

Foster Youth Learning Network Exploration Guide: DATA

Legal Requirements

State laws require districts to track a significant amount of data. Among other requirements, LCFF specifically mandates that key metrics to support the eight state priorities be tracked and disaggregated for foster youth. Cal. Educ. Code § 52060. In addition, districts are accountable for self-identified metrics as outlined in that district’s LCAP.

Staff & Stakeholder Engagement

It is crucial to identify staff that can help answer the investigatory questions posed below *and* make any needed changes to policies or systems. By participating in this network, we already have foster youth liaisons, student services directors, and data/technology staff participating. Consider whether there are additional people you need to speak with to fully explore your district’s needs in this area. Fill in the chart below to: (1) identify appropriate stakeholders; and (2) track whether they have been engaged.

Stakeholder	Identified Person	Role/Job Title	Contacted? Y/N
LCAP drafter responsible for incorporating targeted metrics into the district’s LCAP			
CALPADS administrator(s) with access to foster youth data			
If your district has a local child welfare match (e.g., through foster focus), the person responsible for receiving that data match.			
Student information system expert who has authority to approve changes to the system and allocate funding for doing so			
Student information system expert who can explain the system’s current capabilities			
Student information system expert who can re-code or adjust the system			
Other:			
Other:			
Other:			

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Identifying Foster Youth

It is crucial to be able to identify foster youth as defined by LCFF (“LCFF foster youth”) and as defined by the AB 490 and related laws. Turn to Foster Youth Education Toolkit page 7 for more on these definitions. Identifying your foster (and probation) youth so that you can look at their aggregate data is essential to establishing your baseline performance and monitoring your continuous improvement process as you make program modifications.

While it is important to utilize CALPADS in identifying foster youth, CALPADS should not be the sole avenue for identification because (1) CALPADS data is not always up to date or 100% accurate, (2) CALPADS data does not include AB 490 foster youth who are not also LCFF foster youth (i.e., probation youth who are not suitably placed), and (3) aggregate foster youth data usually cannot be tracked and analyzed in CALPADS. Working within your district network team (including additional participants as you deem appropriate) investigate the district’s identification of foster youth by asking the following questions:

1. Is CALPADS regularly updated? _____ If yes,
 - Who is looking at it? _____
 - How often? _____
 - How are they using that information?

2. Does the district have a local data match with child welfare? _____ If yes,
 - How is that data tracked (e.g., excel, word document, google document)? _____
 - Which youth are included within that match? _____
 - Who has access to that information? _____
 - How often is that data updated? _____

3. Does the district have a local data match with probation? _____ If yes,
 - How is that data tracked (e.g., excel, word document, google document)? _____
 - Who has access to that information? _____
 - How often is that data updated? _____

4. Are you effectively collecting information at enrollment that will help you identify a foster/probation youth who may not be identified through data sharing measures? See Foster Youth Education Toolkit pages 15-18 for helpful suggestions.

5. **Once all your foster/probation youth have been identified, do you have them flagged within your system for easy data collection and analysis?** _____

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Understanding Your Student Information & Case Management Systems

Working within your district network team (including additional participants as you deem appropriate) identify what different information systems are currently utilized by the district to track information?¹ For each system, answer the following questions:

System 1 Name:
What is the purpose of the system/what information does it currently track?
Who has access to the system?
Can the system be changed to track additional information?
What is the process for changing what information is tracked?
How can information from that system be shared or uploaded to other systems?
How often is data compiled? (annually, per semester, quarterly)
How and to whom is data reported?
System 2 Name:
What is the purpose of the system/what information does it currently track?
Who has access to the system?
Can the system be changed to track additional information?
What is the process for changing what information is tracked?
How can information from that system be shared or uploaded to other systems?
How often is data compiled? (annually, per semester, quarterly)
How and to whom is data reported?

¹ Some districts utilize one system for tracking grades and attendance, another for tracking special education, and yet another for tracking case management of foster youth. It is important to have an understanding of the full scope of systems used in your district.

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System 3 Name:

What is the purpose of the system/what information does it currently track?

Who has access to the system?

Can the system be changed to track additional information?

What is the process for changing what information is tracked?

How can information from that system be shared or uploaded to other systems?

How often is data compiled? (annually, per semester, quarterly)

How and to whom is data reported?

System 4 Name:

What is the purpose of the system/what information does it currently track?

Who has access to the system?

Can the system be changed to track additional information?

What is the process for changing what information is tracked?

How can information from that system be shared or uploaded to other systems?

How often is data compiled? (annually, per semester, quarterly)

How and to whom is data reported?

Outside of information systems, what other data is tracked for foster youth informally? How?

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Foster Youth Specific Data

Foster youth face a unique set of challenges, which has led to a unique set of laws to address their needs. Unless the district has specifically made an investment to do so, it may not have the capacity to track the information specific to this population. However, ensuring that foster youth specific information can be and is collected is crucial for ensuring success in your continuous improvement process. Identify whether the following set of information² is currently collected or could be collected.

Data Point	Currently collected for LCFF foster youth? And if so, in what system?	Currently tracked for AB 490 foster youth? And if so, in what system?	If not, could this be tracked within existing systems?
Education Rights Holders			
Name of ERH (if different from caregiver)			
Contact information for ERH (if different from caregiver)			
Relationship of ERH to youth (if not caregiver)			
Percentage of youth who have ERH contact information identified in the student information system			
Percentage of ERHs who are non responsive or unreachable			
Other Important Contact/Demographic Information			
Court involvement: dependency, delinquency, or both			
Home placement type			
Need to maintain privacy of records from caregiver or biological parent?			
Social worker and/or probation officer name & contact info			
Minor's Attorney and/or Public Defender name & contact info			

² Additional data on specific issues particular to foster youth (e.g., immediate enrollment, school of origin, partial credits, AB 167/216 graduation) will be explored further in later Exploration Guides.

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