



JOHN
BURTON
ADVOCATES FOR YOUTH

www.jbaforyouth.org

Leveraging Caregivers: Tools for Training Resource Parents to Support College Success

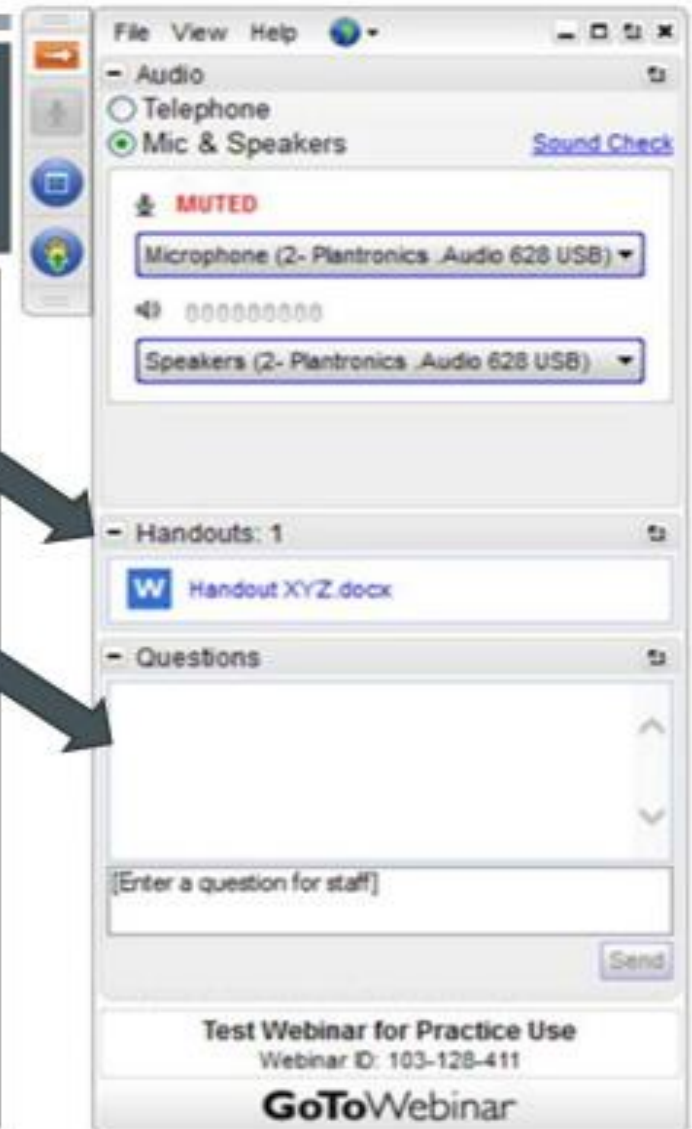
An Evaluation of Turning Dreams into Degrees

September 2, 2020

Technical Issues:

INFORMATION TO PARTICIPATE

- Today's PowerPoint can be downloaded from the “handouts” section of your control panel
- To submit live questions, click on the “questions” panel, type your question, and click “send.”
- Presentation materials and audio will be sent to all registrants and posted at www.jbay.org under “Training Archive.”



Today's Agenda



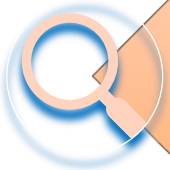
The Role of Caregivers and College Success



DCFS's Training Mandate: Turning Dreams into Degrees



FKCE and Course Delivery of Turning Dreams into Degrees



Findings & Recommendations from Independent Evaluation



Next Steps, Q&A

Today's Presenters:



Leslie Ponciano, PhD - leslie@hopeedresearch.com
President and Founder, Hope Education Research Solutions



Barry Ginsberg - Ginsbb@dcfs.lacounty.gov
Assistant Regional Administrator, LA County Department of Children and Family Services



Maria Granados - granadmi@lamission.edu
Los Angeles Regional Coordinator for Foster and Kinship Care Education, Los Angeles Mission College

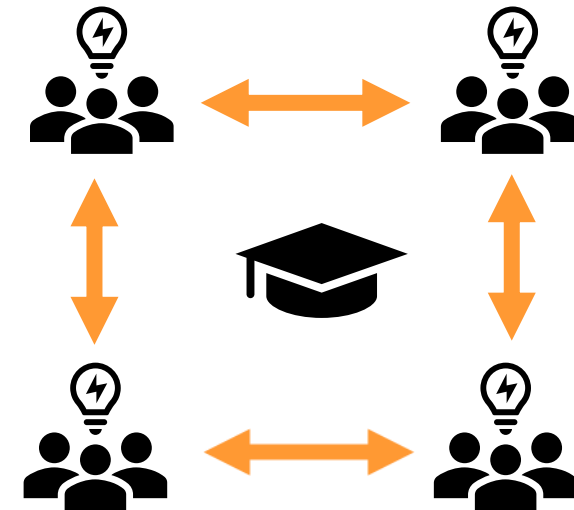
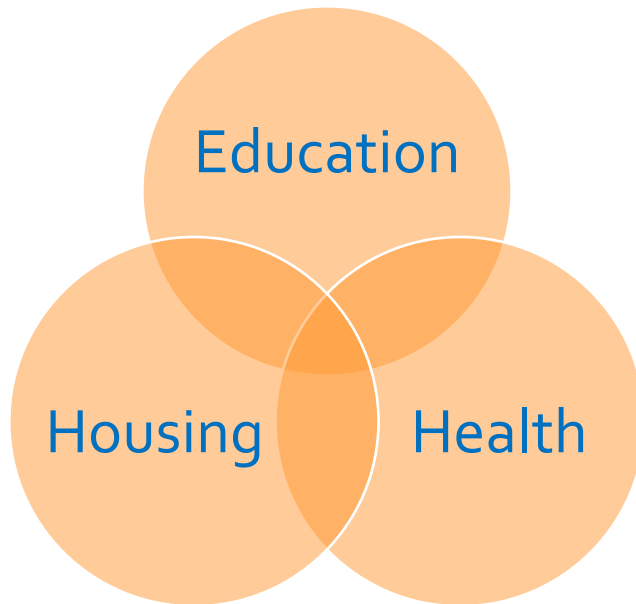


Melissa Bond - Melissa@jbay.org
Project Manager, John Burton Advocates for Youth

The Role of Caregivers for College Success

Melissa Bond, John Burton Advocates for Youth

JBAY and the OYC



EARLY COLLEGE PLANNING CAN HELP MANY FOSTER YOUTH



California is home to 17,927 foster youth
ages 12-19



6,109 of those are in Los Angeles County

THE ROLE OF CAREGIVERS IN HIGHER EDUCATION PLANNING

Cognitive Socialization

- how caregivers influence intellectual development

Academic Socialization

- how caregivers affect the development of attitudes and motives necessary for learning

FACTORS CONTRIBUTING TO ACADEMIC ACHIEVEMENT



Caregiver encouragement or support for educational achievement

Mitigating effects of changes in placements (home and school)

Level of expectations or interest by social workers

Availability of informed advice about routes to further education

Promotion of early financial independence vs. investment in education

IMPACT OF CAREGIVER TRAINING PROGRAMS

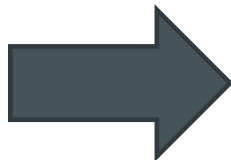


Informs parenting practices
associated with educational
engagement

Helps caregivers to foster the
socioemotional skills in youth that lead to
high educational attainment and school
engagement

CAREGIVER IMPACT

Youth who *ever* talked about college with their caregivers are over *eight times* more likely to attend a four-year college than those who don't.





TURNING DREAMS
INTO DEGREES



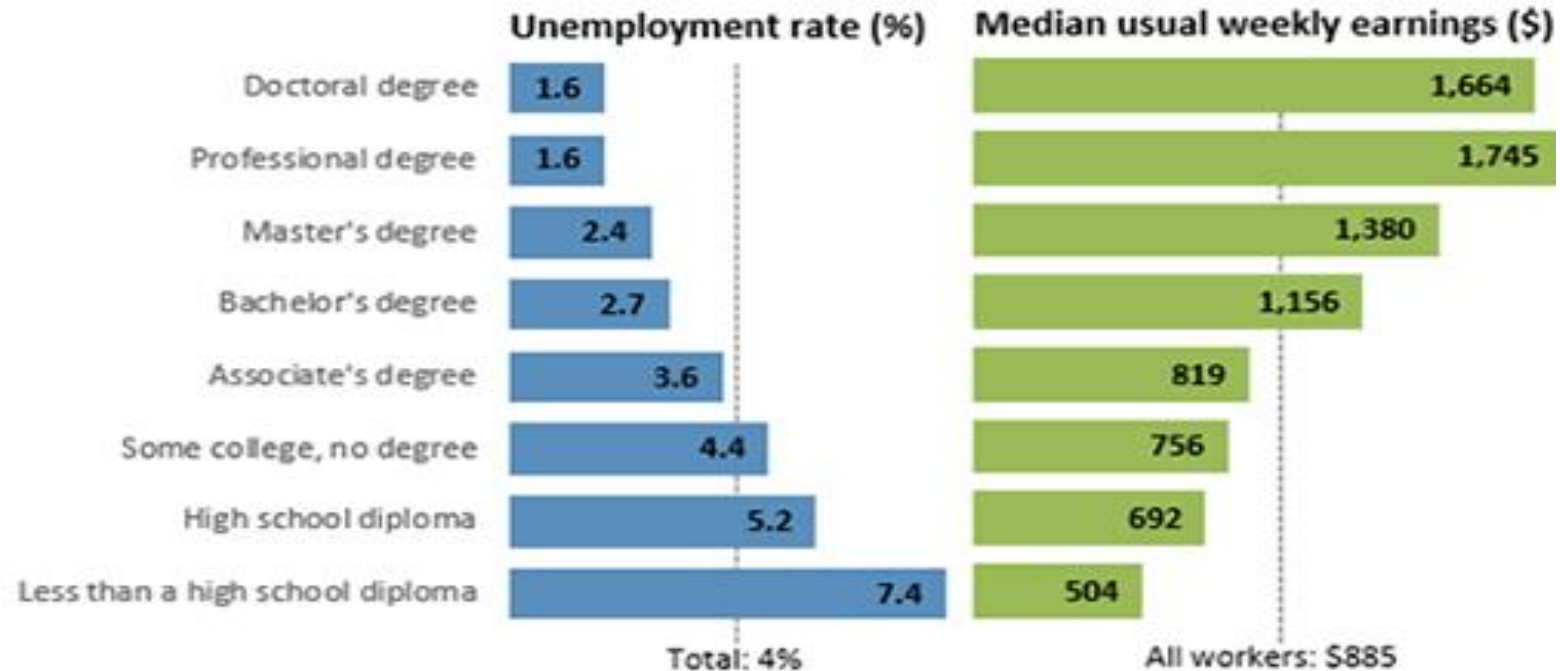
<https://www.jbaforyouth.org/training-curricula/>

DCFS's Training Mandate: *Turning Dreams into Degrees*

Barry Ginsberg, DCFS

Education Pays Off

Unemployment rates and earnings by educational attainment, 2016




Note: Data are for persons age 25 and over. Earnings are for full-time wage and salary workers.

Source: U.S. Bureau of Labor Statistics, Current Population Survey.




WHY THIS MATTERS TO DCFS

Foster youth are not realizing their full educational potential



DCFS's role extends beyond ensuring physical safety – education is essential to overall well-being



Resource Parents play a critical role in closing gaps



Yet many caregivers lack necessary information/tools



Investment in caregiver trainings will improve educational outcomes and overall well-being

HIGHER EDUCATION TRAINING MANDATE

Resource Family Requirement:
8 hours of annual training



New mandate: 3 of the 8 hours
must be higher education training

- **Who:** DCFS Resource Parents with youth ages 12-19
- **When:** After 1st annual update & before 2nd annual update (progress check-in)
- **How:** Must be completed through a DCFS-approved provider (e.g. FKCE)

HIGHER EDUCATION TRAINING MANDATE

Education

Course 1

Caregivers of
youth grades 6-10

Education

Course 2

Caregivers of
youth grades 11-
12 or recent high
school graduates

TRACKING AND COMPLIANCE



- Rolled into current tracking process
- When training is completed, caregivers receive a certificate and provide a copy to social worker at the annual recertification
- Completion is tracked within Binti
- If the Resource Parent does not complete, a corrective action plan will be implemented
- The trainer also tracks attendance in case the caregiver loses their certificate

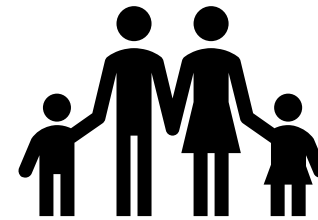
FKCE and Course Delivery of *Turning Dreams into Degrees*

Maria Granados, FKCE/LA Mission College

FOSTER & KINSHIP CARE EDUCATION (FKCE) OVERVIEW

A Statewide Program Providing Caregiver Education to:

- Foster Parents
- Relative/Kinship Caregivers
- Non-Relative Extended Family Members



Training topics align with “Resource Parent Approval Topic Codes,” required components of resource parent education



FOSTER & KINSHIP CARE EDUCATION LOS ANGELES COUNTY

- Antelope Valley College
- Cerritos College
- Citrus College
- College of Canyons
- El Camino College Compton Center
- East LA College
- El Camino College
- Long Beach City College
- Los Angeles City College
- Los Angeles Harbor College
- Los Angeles Mission College
- Los Angeles Pierce College
- Los Angeles Southwest College
- Los Angeles Trade Tech College
- Pasadena City College
- Rio Hondo College
- West Los Angeles College

EDUCATION COURSE I: SUPPORTING FOSTER YOUTH THROUGH EARLY COLLEGE AWARENESS AND PREPARATION

- **Audience:** Caregivers with students in grades 6-10. (Offered in English and Spanish)
- **Learning Objectives:**
 - Explain the benefits of postsecondary education
 - Recognize the unique barriers foster youth face and the impact of trauma
 - Identify strategies to create a college-going culture in the home
 - Describe the resources and supports available to help foster youth
 - Identify resources to help students explore their educational and career interests
 - Describe key educational planning milestones between 6th-10th grade

EDUCATION COURSE 2: SUPPORTING SUCCESSFUL TRANSITIONS FROM HIGH SCHOOL TO COLLEGE

- **Audience:** Caregivers with students in grades 11-12, or recent high school graduates. (Offered in English and Spanish)
- **Learning Objectives:**
 - Explain the benefits of postsecondary education
 - Identify resources to help students explore their educational and career interests
 - Describe key educational planning milestones between 11th-12th grade
 - Explain the steps for matriculation and financial aid access
 - Describe the specific resources available to help foster youth achieve their postsecondary educational goals

TRAINING MATERIALS

- Two versions: LA County specific and California
- Training materials, including a Facilitator's Guide, can be downloaded at:
www.jbay.org/caregiver-higher-ed-training
www.jbay.org/la-caregiver-higher-ed-training



Education Course 1: Supporting Foster Youth through Early College Awareness and Preparation

Audience: This course is designed for caregivers with youth in 6th – 10th grade.

Description: This course will empower caregivers to discuss the value of higher education with their youth and provide ideas for how they can play an active role in supporting their youth to college. Caregivers will learn the significance of early college exploration, preparation, and key steps that they can take to help youth turn their dreams into degrees.



DOWNLOAD POWERPOINT



DOWNLOAD SUPPORTING MATERIALS:

- School Stability, Enrollment, and High School Graduation Rights of Foster and Probation Youth
- Education Course 1: Vignette #1
- Education Course 1: Vignette #2
- Foster Youth Educational Planning Guide (now also available in Spanish)

CRITERIA FOR TRAINERS:



- Instructional Specialist from FKCE
- Baseline knowledge of college application process, financial aid, resources to support foster youth in college, and familiarity with the different types of higher education institution in California
- Preferable for trainers to have, at minimum, a Bachelor's degree or demonstrated experience in assisting students and families with college planning and application processes

Course offerings

FKCE Regional Coordinator developed a master calendar of courses for LA County



Course listings were sent to DCFS for distribution bi-annually to caregivers via mailers



During pandemic, campuses work with DCFS and communicate with caretakers in their geography



FOSTER & KINSHIP CARE EDUCATION Turning Dreams into Degrees: Higher Education Training Schedule Spring 2019



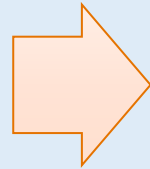
COLLEGE NAME & CONTACT INFORMATION	LANGUAGE	ED. COURSE 1: DATE/TIME	ED. COURSE 2: DATE/TIME
CERRITOS COLLEGE Graciela Vasquez / Selena Cuevas 11110 E. Alondra Blvd Norwalk, CA 90650 (562) 860-2451 x2496 or 2548 gvasquez@cerritos.edu scuevas@cerritos.edu	ENGLISH	Wednesday, 5/1/19 5:30 PM – 8:30 PM Register please click: http://bit.ly/linc-up	
COLLEGE OF THE CANYONS Cindy Stephens / Mimi Leach 26455 Rockwell Canyon Rd. Valencia, CA 91355 (661) 362- 3512 Mimi.Leach@canyons.edu	ENGLISH	Thursday, 5/16/19 9:00 AM – 12:00 PM	Thursday, 5/23/19 9:00 AM – 12:00 PM
EAST LOS ANGELES COLLEGE Belen Gabriel 1301 Avenida Cesar Chavez. Monterey Park, CA 91754 (323) 265-8963 GabrielB@elac.edu	SPANISH	Saturday, 4/13/19 9:00 AM – 12:00 PM	
	SPANISH		Thursday, 4/25/19 9:00 AM – 12:00 PM
	ENGLISH		Tuesday, 5/28/19 6:00 PM – 9:00 PM
	ENGLISH	Saturday, 5/4/19 9:00 AM – 12:00 PM	
EL CAMINO COLLEGE Betty L. Sedor 16007 Crenshaw Blvd. Torrance, CA 90506 (310) 660-3593 x3585 bsedor@elcamino.edu	ENGLISH		Wednesday, 4/24/19 9:00 AM – 12:00 PM
	ENGLISH		Tuesday, 3/12/19 6:00 PM – 9:00 PM
	ENGLISH		Saturday, 4/27/19 9:00 AM – 12:00 PM
LONG BEACH CITY COLLEGE Claudia Garcia 1305 E. Pacific Coast Hwy. Long Beach, CA 90806 (562) 938-3114 cgarcia@lbcc.edu	ENGLISH	Saturday, 3/2/19 9:00 AM – 12:00 PM	Saturday, 3/2/19 12:30 PM – 3:30 PM
	SPANISH	Saturday, 3/2/19 9:00 AM – 12:00 PM	Saturday, 3/2/19 12:30 PM – 3:30 PM

Findings and Recommendations from Independent Evaluation

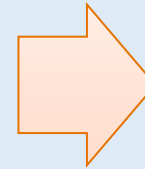
Leslie Ponciano, PhD, Hope Education Research Solutions

Independent Evaluation Overview

Engage
Independent
Evaluator to Test
Efficacy of
Intervention



Evaluation of
Intervention:
Procedure and
Methods



Results, Findings,
and
Recommendations

Methods and Procedures:

162

162 resource parents from 14 FKCE classes completed surveys before and after the class

79

49% (N=79) of the participating resource parents responded to follow-up questions 3 months after class

9, 10

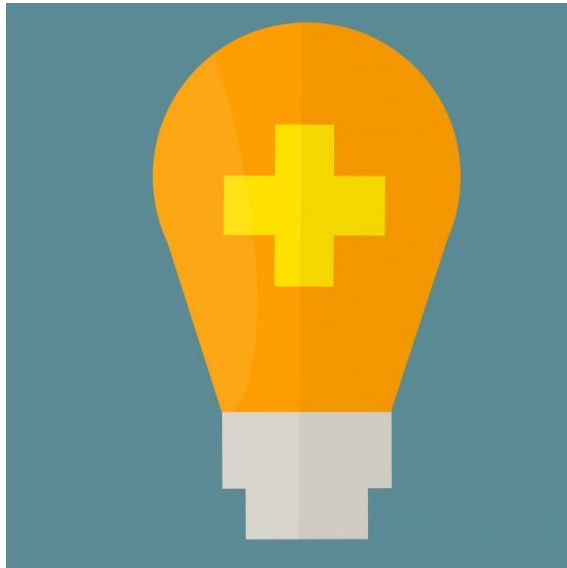
9 FKCE teachers completed surveys after teaching the course and 10 participated in a focus group

Finding #1: The Curriculum Received High Praise from All Stakeholders

- 100 % of resource parents and teachers recommend the courses
- 100% of resource parents reported that teacher were knowledgeable and shared important information
- 100% of teachers were comfortable with the content
- 100% of teachers reported that the curriculum empowered and informed resource parents
- 8.9 out of 10: teachers rated resource parent engagement and interactivity



Finding #2: Positive Changes in Resource Parents' Beliefs, Attitudes and Knowledge



- 96% increase in the resource parents' belief that college can be a path for all students
- 29% increase in resource parents' attitude about youth interest in college
- 24% increase in resource parents' belief in their knowledge to answer questions about college planning

Finding #2: Positive Changes in Resource Parents' Beliefs, Attitudes and Knowledge

- 158% increase in believing both caregivers and social workers are responsible for college planning



<i>College planning is the responsibility of:</i>	Resource Parents		FKCE Teachers (Agree and Strongly Agree)
	Pre (Agree and Strongly Agree)	Post (Agree and Strongly Agree)	
Social Worker	32%	46%	67%
Caregiver	76%	84%	89%

Beliefs and Attitudes

Resource Parent Survey: Beliefs and Attitudes	Pre-test	Post-test
<i>I am comfortable helping youth plan for college.</i>	87%	100%
<i>I think college planning can make a difference in student success.</i>	94%	100%
<i>I think it is important for youth in foster care to attend college.</i>	89%	97%

FKCE Teacher Survey: Beliefs and Attitudes	Agree	Strongly Agree	Disagree	Strongly Disagree	Missing/ Don't know
<i>I think that youth (over 12 years) in foster care are interested in college.</i>	11%	44%	11%	0	33%
<i>I think college planning can make a difference in student success.</i>	0	89%	0	0	11%
<i>I think it is important for youth in foster care to attend college.</i>	11%	89%	0	0	0
<i>It is realistic to expect youth in foster care to pursue some type of post-secondary education</i>	11%	56%	0	11%	22%



Finding #3: Changed Behaviors Related to College Planning

- 3 months after the course(s), resource parents reported some changes in behavior related to college planning
- 24% were talking to youth about college and 32% were talking with the social worker about college planning for the youth in their care



Finding #3: Changed Behaviors Related to College Planning



- 38% were talking to youth about educational goals and 16% had helped their youth set educational goals
- 67% of FKCE teachers thought the class would positively change resource parent activity in college planning

Knowledge Retention

Resource Parent Recall Responses	Post-test (N=162)	3-month Follow-up (N=79)
Parenting strategies for college planning	37%	36%
Financial aid/grants	29%	35%
College programs	16%	7%
Independent Living Plans (ILP)	7%	8%
Social Worker support	11%	14%

→ Recommendation #1: Start Earlier

Continue to provide the training for resource parents with youth in their care ages 12-19 and offer the curriculum to resource parents of children in elementary school.

<i>What age do you think is best for talking to youth in foster care about college planning? (Check all that apply)</i>	Resource Parents		FKCE Teachers
	Pre	Post	
Preschool	23%	30%	44%
Elementary School	49%	49%	44%
Middle School	50%	36%	33%
High School	29%	16%	11%

→ Recommendation #2: Collaborate More

- Create a team/collaborative approach that facilitates roles and responsibilities in college planning
- Share individual student educational information with all members of the caregiving team
- Develop additional strategies to strengthen communication across the caregiving team



→ Recommendation #3: Expand Content

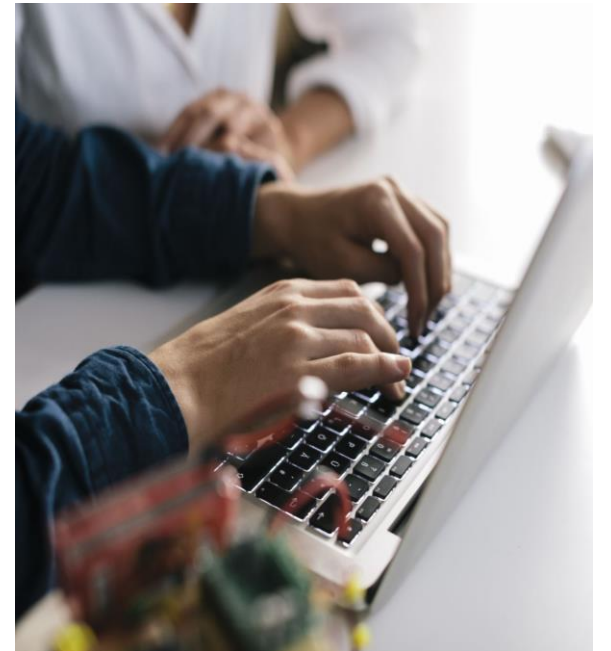


Expand the content on the advantages and disadvantages of various post-secondary pathways (i.e., dual enrollment, housing availability, etc.)

→ Recommendation #4: Adjust to Online Delivery

Avoid replication of an in-person class in front of a camera:

- Create an interactive environment
- Provide opportunities for sharing and questions
- Set online classroom expectations
- Provide additional staffing to address technical issues and compliance



Takeaways and Next Steps

Melissa Bond, John Burton Advocates for Youth

3 Takeaways from Independent Evaluation:

Encouraging Findings

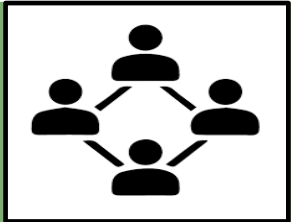
Importance of Partnerships

Significance of Leadership

WHAT'S AHEAD



Continue working with Foster Parent College to convert these trainings to an online platform accessible to caregivers throughout California



Expanding this training requirement to all Resource Parents, including those served by Probation.



Continue to improve online delivery of courses to respond to challenges of COVID-19, including issues of access.



Explore possibilities for a similar training mandate statewide

Q&A

**TO SUBMIT LIVE QUESTIONS,
CLICK ON THE “QUESTIONS”
PANEL, TYPE YOUR QUESTION,
AND CLICK “SEND”**

Contact Information:

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