCFS School Based Social Workers may contact you regarding a student in your class/school. Together you will develop a plan to help the youth make improvement and excel in school.
- Pay attention to youth in your school that are exhibiting special needs (academic, behavioral, and social) that might be under DCFS supervision and refer those students to the DCFS School Based Social Workers for a thorough assessment and follow-up.
- Identify ways to extend some support or assistance for this student to help them maintain school stability.

First Year Successes – The results of our first year (2008-2009) demonstrate the following:

- Over 900 credits were recovered for the youth in the program
- 67% of the youth that graduated would not have done so if not for the intervention of this program
- 83% of the graduates planned to enroll in a 2 or 4 year college; 53% are doing so as a result of the program
- Youth told us that they learned they are actually smart and that they felt they had to do their best since someone was showing an interest in them and checking on their progress.

Who can you contact if you have questions?

- Ms. Angel Y. Rodriguez - DCFS Children's Services Administrator (626) 455-4671 or rodang@dcfs.lacounty.gov

Appendix I. The Number of Youth Entering the Program Monthly

Number of program youth entering the program monthly

First day of school

Quarter 1 Ends

Fall Semester Ends

Spring Semester Ends

43

16

12

9

7

7

5

4

4

3

2   2   2   2   2

1

0   0   0

Note: 15 youth has a Case Plan completed prior to the 2009-2010 academic year. An additional 5 youth did not have a Case Plan completed.

Dec-08 Jan-09 Feb-09 Mar-09 Apr-09 May-09 Jun-09 Jul-09 Aug-09 Sep-09 Oct-09 Nov-09 Dec-09 Jan-10 Feb-10 Mar-10 Apr-10 May-10 Jun-10 No Case Plan