



# Foster Youth Aligned Action Network

## Recommendations to the Joint Foster Youth Task Force

### Problem to be Solved

Foster youth have substantially worse educational and earnings outcomes than the general population, leading to homelessness, incarceration, and long-term reliance on public systems. Specifically, Santa Clara County foster youth have an on-time high school graduation rate of 43%, vs. the overall county rate of 83%.<sup>1</sup> Fewer than 9% of former foster youth in CA have a four-year college degree compared to 33% of the general population.<sup>2</sup> This comes at a time when educational achievement is tied more closely to earnings than ever before, with 99% of jobs created since the Great Recession going to those with at least some college.<sup>3</sup> These poor education outcomes lead to poor employment outcomes with California foster youth earning an average of \$690 per month at age 24, far below the \$1,530 average earned by their non-foster peers.<sup>4</sup> Since Latino and African American children in Santa Clara County are disproportionately represented in the foster care system, failure to address these poor results will perpetuate poverty and inequity for these communities.

It is well understood that foster youth experience nearly unimaginable trauma - removal from their homes, multiple placements, educational dislocation, and many others. However, this alone cannot explain these poor education and employment outcomes. When youth enter foster care, they enter a well-resourced system with well-intentioned people, working to deliver valuable programs and services. However, without data to inform decision-making and to drive results, a common set of outcomes to work toward, and a robust culture of collaboration and the commensurate infrastructure, we have not and will not achieve the results we want for our most vulnerable youth and young adults.

# Proposed Solution

The Foster Youth Aligned Action Network (FYAAN) has grown out a recognition that we have failed to construct the system of foster youth services with the end in mind. To focus our work and drive alignment, we have focused on a clear, common sense end: foster youth are prepared for and able to earn \$50,000 per year by the age of 26.

A data-driven approach focused on aligning systems and resources, combined with a **relentless public commitment** to not settle for the status quo, will lead to **outcomes parity with the general population** for Santa Clara County youth who have spent time in the foster care system. The FYAAN has been formed to take this approach. The FYAAN, co-chaired by the Silicon Valley Children’s Fund, the Department of Family and Children’s Services, and the County Office of Education, includes key decision-makers from governmental agencies, school districts, community-based organizations, funders, and other system partners. Critically, key business and service groups such as Junior League of San Jose, the SVO, and Silicon Valley Leadership Group are also committed and engaged.

Members of the FYAAN have committed to work together to achieve better results for youth in the foster care system. To achieve improved results for foster youth, we ask the Joint Foster Youth Task Force to adopt the following recommendations to improve results for foster youth:

- 1. Adoption of Shared Goals and Outcomes**
- 2. Investment in Shared Data and Measurement**
- 3. Implementation of Specific Strategies to Improve Education and Career Outcomes**
- 4. Recognition and Support of the FYAAN to Achieve Improved Results for Foster Youth**

## 1. Shared Goals and Outcomes

The FYAAN recommends the county measure and publicly report on the following data points and goals for all foster youth in Santa Clara County. Notably, the goals listed, when achieved, will mean that Foster Youth outcomes are at or above “general population” parity. **As a stake in the ground, we recommend that we set a goal of reaching these performance levels for the high school class of 2020 by the year 2026.**

Education Outcomes to Track	Education Goals for Foster Youth
<ul style="list-style-type: none"> <li>● HS Graduation rate</li> <li>● FAFSA completion rate</li> <li>● Post-secondary enrollment rate</li> <li>● Post-secondary completion rate</li> <li>● Secondary re-engagement credential attainment rate</li> </ul>	<ul style="list-style-type: none"> <li>● 86% HS graduation rate</li> <li>● 65% college enrollment rate</li> <li>● 70% college persistence rate</li> <li>● 33% bachelor’s degree rate</li> <li>● 50% secondary re-engagement credential attainment rate for disconnected youth (drop-outs)</li> </ul>

Employment Outcomes to Track	Employment Goals for Foster Youth
<ul style="list-style-type: none"> <li>● % with high school internships</li> <li>● % with high school jobs</li> <li>● Track annual income by youth from age 16 forward</li> <li>● % enrolled in high school Career Tech Ed courses</li> <li>● % with college internships</li> <li>● % with college jobs</li> </ul>	<ul style="list-style-type: none"> <li>● 90% of foster youth have early work and internship experience by age 19</li> <li>● 90% job placement by age 26</li> <li>● \$50,000 annual income for at least 50% of foster youth by age 26</li> </ul>

## 2. Shared Data and Measurement

**The FYAAN recommends that Santa Clara County support full implementation of Foster Vision and Data Zone in every school district.** Data is the most important tool for improving results. Shared measurement is the foundation for continuous improvement; shared measurement will allow the FYAAN to understand which strategies, interventions, and inputs lead to improved results and will help us track progress towards achieving education and career goals for foster youth. The lack of high quality, common data is the primary driver of siloing.

It is important to note that the implication is *not* that DFCS, as the current holder of most foster youth data, own every element of shared data and measurement. In keeping with the notion of a whole that is greater than the sum of its parts, there are numerous untapped opportunities to better

leverage CBOs and other organizations to gather this data, and there are tools and techniques that might offer solutions that limit the impact on DFCS's resources and staff.

We also *strongly* recommend:

- Leveraging the Opportunity Youth Partnership's existing shared measurement system as a bridge to collect CBO data until Data Zone and Foster Vision are able accommodate and integrate such data.
- Extending the capacity of Foster Vision to track foster youth data until age 26.
- Providing funding incentives and technical assistance support to overcome barriers to adoption of Foster Vision and Data Zone.
- Investigating alignment of County contracting policies and continuous improvement systems to the data captured in Data Zone and Foster Vision.
  - Build in supports for contracting agencies to implement shared capture and reporting of data.
- Building capacity to effectively collect data for students attending charter schools or placed in other counties.
- Developing a common intake and assessment tool for use among SCCOE, DFCS, JPD, ILP and CBO's for foster youth linked to Data Zone.

### 3. Specific Strategies to Improve Education and Career Outcomes

**The FYAAN recommends the implementation of a wide range of specific strategies and tactics that have demonstrated efficacy in improving results for foster youth.** Below, we list specific evidence-based strategies that we recommend to meet the Education and Employment goals for foster youth. All efforts must be tracked via a shared measurement system. First, we want to describe two foundational elements that will support the environment for success:

#### FOUNDATIONAL ELEMENTS

- Basic stabilization supports:

- Programs should be in place to ensure that each youth has the proper platform to support success. These supports need to span ages 14 to 26. Not all are currently in existence or fully implemented. The utilization rate of these supports should be tracked as elements in the database.
  - The supports include: phone, computer and internet access, CalFresh, CASA or other mentors, child care, housing, behavioral health services, health care, and transportation.
- Clearly, housing is among the largest and most difficult barriers. While outside the scope of the FYAAN, the County must make a commitment to identify additional housing units or stipends to support foster youth from ages 18 to 26. We recommend that efforts be redoubled to achieve this. Money spent here will result in long-term savings through the development of taxpayers instead of the creation of long term users of public systems.<sup>5</sup>
- Organizing our approach through an Opportunity Center
  - OYP and FYAAN believe that our current system of service delivery results in many anecdotal success stories that are not replicable, trackable, or scalable.
  - As we implement the specific strategies below, we recommend that they be accompanied and delivered via a structured, organized, measurable and repeatable process that we call the Opportunity Center. While the Opportunity Center concept does not need to be a physical space, it certainly can and should have as its home base the HUB. Timing is particularly good as the HUB is in the process of being relocated and re-designed.
  - The elements of the Opportunity Center are:
    - Common intake tool, where all service providers are capturing and tracking the same elements (which ultimately reside in Foster Vision or Data Zone). This provides the common language needed to leverage multiple services in a coordinated manner.
    - Coordinated assessment by trained staff who evaluate data and current status for each youth, recommending an education and employment roadmap with facilitated pathway entry/launch.
    - As youth move through the system, programs, interventions and progress are tracked, building a knowledge base that ultimately learns from itself. In other words, we use the data to improve.

## EDUCATION STRATEGIES

- Conduct annual academic records review (documenting grades, credits, and progress towards graduation) for all high school age foster youth, and ensure every rising senior (including those at reengagement high schools) has a graduation plan that tracks to their actual academic status.
- Coordinate community-wide effort to find and provide educational coaches/navigators for 100% of foster youth ages 14 – 24 that work with youth, social workers, and the school districts to support youth on and off campus through high school graduation, post-secondary matriculation, and all the way to post-secondary completion.
- Provide 1:1 tutoring to all youth in need of academic support.
- Provide post-secondary and career exploration and planning to all foster youth no later than 60 units from high school graduation (including and not limited to college applications, FAFSA completion, scholarship attainment, budgeting, navigating college life, referrals to basic stabilization supports, social emotional learning and life skills to all foster youth).
- Align the work of DFCS's Education Services Unit, CBOs, school districts, the county office, and community colleges via implementation of a common set of tools and the use of the Three Phases of Momentum high school to college framework.
- Develop consistent approach to supporting youth through LCAP with districts, CBO's and the County Office of Education.

## EMPLOYMENT STRATEGIES

- Explore opportunities to align current strategies at DEBS, Career Development Unit, and among CBOs, such that work readiness training, paid work opportunities, wages, and measurement are managed as a group, rather than in silos.
- Adopt community-wide shared “work readiness markers” (modeled on Baltimore’s Connect model), and ensure that each foster youth completes at least 20 hours of paid new hire orientation and professional development training by age 16.
- Offer sufficient paid CSR internship opportunities such that each foster youth can participate twice during high school.
- Ensure all foster youth complete a career assessment (interests and aptitude) at age 15 and 17.
- Track annual earnings for each foster youth starting with the year he/she turns 16. Use W-2 earnings as a baseline and capture other earnings if possible.

- As youth move beyond high school, the same strategies are still relevant, but are enhanced by the following:
  - Ensure that foster youth are aware of and participating in career-pathway training opportunities (such as Year Up, Trades Orientation Program, Stride Center, Job Corps, PeopleShores) as appropriate.
  - Leverage our relationships with supportive community partners such as Silicon Valley Leadership Group, The SVO, Rotary, and Junior League of San Jose to develop work opportunities and supportive adult connections.
  - Proactively enroll foster youth in the appropriate federally supported workforce program (e.g. Work2future or Nova) to ensure they are receiving training and supportive services to which they are entitled.
  - Evaluate and effectively re-launch the EFY program (County Foster Youth jobs) with SMART goals.
    - Consider giving foster youth “preference points” in the hiring process for County jobs (similar to what is offered to veterans).

#### 4. Recognition and Support of the FYAAN

**We strongly encourage the Task Force to explicitly endorse the FYAAN as a vehicle for achieving the outcomes described in this document.** The FYAAN is a sub-committee of the Opportunity Youth Partnership. As such, it enjoys the structure and membership required to engineer and deliver systemic changes and real results via the evidence-based process known as Collective Impact.

The Foster Youth Aligned Action Network will work collectively to create results-driven system alignment that supports foster youth in moving toward durable self-sufficiency via education attainment and employment experience. In accordance with the literature on results-based collaboration, shared measurement, mutually reinforcing activities, and a robust coordination structure are required to get to game changing results for young people. Through the use of data with a systems lens, FYAAN partners can focus on specific coordinated changes over time that will achieve significant and sustainable system-wide impacts. Further, this data-driven approach supports continuous learning, which is essential to achieve meaningful change in any complex system.

# Evidence to Support this Approach

Many of the strategies discussed above, starting with utilizing a Collective Impact framework, are evidence-based practices. At the end of the document, we have listed the strategy and provided reference to the evidence supporting its effectiveness.

## Partners

The table below lists the FYAAN partners and their roles. Of primary importance to this initiative is ensuring the necessary players are at the table to address issues at a systems level. To-date, we have brought together the large majority of key stakeholders, with clear commitments from partners. Some key partners remain to be engaged, and we are currently working to include representation from the Department of Employment & Benefits Services, local Workforce Development Boards, and one or more of the SCC community college districts.

Organization	Person	Commitment level
Department of Family and Children's Services	Francesca LeRue - Director	Co-chair
Santa Clara County Office of Education	Mary Ann Dewan - Superintendent	Co-chair
Silicon Valley Children's Fund/TeenForce	Elise Cutini - Chief Executive Officer	Co-chair
Kids in Common - Opportunity Youth Partnership	Joe Herrity - Associate Director, OYP	Convener
Kids in Common	Dana Bunnett - Director	Core
Silicon Valley Children's Fund/TeenForce	John Hogan - VP Career Services	Core & Key designee of Co-Chair Elise Cutini
Department of Family and Children's Services	Marisela Martinez - Project Manager	Core & Key designee of Co-Chair Francesca LeRue
Santa Clara County Office of Education	Joann Vaars - Coordinator of Education Services for Foster & Homeless Youth	Core & Key designee of Co-Chair Mary Ann Dewan

Social Services Agency	Katie Hubner - Foster America Fellow	Core
Bill Wilson Center	Deryk Clark - Director of Youth Development	Core
Child Advocates	Karen Scussel - Executive Director	Core
The Law Foundation	Jennifer Kelleher - Chief Program Officer	Core
First Place for Youth	Emily Jensen - Regional Director of Programs for Northern California	Core
Office of Supportive Housing	Ky Le - Director	Core
Santa Clara Unified School District	Ben Gonzalez - Coordinator of Health and Wellness	Core
East Side Unified School District	Jenn Casel - Student Services Coordinator	Core
Uplift Family Services	Don Taylor - Senior Clinical Director	Core
Community Solutions	Lisa Davis - Chief Operating Officer	Core
California Youth Connection	David Kincaid - Chapter Chair	Core
San Jose Unified School District	Dane Caldwell-Holden - Director of Student Support Services	Community partner A
HomeFirst	Beatriz Ramos - Program Manager	Community partner A
The Silicon Valley Organization Foundation	Eddie Truong - Director of Government and Community Relations	Community partner A
Junior League of San Jose	Victoria Kroll & Marlene Zapata - Board Members	Community partner A
Silicon Valley Leadership Group	Paul Escobar - Director of Policy and Education Programs	Community partner B
City of San Jose	Israel Canjura - Supervisor Mayor's Gang Prevention Task Force	Community partner B
Job Corps	Chris Allen - Deputy Director	Referral

San Jose Conservation Corps & Charter School	Dorsey Moore - CEO	Referral
Opportunity Youth Academy	Phil Morales - Principal	Referral
Probation Department	Alex Villa - Manager	Referral
Gilroy Unified School District	Lisa Lorona	Referral
DFCS Career Development Unit	Sovandy Hang - Employment Program Supervisor	Partner
Foster Youth in Action	Jamie Wang - Board Member	Partner
Public Health Department	Christine Rutherford-Stuart	Partner

### Additional Resource Opportunities

On the whole, and in comparison to other subpopulations of system impacted youth, foster youth have access to substantial resources. The primary opportunity that the FYAAN proposes to address is the more effective alignment of resources streams to ensure that existing resources (federal, state, local, and philanthropic) are coordinated and deployed to much greater effect.

Through the FYAAN, we will take a coordinated approach to developing the following resources to remediate critical gaps that fall between the responsibilities and objectives of organizations currently serving foster youth in Santa Clara County:

- Laptops for every teen and young adult currently or previously in the foster care system through the “One Laptop Program.”
- Development of well-supported, foster-specific employment opportunities through the SVO and the Silicon Valley Leadership Group (SVLG).
- Free internet for current and former foster youth through Comcast, Sprint and other internet providers.
- Recruitment and development of cadres of adults to support mentoring, tutoring, job shadowing, and other connections through organizations such as Junior League of San Jose, SVLG, service clubs, etc.

# Sources of Funding

System and data-driven approaches enable partners to achieve better results with few new resources and in more lasting ways. Currently, much of this work is occurring and available at no cost to the county, or is already funded through existing streams. Though additional funds will be needed, it is important to note that the county is benefiting from privately funded work and all investments are leveraged with philanthropic resources.

Kids in Common as the “backbone” organization for the Opportunity Youth Partnership, will continue to provide coordination and logistic support for the FYAAN. Kids in Common’s broader Opportunity Youth Partnership backbone work is generously supported by the Sobrato Family Foundation. It is likely that the backbone function for the FYAAN will require additional investment as the work becomes more detailed, and the data coordination work and coordinated support operations become robust.

Foster Vision is free to school districts and SCC has invested in the adoption of Data Zone in School Linked Services districts. Financial support may be needed to provide incentives and technical assistance so additional school districts will invest in these data tools. Additionally, as county contracting processes strive to become anchored in the data indicators proposed by the FYAAN, it may be necessary to invest in technical assistance and data tools to support agencies’ ability to participate in such a system. Financial investment is vital if we want to create a culture focused on data and results.

Some of the social supports youth require (such as transportation, childcare, housing, food, etc) may become available as we create better coordination between organizations. It is possible that financial investment from the county, schools or private funders will be necessary in order to cover gaps or to provide the support in a timely way.

It is important to note that all government investments made in the foster youth are leveraged against substantial private money. Five foundations (Walter S Johnson, Tipping Point, California Wellness Foundation, May and Stanley Smith Foundation, and the Sobrato Family Foundation) are investing in the older foster youth space in Santa Clara County in hopes of addressing the issues the FYAAN is targeting. Thus, all current county investments, and any future investments, are leveraged investments.

A few important notes on sources of funding to support improvement foster youth education and employment outcomes:

1. County funding for Kids in Common will be required to continue to take advantage of their substantial convening and facilitation experience, and hard-won collective impact expertise.
2. The implementation of CalFresh Employment & Training Program should activate an important new source of revenue targeting education and employment for certain foster youth.
3. Ensure that foster youth are benefitting from Workforce Innovation and Opportunity Act (WIOA) funding and Department of Rehabilitation resources. In particular, Santa Clara County's allotment of federal WIOA dollars should be better targeted toward foster youth, a priority population, as they provide a critical funding for career pathway work experience and education.
4. Careful evaluation of Title IVe expenditures to make sure they are effective, leveraged, and in alignment with these objectives.
5. New funding to invest in the data capacity of CBOs in pursuit of a system-wide data orientation and culture.
6. Employer funded job training programs - this can only be evolved at scale after early system and philanthropic investments lead to proof points.
7. Guarantee LCAPs demonstrate that specific funds are supporting foster youth.

## Responses to JFYTF Data Questions

1. **What additional baseline/outcome data needs to be collected about foster youth population?**
  - a. The FYAAN recommends that our outcomes and recommendations apply to any youth who had an open case at any time after their 10th birthday.
  - b. Education and employment outcomes are described on page 3 of this document.
2. **What additional baseline/outcome data needs to be collected about individual foster children?**
  - a. The same information described above should be collected on individual current and former foster youth. When tracked consistently over time and shared in a de-identified manner, these data illuminate strategies and tactics that move the needle toward the desired results.
  - b. Academic records review for each cohort prior to the beginning of 9th grade to establish academic baseline, and ensure tailored education supports and planning occurs for every foster youth.

- c. These data would also be valuable in providing to coordinate case management of individual foster youth. Again, Foster Vision and Data Zone should provide this capability for foster youth to DFCS, Probation, and schools. It may be valuable to have permissions established for specific staff in CBOs to have access to this data for youth they are serving and/or create reporting procedures to ensure that CBOs can engage in continuous learning via access to verified academic outcomes data.
- d. It is also important to have this information for youth in out-of-county placements and charter schools.

**3. What barriers exist for the collection and sharing of data, and how can we overcome them?**

- a. Schools are not adopting Foster Vision and Data Zone as rapidly as we would like. The County should implement significant incentives and support to speed and increase the adoption, with a goal of 100% adoption.
- b. Need to ensure that we are able to capture data on youth in private and charter schools as well as out of county placements.
- c. Santa Clara County's social sector lacks a rigorous data culture. This is compounded by funder-driven requirements to track different metrics and outcomes, on different timelines, and in different formats.
- d. As it pertains to Data Zone / Foster Vision, one barrier that exists is clarity about which data elements need to be collected, if anyone is collecting them and if so where are they stored. To overcome this, we need to establish a shared understanding of what data is already being collected and what is missing from our data sets. This will require mapping the data elements to determine the data system they are housed un and who is responsible for entering them. Further, a legal analysis is required to guarantee compliance with all applicable laws associated with data sharing. To overcome these barriers, we should:
  - i. Convene a work group to determine the essential data elements and map them.
  - ii. Develop a universal permission form for 'clients' to sign to give permission for their data to be shared.
  - iii. Provide financial assistance and incentives for participation in DataZone and Foster Vision.
  - iv. Align county contracting requirements with data collection requirements to show progress on the outcome metrics

4. **How can we develop a protocol for real-time sharing of information on individual foster children between teachers, courts, social workers, care-givers and other stakeholders?**
  - a. The start of a protocol exists within the Foster Vision module in DataZone operated by the SCCOE, and is already supported by DFCS. Building this system out with more of the stakeholders, creating an operations manual and set of protocols, offering training for stakeholders to support the implementation of the protocols and developing the interagency agreements necessary to support this effort.
  - b. We need to further develop the purpose of information sharing and determine what information needs to be shared and with whom. The court should be engaged in establishing a legal framework. This framework could be modeled on that of the Opportunity Youth Partnership, which has data sharing agreements with 11 CBOs and two schools, and for which there is a standing court order.
  - c. We cannot emphasize strongly enough that the County go “all-in” with support for Data Zone and Foster Vision, which already enjoys a strong foundation and a \$3 million investment from leading philanthropists.

## Citations

- <sup>1</sup>**High school grad rates:** California Department of Education Data Reporting Office. (July 5, 2017). *Cohort Outcome Data for the Class of 2015-16*. California Department of Education. Retrieved November 11, 2017 from <https://dq.cde.ca.gov/dataquest/cohortrates/CRbyProgram.aspx?cde=43000000000000&TheYear=2015-16&Agg=O&Topic=Graduates&RC=County&SubGroup=Ethnic%2fRacial>
- <sup>2</sup>Data for college graduation rates for CA in general: [https://censusreporter.org/data/table/?table=B06009&geo\\_ids=04000US06.05000US06085&primary\\_geo\\_id=04000US06](https://censusreporter.org/data/table/?table=B06009&geo_ids=04000US06.05000US06085&primary_geo_id=04000US06) **Foster college grad rates:** Forty three percent of foster care alumni in the Northwest Alumni Study had completed any postsecondary education and almost half of the foster care alumni in the Casey National Alumni Study participants had completed at least some college. However, only 2% of the former and 9% of the latter had at least a bachelor’s degree (Pecora, et al., 2006; Pecora, et al., 2005). **Also:** Burt S. Barnow, Amy Buck, Kirk O'Brien, Peter Pecora, Mei Ling Ellis, and Eric Steiner, “Effective Services for Improving Education And Employment Outcomes For Children And Alumni Of Foster Care Service: Correlates And Educational And Employment Outcomes,” *Child & Family Social Work* (2013): 159.
- <sup>3</sup><https://cew.georgetown.edu/cew-reports/americas-divided-recovery/> Describes the relentless shift toward ever increasing educational requirements for employment. This shift has continued unabated, and in fact, accelerated since the Great Recession, such that 11.5M of the 11.6M jobs created since the Great Recession have gone to those with at least some college.

<sup>4</sup><https://aspe.hhs.gov/pdf-report/coming-age-employment-outcomes-youth-who-age-out-foster-care-th-rough-their-middle-twenties> Cites high correlation between working in high school and higher earnings at age 24 for foster youth. Also cites actual earnings statistics.

<sup>5</sup><http://www.aecf.org/m//resourcedoc/CC-CostAvoidance-2009.pdf> Cites the tremendous costs of foster youth having worse than typical education, employment, pregnancy and criminal outcomes. This is about \$300 million in Santa Clara County.

## Evidence Bibliography

### Effectiveness of collective impact and collaborative approaches

There is strong support for addressing complex social problems through a collective, results-based, systems approach. The following articles discuss results based accountability, (the utilization of data to improve outcomes), collective impact and systems thinking:

1. *Collective Impact*. John Kania, Mark Kramer. Stanford Social Innovation Review. 2011.
2. *Needle-Moving Community Collaboratives*. Michele Jolin, Paul Schmitz, Willa Seldon. [www.bridgespan.org](http://www.bridgespan.org).
3. *Needle-Moving Collaboratives Revisited: Profiles in Persistence and Progress*. Meera Chary, Michael Ciccarone, Bradley Seeman, Willa Seldon. 2015. [www.bridgespan.org](http://www.bridgespan.org)
4. *The Results-Based Accountability Guide*. Based on the work of Mark Friedman, author of *Trying Hard is Not Good Enough*. From Clear Impact. 2016.
5. *Systems Thinking for Social Change: a Practical Guide to Solving Complex Problems, Avoiding Unintended Consequences and Achieving Lasting Results*. David Peter Stroh. 2015.
6. **“You get what you measure.”** The alignment of shared values within an accountability structure coupled with monitoring leads to better outcomes in performance (Hentschke and Wohlstetter, 2004). Further, in their New World Model, Kirkpatrick and Kirkpatrick (2016) identify valid and functional evaluation processes and metrics as a key driver in attaining overall organizational goals. They also went on to state the importance of transparency and communication in ensuring that goals were known and understood by all stakeholders as an important facet of goal achievement as well. Hentschke, G. C., & Wohlstetter, P. (2004). *Cracking the Code of Accountability*. *University of Southern California Urban Education, Spring/Sum*, 17–19. Kirkpatrick, J., & Kirkpatrick, W. (2016). *Kirkpatrick’s four levels of training evaluation*. Alexandria, VA: ATD Press

## Promising education and employment supports for at-risk youth

The following articles provide support for the strategies and tactics proposed in this document:

- a. *Don't Quit on Me. What Young People Who Left School Say About the **Power of Relationships***. America's Promise Alliance. 2015.
- b. **Positive relationships with adults** serving in a mentorship role had a positive impact on student outcomes. Jordan, W. J., & Nettles, S. M. (1999).
- c. **Tutoring** had a direct effect on increasing academic performance. Hock, M. F., Pulvers, K. A., Deshler, D. D., & Schumaker, J. B. (2001). The effects of an after-school tutoring program on the academic performance of at-risk students and students with LD. *Remedial and Special Education, 22*(3), 172-186. Bettinger, Boatman and Bridget (2013) found that tutoring was positively correlated with higher grades and increased persistence. Bettinger, E. P., Boatman, A., & Bridget, T. L. (2013).
- d. There is evidence (from USC) that **laptop and internet access** leads to better school performance, self-esteem and mental health (among foster youth).  
[http://portal.ifooster.org/UploadFile/26818/NewsFile/1\\_Laptop\\_FCC\\_Evaluation\\_Report.pdf](http://portal.ifooster.org/UploadFile/26818/NewsFile/1_Laptop_FCC_Evaluation_Report.pdf)
- e. **Scholarships**: In an examination of former foster youth in California, Bassen, Cooper and Mery (2010) found that lack of a consistent funding source served as a significant barrier to college persistence. Rassen, E., Cooper, D. M., & Mery, P. (2010). Serving special populations: A study of former foster youth at california community colleges. *Journal of Applied Research in the Community College, 17*(2), 24-34.
- f. Stewart, Lim and Kim (2015) found first-time college going students receiving **financial aid** were more likely to persist in college as compared to similar peers without financial support. Stewart, S., Lim, D. H., & Kim, J. (2015). Factors influencing college persistence for first-time students. *Journal of Developmental Education, 38*(3), 12-16.
- g. **Youth employment is "path dependent."** The more you work at 16, the more likely you will work at 17, and so on. Andrew Sum, Robert Taggart, and Ishwar Khatiwada, *The Path Dependence of Teen Employment in the U.S.: Implications for Youth Workforce Development Policy*, Center for Labor Market Studies, Northeastern University, Boston 2007.
- h. **Foster youth with the highest earnings at age 24** are much more likely to have worked while in the foster care system:

<https://aspe.hhs.gov/pdf-report/coming-age-employment-outcomes-youth-who-age-out-foster-care-through-their-middle-twenties>