

Student Success Innovators Program/Initiative Description

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Program Name: EFFORT @ EOPS

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Primary Recipients X

(Check all that apply) Employee Professional Development Grossmont Students Cuyamaca Students High School Students

Number of students/faculty (approx.) served this year: 25 through the YESS grant

Brief Description:

- 100-150 words or less
- Identify major project components

The YESS grant funds a course and additional support for students in the EFFORT@EOPS program. EFFORT@EOPS provides support for former foster youth as they transition out of care and into independent living as wholly self-supporting adults, beginning as early as age 18 and no later than age 21.

The program major component is a three-unit course, PDEO 299A – Transition to Independent Living, which was designed especially for former foster youth and fulfills objectives set by the state in four areas: Education, Employment, Financial Literacy and Daily Living Skills.

Through EOPS, the program also provides academic, career and personal counseling.

Objective/Goals:

Key goal: To improve outcomes for higher education's most at-risk population.

While statistics vary, it's estimated that more than 70 percent of former foster youth express an interest in going to college, but less than 5 percent will ever receive a degree. In the first two years after high school, however, 25 percent of the males will do some jail time and 40 percent of the females will become pregnant.

The goal of the EFFORT@EOPS program is to increase success for former foster youth in college and to simultaneously decrease the rate of incarceration, pregnancy and homelessness. Initially, we would like to double success for this population at Grossmont College.

Funding Source(s):

Primary funding is provided by the YESS Grant, through the Foundation for California Community Colleges. Additional campus funding covers five hours per week of counseling to former foster youth throughout the academic year.

Evidence of Success:

PDEO 299A Students

	Fall 2010	Fall 2011	Spring 2012	Fall 2012
G.P.A.	2.0	2.6	2.2	1.6
Course Retention	53.6%	61.7%	51.7%	41.7%
Persistence	76.9%	85.7%	71.4%	45.5%

	Fall 2009	Spring 2010
G.P.A.	2.6	*
Course Retention	81.6%	81.7%
Persistence	64.4%	50.6%

General Population (statistics we had readily available)

*Data is assumed to be similar to that of the prior semester

Next Steps to Program Improvement:

- Finalize the creation of linked courses with English department
- Gain greater course enrollment through increased outreach to group homes and other organizations supporting former foster youth
- Look to partner with new key allies, including San Diego State University’s Guardian Scholars Program, SDSU’s Department of Counseling & School Psychology, and Just in Time for Foster youth, a non-profit that supports former foster youth in their transition to independent living
- Create more targeted and active curriculum for the course; also add semester-by-semester follow-up and continual contact with students
- Study the model of Solano Community College, which is the only community college we know of to have had significant success in improving outcomes for former foster youth
- Get additional support through adding a SDICCCA intern