Measuring and Improving the Education Outcomes of K-12 Students in Foster Care in Los Angeles County

Partnership needs and purpose	Inputs	Partnership outputs	Short-term outcomes	Medium-term outcomes	Long-term outcomes
REL West is partnering with Los Angeles County Office of Education (LACOE) to improve outcomes for students in foster care who, as a group, struggle academically across all grade levels. LACOE serves 80 school districts in which 42 percent of students in foster care changed schools at least once during the school year, a figure that's four times higher than the county average, and 29 percent were chronically absent, which is more than twice the countywide rate. These disruptions in learning are related to poor education outcomes, such as students in foster care having the lowest standardized test scores and graduation rates among all student groups in the county. This partnership is exploring how LACOE's unique linked education and child welfare administrative data system for students in foster care (the Educational Passport System, EPS) can be used to formulate data-driven and evidence- based policies and practices that will improve outcomes for these students, starting with improved school stability and attendance.	LACOE staff expertise working with students in foster care and commitment to strengthening the quality and comprehensiveness of the EPS data so the system can be used for data- driven decisionmaking REL West staff expertise about the education of students in foster care and building and using linked foster care and education data systems for data-driven decisionmaking, as well as coaching, applied research, and dissemination projects Partnership activities	Assessment of the quality and comprehensiveness of EPS data, a co- developed set of preliminary recommendations to strengthen the content and functionality of the EPS, and defined research questions to be addressed by the EPS Findings from an applied research study will inform decisionmaking to reduce school mobility and chronic absence among students in foster care Infographic showing how data and evidence use can inform decisionmaking generally, and specifically to reduce school mobility and chronic absence among students in foster care	 Build partners' capacity to assess the quality and comprehensiveness of the EPS data and identify which data and for which district(s) the EPS data may be used to examine outcomes for students in foster care Build partners' capacity to develop a research agenda that addresses priority challenges and potential solutions that meet the needs of students in foster care Build partners' capacity to use EPS data on education and child welfare for decisionmaking to reduce school mobility and chronic absence among students in foster care Build partners' capacity to better communicate to member school districts the benefit of contributing data and using the EPS to monitor and improve outcomes for students in foster care 	 Improved EPS data quality and comprehensiveness Routine use of EPS data by LACOE partners to monitor school mobility and attendance patterns to inform decisionmaking Implementation of evidence-based practices in LACOE, identified through the partnership's work, to reduce school mobility and chronic absence among students in foster care 	 Decrease the school mobility rate among LACOE students in foster care Decrease the chronic absence rate among LACOE students in foster care, on par with the rate among other at-risk student groups in LACOE Sustained organizational changes ensure EPS data quality and comprehensiveness inform decisions that benefit students in foster care
	Coaching to examine the EPS and co-develop a research agenda			More member school districts provide quality data to EPS to better monitor the academic outcomes of students in foster care	
	Conducting a study to examine school mobility and chronic absence among students in foster care				
	Developing an infographic of findings from the coaching and research projects			IES Institute of Education Sciences	