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<tr>
<th>Time</th>
<th>Session/Activity</th>
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<tbody>
<tr>
<td>7:30a to 8:30a</td>
<td>Registration &amp; Continental Breakfast</td>
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<tr>
<td></td>
<td>(Capital Foyer)</td>
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<tr>
<td>8:30a to 8:40a</td>
<td>Housekeeping &amp; Welcome</td>
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<tr>
<td>8:40a to 9:35a</td>
<td><strong>Opening General Session 1</strong></td>
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<td>• FYSI Fifth Year Reflection - <a href="#">Tim Bonnel</a>, CCCCO SFA Coordinator and FYSI Coordinator</td>
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<td>• <a href="#">Tracy Fried</a>, CCCCO FYSI Consultant</td>
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<td>• <a href="#">Sara Gamez</a>, Coordinator of Renaissance Scholars, Cal Poly Pomona</td>
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<td>• <a href="#">Kevin Jones, Jr.</a>, Student, CSU Sacramento, <a href="#">Nicole Rodriguez</a>, Student, City College of San Francisco, <a href="#">Jeanie De La Cruz</a>, Student, Porterville College, <a href="#">Brandon Silveira</a>, Student Services Technician/Alumni, Sierra College</td>
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<tr>
<td>9:35a to 10:30a</td>
<td><strong>General Session 2</strong></td>
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<td>• An Introduction to LGBTQ Youth and Foster Youth - <a href="#">Poshi Mikalson</a>, LGBTQ Reducing Disparities Project Director, Mental Health America of Northern CA</td>
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<tr>
<td>10:30a to 10:45a</td>
<td>Break</td>
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<tr>
<td>10:45a to 12:00p</td>
<td><strong>Breakout Session 1</strong></td>
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<td>Breakout Session Project</td>
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<td>Y.O.U.T.H. Training Project</td>
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<td><a href="#">Kevin Clarke</a>, Student</td>
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<td><a href="#">Marcy Valenzuela</a>, Student</td>
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<td><a href="#">Matt Lopez</a>, Student</td>
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<td>10:45a to 12:00p</td>
<td><strong>Breakout Session 2</strong></td>
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<td>PTSD &amp; Foster Youth</td>
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<td><a href="#">Linda Williams</a>, Financial Aid Director</td>
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<td>FYSI Liaison/ Regional Rep, Sierra College</td>
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<td>10:45a to 12:00p</td>
<td><strong>Breakout Session 3</strong></td>
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<td>Partnerships to Strengthen Foster Youth Support Programs</td>
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<td><a href="#">Koji Uesugi</a>, Dean of Special Funded Programs, Norco College</td>
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<td><a href="#">Sara Gamez</a>, Coordinator of Renaissance Scholars, Cal Poly Pomona</td>
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### FYSI Fifth Year Anniversary Training Agenda

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<tr>
<th>Time</th>
<th>Session</th>
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<tbody>
<tr>
<td>12:00p to 12:45p</td>
<td>Lunch - Regional Chat</td>
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| 12:45p to 2:00p | **Breakout Session 4**  
Measurable, Good, Better, Best Practices  
*Angela Williams, Financial Aid Technician, FYSI Liaison, Bakersfield College*  
*Yvette Tafoya, EOPS Asst. Director, FYSI Liaison/ Regional Rep, Cerritos College*  
*Erin Cruz, Financial Aid Director, FYSI Liaison/ Regional Rep, Porterville College* |
| 2:00p to 2:15p | **Breakout Session 5**  
Retention - Strategies that Work  
*Michael McPartlin, Guardian Scholars Coordinator, FYSI Liaison/ Regional Rep, City College of San Francisco* |
| 2:15p to 3:30p | **Breakout Session 6**  
Pipeline: K-12 to Higher Education  
*Ellie Sorkin, School Social Worker, FYS Coordinator, Sacramento Unified School District*  
*Stacy Ault Bell, Sacramento Unified School District* |
| 3:30p to 3:45p | Break                                                                   |
| 3:45p to 5:00p | **General Session 3**  
Data Collection, Showing our Successes  
*Tim Bonnel, CCCCO SFA Coordinator and FYSI Coordinator*  
*Tracy Fried, CCCCO FYSI Consultant*  
- How do you define Foster Youth? What data is important to collect? Indicators: How to measure success?  
Mental Health Services Act (MHSA)  
CCCO Student Mental Health Initiative (SMHI)  
*Barbara Thorsen, CARS - CCCCO SMHI Consultant*  
- What tools are available to all CCC’s and how to access support |

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FYSI Fifth Year Anniversary Training Agenda
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<tr>
<td>7:30a to 8:30a</td>
<td>Continental Breakfast (Capital Foyer)</td>
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<tr>
<td>8:30a to 9:30a</td>
<td>Opening Session - General 4</td>
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<td>CA College Pathways 3.0 - <strong>Debbie Raucher</strong>, Project Director, John Burton Foundation</td>
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<td>Housing - <strong>Simone Tureck</strong>, Policy / Project Associate, John Burton Foundation</td>
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<tr>
<td>9:30a to 10:15a</td>
<td>General Session 5</td>
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<td>Chafee Education Training Vouchers - <strong>Deanna Ximenez</strong>, California Student Aid Commission</td>
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<tr>
<td>10:15a to 10:30a</td>
<td>Break</td>
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<tr>
<td>10:30a to 11:30a</td>
<td>Conversation Café - General Session Topics</td>
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<td>1. Lessons Learned</td>
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<td>2. What’s Working</td>
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<td>3. Unique &amp; Innovative Outreach / Support Strategies</td>
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<tr>
<td>11:30a to 12:30p</td>
<td>General Session 6</td>
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<td>Keynote Presentation: Laws Affecting Foster Youth in Higher Education - <strong>Jennifer Rodriguez</strong>, Executive Director, Youth Law Center</td>
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<td>Closing Keynote: FYSI 5 Year Success &amp; Beyond - <strong>Tim Bonnel</strong>, CCCCO SFA Coordinator and FYSI Coordinator</td>
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<tr>
<td>12:30p</td>
<td>Adjournment for Training</td>
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Foster Youth Success Initiative (FYSI)
5 Year Anniversary Statewide Training

October 8th – 9th, 2012

Holiday Inn
Sacramento, California

Keynote Speaker Bios
Keynote Speaker Biographies

Sara I. Gamez, M.S.
Coordinator of Renaissance Scholars
California State Polytechnic University, Pomona

Sara has over 12 years experience working in education, from tutoring in an after school based program, conducting outreach and recruitment for the Educational Opportunity Program (EOP), serving as the Educational Counselor for Renaissance Scholars, as well as working as high school counselor for the Puente Program.

Currently, Sara serves as the Coordinator of the Renaissance Scholars program at California State Polytechnic University, Pomona. There, Sara works on Empowering Former Foster Youth Through Higher Education providing youth a myriad of services that assist them through their personal, social and academic transition to the university and adulthood. Sara also serves as the chair for the Southern California Higher Education Foster Youth Consortium, is a lead member of the Inland Valley Foster Youth Network, and is an active member of Foster Care Alumni of America. In addition to her commitment to advocating and serving foster youth, Sara is happily married to her husband of 6 years, and together they are joyously raising their two children.

Sara's passion to empower youth, especially those emancipating from the foster care system, roots from her personal experience growing up in an abusive home and being placed in the foster care system in California. Her transition into adulthood was not easy, but with the right support, Sara was able to change her outcome, defy the odds and create a new RENAISSANCE for herself and is now giving back and helping other foster youth do the same.
Jennifer Rodriguez, J.D.
Executive Director
Youth Law Center

Jennifer Rodriguez initially joined the Youth Law Center as a Gold Foundation funded Fellow in 2007, with a goal of increasing YLC’s connections to the client community of children and youth in foster care. As a former foster youth who also spent time in juvenile justice institutions, Jennifer joined YLC to develop the ability to do systemic legal advocacy on behalf of other children and youth who like her, are growing up with a government agency as their only family. After the completion of her fellowship, Jennifer remained with YLC as a staff attorney. In 2012 Jennifer became the Executive Director of YLC.

Jennifer works on both child welfare and juvenile justice projects at YLC, with a special focus on ensuring children and youth involved in both systems live in conditions that meet their developmental and emotional needs and are provided with the opportunities they need to build a foundation for a healthy adulthood. Jennifer works on YLC projects to: improve services for infants and toddlers in foster care through aligning child welfare services with child development and brain science research; increase incarcerated youth’s access to and relationship with their babies; to eliminate the use of and improve conditions in congregate care; expand resources for young people transitioning out of child welfare and probation to adulthood; and to ensure every young person in foster care lives in a foster family where they will receive loving, nurturing high quality care.

Jennifer has used a number of strategies to improve the lives of system involved children and youth including: developing and drafting legislation, participating in state and national workgroups, working collaboratively with state and local agencies to improve programs and services, and providing training and technical assistance to professionals, youth and families. Because of her background, Jennifer has a special passion for and belief in the power of organizing involved youth and families to be the agents of change and centrally involved in advocacy efforts.

Before coming to the Youth Law Center, Jennifer served for seven years as the Legislative and Policy Manager and a youth organizer for the nationally-recognized foster youth advocacy organization, the California Youth Connection, leading policy efforts to make the child welfare system responsive to foster youth. Her advocacy at CYC resulted in a number of major legislative accomplishments for California foster youth, including development of educational rights, funding for higher education support, expansion of transition services and increased efforts for permanence for teenagers.

Education:

J.D. University of California, Davis, 2004
B.A. University of California, Davis 2001
A.A. San Joaquin Delta College, Stockton, 1999
G.E.D. San Jose Job Corps, San Jose, 1994
Y.O.U.T.H. Training Team Biographies

Adam J.D. Luna is 22 years old and was admitted into the foster care system when he was in the 8th grade. Originally from the Santa Barbara/Ventura area; Adam transferred from San Francisco City College to San Francisco State University (SFSU) and is a part of the Guardian Scholars Program. He is working towards his PhD in Communications and is living proof that former foster youth have the ability to succeed personally, academically, and professionally.

Ashley Alexander Schauer is 22 years old. She entered the foster system through Contra Costa county and emancipated at 18. She graduated from Contra Costa Community College with an AA in Liberal Studies in Social and Behavior Science as well as an AA in Communication in the English Language. She currently attends Humboldt State University, where she is working toward her undergrad for Liberal Studies in Elementary Education.

Brianna “Princess” Robertson is an 18 year old current foster youth. She is working on obtaining her GED and currently lives in the Bay Area Youth Center Transitional Housing Program (THP) in Alameda County. Princess finds pride and joy by being a mother to her son and through her membership in California Youth Connection (CYC). As a new Youth Trainer, she is excited to be a part of deepening change in the foster care system.

Celeste Osborne is 22 years old. She was born into the system and adopted in 1997. In her adoptive placement, she was treated like a foster youth, so she considers herself to be one. She is currently attending Victor Valley College where she is a sophomore majoring in Social Work. Outside of the Y.O.U.T.H. Training Project, she works for San Bernardino Children and Family Services as a Peer and Family Assistant in their Independent Living Program. She is also an active member and the Chair of the San Bernardino County CYC (California Youth Connection) chapter.

Claudia Mendez, 21 years old, was born and raised in the Mission District of San Francisco, CA. She was placed in foster care at the age of 16 because of family abuse. After realizing that there were many gaps in the foster care system, Claudia decided that she wanted to be an advocate for her community and help change the foster care system. She is proudly a San Francisco State University Guardian Scholar pursuing a Bachelors degree in Comparative World Literature and plans to attend law school to become a dependency lawyer. Besides school, some of Claudia's hobbies are photography, soccer with friends and family, scrapbooking.

Cleena Senegal prefers the nickname Ce-Ce. She is 23 years old. Ce-Ce is a Sociology major currently attending Laney College. Next year she plans to transfer to Sacramento State University to pursue a Master's degree in Social Work.

Crystal O'Grady is 22 years old. At 13, she entered foster care in NJ, and was separated from her three siblings. She was placed in 3 different foster homes and lived in one kinship placement while she was in care. Currently, she is a senior at Stanford University pursuing a BA in Sociology through the Quest Scholars Program, a scholarship for high achieving low-income youth. After graduation, she will continue on to the University of Washington to study in a joint degree program for law and social work in order to practice child advocacy law.

Damond Sladen is 20 years old and graduated from Newark Memorial High School in 2007. He has been a member of the Y.O.U.T.H. Training Project for 3 years, and a member of CYC for one year. He is currently enrolled at Ohlone Community College and hopes to transfer to either Sacramento State or Santa Cruz with a Major of Administration of Justice and a Minor or a Dual Major in ASL in 2011. Some of his hobbies are rollerblading and being an announcer at his alma mater.

Deja Packard is 22 years old and currently attends Chabot College in Hayward, CA and plans to transfer back to California State University, East Bay this year. Her major is Biology and her career goal is to become a Pediatric Doctor.

Dionisia (Dio) Baca is an 18 year old former foster youth from Stockton. She entered foster care at the age of 13 just to be returned 6 months later. After being reunited with her mother and her partner, she returned to foster care at the age of 15. At the age of 18, she emancipated from foster care and now attends San J Delta Jr. College. She plans to attend University of the Pacific after she attains her AA.

Dominique Sade Brown is 18 years old. She currently lives in the Bay Area and is a senior at Berkeley High. Dominique will attend San Francisco State University in the fall of 2012. She is currently a foster youth who resides in transition housing. Dominique is very outgoing and compassionate about social change.
Helen Weaver is 20 years old. She entered foster care in Humboldt County when she was 15 and emancipated at 18. She is a current student at College of the Redwoods. She participates in the Honors Program, heads up the Honors Advisory Board, and is President of Bridgeway Club. She is majoring in Business Administration and Economics and hopes to transfer to UC Berkeley in fall 2011. She is committed to promoting social justice throughout her life.

Jazzalyn Lamadora is 22 years old and a recent graduate of the University of California, Santa Cruz - under the Smith Renaissance scholarship for former foster youth. She received her B.A in Sociology and is pursuing an MSW in Child Welfare. Throughout college, Jazzalyn has been involved in spoken word poetry and is a member of a theater troupe that performs plays of color narratives. Practicing traditional martial arts is her pastime.

Jeremy Garcia is 18 years old and grew up in the foster care system since the age of 8. Despite his many struggles, he has been able to stay focused and work on his goals, especially advocating for foster youth. He is President of the Santa Clara County Youth Advisory Board (YAB), a founding member of the Santa Clara Independent Living Skills Program (ILSP) Youth Drop-In Center, and a dedicated advocate on foster youth issues whenever the opportunity arises.

Jonathan Colon is a high school senior in Monterey County. He spent his teenage years in foster care and is getting close to emancipating. He will graduate in May 2012 and has aspirations to go to a university where he plans to study Social Work and Computer Programming.

Joshua Farmer is 18 years old and was raised in San Diego California with her 2 older brothers. He is currently attending Diego Hills Charter School and will graduate in June. He currently works at Foot Locker and has a great passion for helping others.

Joshua Nnewell is 20 years old. Joshua was raised in foster care in Alameda and Contra Costa Counties. He is currently attending American River College in Sacramento. He is working to become a child psychologist. In his free time, Joshua likes to sing and dance—both of which he does pretty well.

Joyce Anderson is 19 years old. She was placed in foster care in 2002 with her younger sister. She now attends UCSC and plans to major in Sociology and Politics. She hopes to become a social worker to help foster youth around the world discover their strengths, and help them realize that they can make it. She plans to be adopted into the family she and her sister have been with for four years.

Julio Quezada is an 18 years old high school senior currently in foster care. His hobbies include writing poetry, painting, working out and playing football, guitar, and drums.

Kathleen (Kat) Curameng is a 24 year old Asian American former foster youth from Orange County. She is a Cal State University Fullerton Guardian Scholar alumna of the class of 2010. In Fall 2011, she will be starting her Masters in Nursing with an ambition of becoming a Nurse Anesthetist. She's a blissful, self-determined, ambitious woman who intends to use nursing to attend to the health needs of foster youth. She believes that beneath the chaotic surface of all things, we can always find peace within our own selves.

Kevin Clark is from Los Angeles California, and is a student at LACC. His academic interest includes Philosophy, Mathematics, Anthropology, and Political Science. Outside of the classroom he rides bicycles, enjoys the outdoors, and loves to sample new types of tea. He is working to complete his liberal arts degree and aspires to work in higher education.

LaToya Mae Brown is 21 years old. She currently attends the University of California, Santa Cruz majoring in feminist studies and legal studies. She considers herself to be very physically active. She loves to run, play tennis and knit. She is always looking for new challenges to conquer. If you get to know her you will find that she is a very outgoing and enthusiastic individual, with a passion to be educated as well as to educate others. Her short term is to apply to law schools and her long-term goal is to become a criminal lawyer.

Lucias Bouge is 19 years old, and entered foster care at the age of 12. He is currently attending Long Beach City College, working towards an AA in Child Development. He volunteers with California Youth Connection, working to improve the foster care system as a whole. Also, he works at Long Beach City College, teaching life skills classes to foster youth in the Long Beach area, and also at AMC Theaters where he is a top seller. Lucias hopes to eventually have a successful career working with at-risk youth in Los Angeles County.
Maggie Tuazon is 21 years old and has been living on her own since May 2006. She entered the system at 15 years old and lived in 8 different group homes. She currently attends the University of Alaska in Anchorage and plans to continue on to UC Berkeley.

Marcelina Valenzuela spent a total of 7 1/2 years in the child welfare system in Los Angeles County. She is an active advocate for children's rights and enjoys empowering youth. She is currently attending Los Angeles City College to obtain her AA in Criminal Justice.

Matthew Lopez is 22 years old and has emancipated from Sacramento County. He is active in CYC and currently works for the California State Ombudsman's office for Foster Care. In addition to pursuing his degree, he is working on different projects that equip and develop both youth in foster care and out. He speaks throughout California in the area of student leadership, personal development, goal setting and more. Matt is excited to join the YTP team.

Mercedes Keesee was raised in kinship care, non-relative foster homes and group homes in Kern County. She plans to go to college, start her own life, and hopes to become a probation officer. In the mean time, she is mothering a newborn and recently married.

Onikah Porter is a 20-year old former foster youth from Riverside County. She is currently a third year Guardian Scholar at Cal State Fullerton where she majors in History. Onikah is currently employed at Orangewood Children's Foundation and Orange County Department of Education where she hopes to foster change in the foster care system.

Rolanda Aaron was born in San Francisco, California at UCSF Medical Center November 15, 1992. She graduated from Leadership High School in June 2010. Currently she is in school at Holy Names University studying nursing. She has been in care since 13 years old and emancipated at age 18.

Ruby Louise Rosas is 21 years old. She was raised in kinship care throughout her life. At the young age of 10, both of her parents died and her grandmother became legal guardian of Ruby and her older siblings. Ruby is a dedicated CYC member in San Francisco and Santa Clara. She is studying to get her Bachelors of Fine Arts in Fashion Merchandising and attends the Academy of Art University.

Suamhirs Rivera is a 19-year old foster youth from San Diego. He entered care at 16 years and emancipated 3 years later. Currently Suamhirs attends San Diego City College and works full time at Casa Cornelius Law Center. Suamhirs is also a volunteer speaker with Voices for Children and hopes to pursue a career as an attorney for unaccompanied immigrant minors.

Talitha James is a 20-year old youth who emancipated from L.A. County and now resides in Orange County. Currently, she is a Human Service major at Cal State Fullerton. Her goal in life is to inspire change just as her social worker did for her. She would like to become a social worker once she graduates. In the meantime, she is active in her church as a praise dancer, teaches Bible study and is in Big Love with the Lord!

Withelma "T" Ortiz-Macey, 21, has a high school diploma and some college experience under her belt and plans on going into the Communications and Social Work fields so she can continue the critical advocacy work she is so passionate about. T plans on using her time in YTP not only to heal, but to develop skills to further advocate for foster youth and Sexually Exploited Minors (SEM), as well as assist with her dreams of starting her own non-profit organization in the future. T joined YTP so she could have an opportunity to use her experience in foster care to reform infrastructure of social services and the negative perspective and biases on foster youth. Never one to refrain from speaking her min, T is fueled by the vision she sees in the powerful changes she can make in her work at YTP. She looks forward to progressing her professional and personal development while with YTP.

Z Arata is 20 years old. She was adopted at 10 months and put in the system by 11 years of age. She is from Ventura County and works at Casa Pacifica, a residential treatment center for foster and probation youth. She is currently attending community college to begin her work towards a Social Work degree.
Foster Youth Culture Fact Sheet

- In child welfare, cultural competence is demonstrated when “an agency is aware of and accepts differences, promotes cultural knowledge, and has the ability to adapt practice skills to fit the cultural context of children.” Cultural competence typically is associated with race and ethnicity to social workers, while many foster youth believe that foster youth have their own culture unique from race or ethnicity.

- In California, 35% of foster youth are African American, 34% Latino, 1% Native American, and 2% Asian. This does not match the percentages of children in the population: African American children make up only 7% of California’s child population.

- While children and youth of color are over-represented in the foster care population, they are underrepresented in the social worker workforce- youth are likely to receive services designed and delivered by someone with a significantly different background than their own.

- Foster youth of color remain in foster care longer, receive fewer services and social worker visits, are less likely to have service plans and assessments and visit with family less frequently.

- It is families and communities who usually teach youth of color: history and racial pride, how to negotiate with society and how to cope with racism and discrimination. These protective skills can be very difficult to learn in foster care, where youth are frequently isolated or outside of their community.

- Many youth who have spent a significant time in foster care have little connection to traditions, customs, ideas or lifestyles associated with their race or ethnicity. They may have lost their ability to speak their native language, been denied the right to practice their spirituality, or have grown up eating foods that are unfamiliar. Their only connection to their biological culture may be in experiencing racism and discrimination.

- Many foster youth feel that experiences of instability, grief, constant loss, living in and adapting to different homes, schools and communities, and lacking a family is a culture that is unique to foster youth and requires special sensitivity.

- Some research proposes that social workers cannot become competent in the culture of another, but should instead be aware of their lack of cultural competence and relate to youth as the expert on their own experience and culture.

Another fabulous handout from the Y.O.U.T.H. Training Project  *www.youthtrainingproject.org*
Positive Youth Development (PYD) Fact Sheet

- Supervisors can build PYD into child welfare systems by building peer mentoring programs, advisory boards, opportunities for youth to develop, deliver and evaluate training, and become involved in policy development and advocacy and including client evaluations of services. Youth can be referred to PYD programs such as CYC to get some of the leadership experiences that would help facilitate these activities. Both youth and supervisors will benefit as services are more likely to become relevant, and youth have the opportunity to experience opportunities for positive involvement.

- Research has found that using PYD techniques benefits youth by increasing self-esteem, allowing better decision making, and leading to increased academic achievement in school. Using positive youth development also leads to youth having decreased psychosocial problems and juvenile delinquency. This benefits social workers and supervisors by freeing up time that would otherwise be spent in crisis management to allow for social work.

- Foster youth frequently have less access to PYD activities because of their circumstances in foster care and barriers around money and transportation. Creative supervisors can help workers develop ways to overcome these barriers.

- Most foster youth specific programs have not yet incorporated PYD principles into their work. In fact, many programs like ILP are operated on a “For Youth” model rather than a “With Youth” or “Youth Driven” model that would allow youth to exercise leadership and participate in program design, delivery and evaluation. It is important to use PYD programs that are available to all youth so youth get these leadership opportunities. Supervisors can develop internal systems to identify resources and share them with their peers and social workers. Also, supervisors can encourage foster youth programs in their county to move towards a PYD model and general PYD programs to be more foster youth friendly.

- PYD activities help foster youth strengthen their resiliency, so they have coping skills to deal with their challenges in life and in foster care. The three PYD factors that have been found to be most important to building resiliency are also the most challenging for foster youth and for the system to provide: caring relationships, high expectation messages and opportunities to participate and contribute in important decisions and projects. Supervisors can ensure their workers are prioritizing these factors and incorporating them into their interactions with youth.

- Ensuring workers have the tools to incorporate PYD principles into their work with foster youth is important, as decision making and case outcomes have traditionally been made by the behavior and power of adults involved in the case, rather than the behavior and power of the youth. Youth feeling they lack power and control has a direct correlation to negative mental health and decreased quality of life.
Transition Age Youth and Crisis Fact Sheet

- Transition aged foster youth typically experience crisis as an inevitable part of life in the system. Most youth enter foster care as the result of parental crisis, but then struggle to receive the support needed to cope with the resulting family circumstances, grief, loss and anger.

- Adolescence is a difficult time for most young adults. For foster youth who are coping with additional stressors related to being in foster care and the family situations that brought them into care, minor situations can quickly escalate into crisis.

- Teenage decision making is viewed as a competency in youth development, or something that you master by practice. Foster youth need the chance to practice decision making and learn from mistakes without fearing harsh consequences, double punishment or loss of stability, so they are not expected to suddenly know how to make positive decisions without practice upon emancipation.

- Most foster youth have engaged in behaviors that the child welfare system might consider crises.
  - Nearly half of foster youth have run away from their placement at least once. One third of foster youth have been in a fight. Three-quarters of foster youth have committed a delinquent act at least once. Many youth also report use and abuse of drugs and alcohol.

- Research has found that nearly half of foster youth over the age of 17 have experienced inpatient psychiatric care, and 15% have attempted or contemplated suicide. One fifth of foster youth reported that they have been so angry with someone they lived with that they attacked them with a weapon and tried to seriously hurt them.

- Placement does make a difference. Youth placed in group homes and institutions reported the highest levels of risky behavior, but youth in foster and kinship care have rates similar to that of the general population. Also, youth in group home settings are more likely to receive more restrictive services such as inpatient hospitalization than identical youth placed in therapeutic foster homes.

- Unfortunately, a common child welfare response to crisis appears to be involving law enforcement. Many youth have identified that caregivers (group home staff, foster parents and social workers) lack conflict management skills and over rely on law enforcement and inappropriate mental health treatment to resolve issues.
  - A study of foster youth found that 61 percent of boys and 41 percent of girls had been arrested by the age of 17. The results of this type of crisis response can be devastating to youth: when foster youth are arrested, they are more likely than other youth to be sent to juvenile detention to await their trials for extended periods of time, they remain longer in the delinquency system and are re-arrested at higher rates than delinquent youth without a foster care history.

- Another unfortunate way that youth crisis is addressed in foster care is placement change. Over 60% of foster youth have had 3 or more placements after only two years in foster care. Research has shown that a foster home’s inability to deal with a child’s behavior is a top reason for placement change.

- Research indicates that supportive relationships are critical to supporting youth through crisis. Research has shown that most youth report that their primary source of social support is from paid child welfare professionals such as social workers. Because social workers don’t have the ability to be the primary support for every youth on their caseload, focusing on permanency and strengthening youth’s connections with family members, siblings and other supportive adults is critical.

Another fabulous handout from the Y.O.U.T.H. Training Project  
[www.youthtrainingproject.org](http://www.youthtrainingproject.org)
Permanency Fact Sheet

- One of the most important protective factors to ensure positive youth development for youth is a stable, caring relationship with an adult.

- Foster youth long to experience relational permanency: a connection to others that will last after foster care and is unconditional and loving. This is not the same as legal permanency or placement stability.

- Research indicates that foster youth who have continued relationships with a significant adult had better developmental outcomes than youth who lacked that support.

- For foster youth, maintaining connections and learning how to develop relationships with others is often difficult because of multiple placements, lack of stability, isolation from the community and the stigma attached to being a foster youth.

- Research shows that adults experiencing life without supportive relationships are prone to loneliness, depression, and other poor mental health outcomes. Youth who by all definitions of independence and self-sufficiency appear to be "successful" in reality may be lonely, isolated and depressed.

- A different approach to independent living is interdependent living which encourages youth to develop relationships with adults and rely on their help and support for advice, information and support. Interdependence and connection to individuals and the community requires skills of socialization that many youth in care have never been given the chance to learn or have lost through years of disconnection.

- Although most adults see adoption as the best permanency option because it is legal, easily measured as an outcome, and it represents an exit from foster care -- not all youth agree. Youth may not be interested in adoption because they have had negative experiences with family, worry about losing emotional and legal connections to their siblings and birth families, are concerned about losing supportive services such as Medi-Cal and college financial aid or feel pressured to enter an adoptive relationship without preparation and time.

- Permanency strategies that have been developed to assist foster youth in developing a lifelong connection are working with youth to identify important relationships, bringing together teams to develop permanency plans, case mining, using family finding technology to locate extended family members, helping youth prepare for permanent family life, helping families prepare for permanent family life, and post-permanency support.

- Impacts of permanency on sibling relationships are critical to foster youth.
LGBTQ Foster Youth Fact Sheet

- While it is impossible to determine precisely the number of LGBTQ youth in the foster care system, recent studies suggest that LGBTQ youth make up between 5 and 10 percent of the total approximate population of 260,000 youth in the U.S. foster care system (Nat’l Center for Lesbian Rights, 2006).

- LGBTQ youth in foster care frequently leave their placements and become homeless, adding to the problems with which they entered the system. In an ACS study conducted in New York, 78% of LGBTQ youth were removed or ran away because placements were unwelcoming or even hostile toward their sexual orientation or gender identity. Furthermore, 100% of the youth in the study reported that they were verbally harassed while at a group home and 70% reported that they were victims of physical violence due to sexual identity (Justice for all Report, 2001).

- Nationally, as few as 25% and as many as 40% of homeless youth are thought to be LGBTQ (Justice for all Report, 2001).

- LGBTQ youth often feel invisible and discriminated against in school. Statistics from the Sexual Information and Education Council of the United States:
  
  41.7% of LGBTQ youth do not feel safe in their school.
  28% of gay teens drop out of school annually, three times the national average.
  69% of LGBTQ youth reported experiencing some form of harassment or violence.
  46% of LGBTQ youth reported verbal harassment, 36.4% reported sexual harassment, 12.1% reported physical harassment, and 6.1% reported physical assault.
  86.7% of LGBTQ youth reported sometimes or frequently hearing homophobic remarks.
  36.6% of LGBTQ youth reported hearing homophobic remarks from faculty or school staff.

- Studies have shown that during adolescence young people form their sexual identity and develop a sexual self-concept thus it is a key developmental task of adolescence. Social acceptance and support are critical as young people develop a sense of identity, worth and self-esteem. LGBTQ youth in care are especially vulnerable because of the prejudice, ignorance, and a lack of acceptance they encounter on a regular basis (www.cwl.org).

- Whether a youth is LGBTQ (or not) is just another part of their identity. Understand that their sexual or gender identity does not solely define who they are. Like all young people, LGBTQ youth need a broad range of supports from the adults who work with and care for them (www.cwl.org).

Another fabulous handout from the Y.O.U.T.H. Training Project ★ www.youthtrainingproject.org
Best Practices for Working with Lesbian, Gay, Bisexual, Transgender and Questioning/Queer (LGBTQ) Youth

1. Examine and overcome homophobic biases.

2. Use language that does not assume or privilege one sexual orientation over another.

3. Provide sex education resources for all sexual orientations.

4. Do not place any youth in a homophobic placement; it is not healthy for any youth (no matter if they are gay or straight).

5. Follow up on all homophobic complaints immediately.

6. Place a safety zone sign in your cubicle.

7. Seek out and provide LGBTQ resources (i.e. local activities, drop-in centers, websites, etc.).

8. Seek out the above information and find it! Know what is available in your community!

9. Be familiar with LGBTQ culture, language, terms, slang, yo!

10. Bond with youth outside of home – it may make youth feel safer to talk about how their placement is.

11. Ensure that ALL youth are treated fairly in the home.

12. Provide/request more trainings to foster parents and social workers on LGBTQ foster youth.

13. Screen foster families better.

14. Provide information/education to other youth in the placement and ensure that no youth is being abused because of his/her sexual orientation, or assumed sexual orientation.

15. Recognize and challenge homophobic remarks (“that’s so gay,” “he’s a faggot,” etc.) and break stereotypes.

16. Recruit foster parents that identify as LGBTQ.

17. Advocate politically for the safety and inclusion of LGBTQ people.

18. Stay longer when placing youth in a new home.

19. If a youth is not out, allow them to come out to you. Even if you suspect a youth to be LGBTQ do not confront them. Let them come out when they are ready.

Another fabulous handout from the Y.O.U.T.H. Training Project ★ www.youthtrainingproject.org
Foster Y.O.U.T.H.
Digital Stories

Y.O.U.T.H. Digital Stories are mini documentaries created by foster youth utilizing their own words, music selection, pictures, and creativity to tell their own story. The Y.O.U.T.H. Training Project uses digital stories to educate and train child welfare workers about the experience and needs of foster youth. Making a digital story is an empowering and healing experience for youth, using those stories to empower social workers is the exponential magic of positive youth development.

The latest collection of digital stories has arrived! Covering a variety of topics, including the above, plus mental health, exploring behaviors social workers find most challenging, and more! Featuring Daileane, Elizabeth, Mercedes, Nicole, Phil, Ramona, Ryan, Sean, Tara and Torhon.

Listening Underneath Case Notes: Foster Youth Stories About Group Homes, Probation, Education, & Family (2007)
These newest stories explore several topics. What unites them are the underlying themes. Ten foster youth reflect on the impact of supportive relationships (and programs) in their lives, the deeper stories behind their actions, and their self-advocacy efforts. Featuring Alex, Ashley, Christy, Duran, Frank, John, Joshua, Joymara, Whitney, and Zairon.

Ten unique stories of foster youth sharing the details that go deeper than case notes. The stories touch on many issues facing foster youth including education, therapy, juvenile hall, cultural struggles, homelessness, drug addiction and abuse. Featuring Corrin, Joe, Kanica, Jennifer, Captain, Jesse, Rayleen, Feven, Fred, and Kayla.

In a strengths-based approach, ten current and former foster youth share their positive experiences with social workers and foster parents. An important look at what foster care providers are doing right. Featuring Nikki, LaToya, Joe, Allan, Sade, Salonje, Gaylynn, Kevin, Meagan, and Viola.

Breaking the Silence: LGBTQ Foster Youth Stories (2005)
Lesbian, Gay, Bi-sexual, Transgender and Queer youth tell us what it was like to survive the foster care system. The youth discuss issues such as dealing with homophobia within the system and larger society, coming out, prostitution, and allies who supported them to be the fabulous, not pathological, youth that they are. Featuring Nicky, Jeremy, Captain, George, Kevin, Kira, Danielle, Keli, Darryn, and Wendy.

This series identifies and explores what fostered resiliency within these youth. The stories focus on how youth resiliency was supported by relatives, foster parents, social workers, life circumstances, and more. Featuring Jimmy, Haydée, Alexandra, Georgette, Aaron, Susan, Lori, Carolyn, Laura, and Robert.

In Our Own Voices: Youth Tell Stories About Life in Foster Care! (2002)
In this debut DVD, foster youth address the issues that come from growing up in the system. The topics include: the effects of multiple placements, the hazards of labeling youth, dangerous placements, racism in care and much more. Featuring Ronda, Mookie, Nick, Viko, Tommy, Dawnielle, Jennifer, Alexxa, Sophie, Tramisha, Malcolm, and Cherita.
## Digital Story DVD Order Form

### Compilations (each DVD contains 10-12 stories)

<table>
<thead>
<tr>
<th>DVD Title</th>
<th>Quantity</th>
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</table>
| **NEW**
| Listening Underneath Case Notes: Foster Youth Stories About Group Homes, Probation, Education & Family (2007) |          |
| More Than a Case File: Foster Youth Tell Their Stories (2006)             |          |
| Breaking the Silence: LGBTQ Foster Youth Stories (2005)                  |          |
| In Our Own Voices: Youth Tell Stories About Life in Foster Care (2002)    |          |
| Permanency Stories -- we do not carry them. Visit www.cpyp.org to get them for free! |          |

### Total # of DVDs

\[ \text{Total # of DVDs} \times \$25 \text{ per DVD} = \]

### Where do you want your DVDs mailed?

- **Name:**
- **Address:**
- **City:**
- **State:**
- **Zip:**
- **Phone:**
- **Email:**

**Please allow 2 weeks for delivery**

Please make checks payable to YOUTH Training Project/CYC and mail to:

Y.O.U.T.H. Training Project/CYC  
Attn: Jeanie Yoon  
604 Mission St 6th Fl  
San Francisco, CA 94105

We do not accept credit cards. Prices include shipping & handling.  
Questions? Contact Jeanie at 415-442-5060 ext. 25
Before we can see what PTSD looks like on our campus we must first understand a bit about it.

PTSD is a mental health condition that's triggered by a terrifying event.

Research suggests that some people have a bigger risk of developing PTSD:

- Being female
- Experiencing intense or long-lasting trauma
- Having experienced other trauma earlier in life
- Having other mental health problems, such as anxiety or depression
- Lacking a good support system of family and friends
- Having first-degree relatives with mental health problems, including PTSD
- Having first-degree relatives with depression
- Having been abused or neglected as a child
KINDS OF TRAUMATIC EVENTS
- Combat exposure
- Rape
- Childhood neglect and physical abuse
- Sexual molestation
- Physical attack
- Being threatened with a weapon
- Natural disasters
- Abandonment

SYMPTOMS OF INTRUSIVE MEMORIES
- Flashbacks, or reliving the traumatic event for minutes or even days at a time
- Upsetting dreams about the traumatic event

SYMPTOMS OF AVOIDANCE AND EMOTIONAL NUMBING
- Avoid thinking or talking about it
- Emotionally numb
- Avoiding activities they used to like
- Hopelessness about the future
- Memory problems
- Trouble concentrating
- Difficulty keeping a close relationship
SYMPTOMS OF ANXIETY AND INCREASED EMOTIONAL AROUSAL OR HYPER VIGILANCE MAY INCLUDE:

- Irritability or anger
- Overwhelming guilt or shame
- Self-destructive behavior, such as drinking too much
- Trouble sleeping
- Being easily startled or frightened
- Hearing or seeing things that aren’t there

OUR STUDENTS

- Difficulty being around people or attend classes in a larger classroom
- Take exams in a crowded room
- Enroll full-time
- Deal with common noises and stimuli on a college campus
- Inability to focus in the class
- Maintain motivation

ACCOMMODATIONS

Meet with DSPS to discover options

- Possible Solutions
  - Take online classes
  - Have classes recorded
  - Take classes with a lower enrollment
  - Quiet study options
  - Take test alone
  - Allow to leave early to avoid crowds
  - One-on-one appointments for FAFSA or other complicated forms
  - Invite students to meet with you if they are experiencing any difficulties
  - Give the student permission ahead of time to leave the classroom if they encounter triggers during class
WHO ARE OUR STUDENTS?
- Veterans
- Mom & Dads
- Young Adults
- Re-entry Students
- At Risk Populations
  - Homeless Students
  - DSPS
  - TRIO
  - EOPS
  - Former Foster Youth

MUSIC HEALS AND IS A COMMON LANGUAGE
- [Embed information if needed:](http://youtu.be/N4GPa7ZiMoY)

PTSD & FORMER FOSTER YOUTH ATTENDING A CALIFORNIA COMMUNITY COLLEGE
- 2011-2012 Study
- Results
  - All Survey respondents and interviewees experienced a traumatic event in their life that has been linked to PTSD
  - Respondents exhibited systems of PTSD higher than in the general population.
    - Those students who reach college are resilient!
    - All respondents felt that academic performance was impacted.
Foster Youth Facts

- Last year over 4600 foster youth aged out of care
- Of California youth surveyed regarding AB12, 83% indicated a desire to go to college
- Studies show that nationally only 25% of youth will complete one year of college and 5% will obtain a 2 or 4 year degree

What challenges do foster youth currently face in higher education?

- Inadequate housing
- Lack of financial resources
- Frequent changes in home and school leave youth unprepared
- Lack of adult role models
- Lack of information about higher education, financial aid, support resources, etc.
AB 12 Will Address Many of These Issues by Providing:

- Housing through an approved placement
- In some cases may receive benefits directly
- Monthly visits with social worker and assistance with transition to independence
- Health insurance until age 21
- Independent Living Services

What is the California Fostering Connections to Success Act?

- Signed into law September 30, 2010
- Designed to align with the Federal Fostering Connections to Success Act
- Extends foster care funding for youth until age 21

In the past...
In the future…

YOU can play an important role in ensuring students access services

- Assist students to meet eligibility
- Help students to be successful in housing
- Understand benefits of extended foster care (EFC) and how students can re-enter
- Engage in systems level collaboration with local child welfare agency
- Provide guidance regarding how to effectively negotiate disputes over eligibility or placement

1. EFC Improves Educational Outcomes

"Midwest Study" - Surveyed 732 youth who exited foster care from Iowa, Illinois, Wisconsin at ages 18, 19, 21, and 24

- Youth who have access to foster care until age 21 are 3 times more likely to complete one year of college and 2.5 times more likely to obtain BA
- Having access to foster care up to age 21 was associated with a 38% reduction in the risk of becoming pregnant
EFC Began January 1, 2012

Q: Youth turning 18: Who is eligible?
A: Youth under age 19 as of January 1, 2012 who have an open case. This includes:
- All youth who turn 18 on or after January 1, 2012
- Youth who turn 18 during 2011 AND meet current eligibility

3. EFC has Eligibility Requirements

- Extended benefits available to foster youth who:
  - Have an open court case at age 18 (with an order for out-of-home placement)
  - Satisfy a participation requirement
  - Sign an agreement
  - Agree to meet with Social Worker
  - Agree to work on transitional independent living skills
  - Live in a licensed or approved setting

Categories of Youth Who Are Eligible/Ineligible

<table>
<thead>
<tr>
<th>ELIGIBLE</th>
<th>NOT ELIGIBLE</th>
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<tbody>
<tr>
<td>Pregnant and Parenting</td>
<td>Married</td>
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<tr>
<td>Involved in criminal justice system</td>
<td>Military</td>
</tr>
</tbody>
</table>
Other Eligible Populations

- Youth who enter a non-related legal guardianship created in juvenile court
  - Guardianships created in probate court are not eligible
  - Guardianship can be created at any age

- Youth who enter Kin-GAP or Adoption after the age of 16

- Disabled youth eligible regardless of age guardianship/adoption began.

- Payments must go to guardian or adoptive parent

Eligible Juvenile Probation Youth

- Probation youth ("wards") with court order for foster care placement at age 18

- At the time probation ends, youth may be eligible for new “transition jurisdiction”
  - Allows eligible youth to take advantage of extended benefits without remaining under supervision of probation
  - Can also be taken upon re-entry

4. EFC requires youth to do certain things to participate

  Participation Conditions
  1. Be enrolled in high school or pursuing GED
  2. Be enrolled in college/vocational school
  3. Participate in a program/activity that removes barriers to employment
  4. Work at least 80 hours/month
  5. Be unable to do one of the above because of a medical or mental health condition
Defining Participation in Post-Secondary Education

- Half-time requirement
- Includes non-credit courses
- Required verification
- Students maintain eligibility over breaks
- Students enrolled less than half time and those who drop classes can use participation condition #3 to maintain eligibility

Child Welfare and Court Supervision

- Youth who participate in EFC continue to meet monthly with a case manager
- Youth continue to have regular court hearings and administrative reviews.
- Must create plan for independence (“Transitional Independent Living Plan”) and work on goals in plan

5. Youth have many options as to where they can live

<table>
<thead>
<tr>
<th>CURRENT OPTIONS</th>
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<tbody>
<tr>
<td>Living with an approved relative or extended family member</td>
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<tr>
<td>Living with a foster family</td>
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<tr>
<td>Home of a Non-related Legal Guardian</td>
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<tr>
<td>“Dual Agency” Homes for Developmentally Disabled</td>
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<tr>
<td>Transitional Housing Placement Program (THPP) (with limitations)</td>
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<td>Group Home (with limitations)</td>
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<tr>
<th>NEW OPTIONS</th>
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<tr>
<td>THP-Plus Foster Care</td>
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<tr>
<td>Supervised Independent Living</td>
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</table>
**Group Homes After 18**

- Decision on group home placement is to be a youth-driven, team-based case planning process.
- Under 19 can remain in group home to complete high school or equivalent.
- Once youth completes high school or turns 19, can only stay if has medical condition.

**THP-Plus Foster Care**

- Modeled after existing THP-Plus program.
- Will offer affordable housing and supportive services.
  - THP-Plus will continue to serve emancipated youth between 21 and 24 and those under age 21 who do not want to participate in extended care or are ineligible.
- THP-Plus FC is a IV-E eligible placement.

6. **Students can live independently and get the foster care payment directly**

- Supervised Independent Living Placement (SILP) settings may include but not limited to:
  - Apartment living
  - Renting a room (including w/ a relative or family friend)
  - Shared roommate settings
  - Dorms
- Student may receive the foster care benefit directly – limited to basic rate (currently $799.00/month)
- Parenting students receive the Infant Supplement ($411).
Approval of SILP

- No service provider/ no caregiver
- Subject to readiness assessment
  - ability to handle daily tasks
  - financial skills
  - ability to be independent
- Students may need assistance acquiring skills for independent living

Approval of SILP

- Sites are subject to health and safety inspection
  - College dorms or other university housing not required to undergo inspection.
  - Basic health and safety only
- Ensuring youth privacy
  - Roommates and landlords not assessed
  - Social workers should arrange inspections and home visits in such a way that respects young adult's privacy

7. As legal adults, youth in extended foster care have new rights

- New licensing standards reflect status as adult
- Control over cash and property
- Right to own a car
- Control over health care decisions
- If Internet access in home, it must be made available to youth
- Allowed to be left at home unsupervised overnight
- Access to items needed for cooking and cleaning
Additional Legal Rights

- Parents no longer noticed or parties to court hearings
- Court hearings respect status of youth as legal adult
  - Focus on planning for transition to independence
  - No warrants for “AWOL”
  - No orders for psych meds

Resolving Disputes

- Refer first to social worker/probation officer
- Provide guidance regarding how to successfully negotiate with social worker/probation officer and/or utilize local grievance process
- Assist youth to contact attorney when appropriate
- Youth have a right to have disputes resolved in court
- Complaints can be filed with foster care ombudsman: 1-877-846-1602

8. Foster care benefits will likely not be considered income for purposes of financial aid

- Funds authorized under Title IV-E are explicitly exempt from income reporting on the FAFSA*
- Additional guidance being sought to confirm interpretation of existing regulations
- Eligibility for Chafee grant remains the same

*2010-2011 Application and Verification Guide (page 22-23), Higher Education Act, Sec. 480(d)
9. Youth have a right to re-enter foster care
- Youth must be informed of right to reentry at termination hearing
- Youth can re-enter unlimited times prior to turning 21 yrs old.
- Re-entry process is intended to be as accessible and easy as possible

Process for Re-entry

| Youth contacts child welfare agency | Signs voluntary re-entry agreement | Aid begins on date youth signs agreement and resides in qualified placement | Initial meeting with social worker temporarily satisfies participation conditions | Agency has 15 days to file court petition |

10. **YOU** can play an important role in ensuring youth access services
- Begin talking with youth who may be eligible about the benefits of staying in or re-entering foster care
- Inform other staff at your school who may come in contact with foster youth about AB12
- Contact your local child welfare department regarding opportunities for collaboration
- Provide a resource list to your local child welfare agency with names and contact information for key personnel
For More Information

Debbie Raucher
debbie@johnburtonfoundation.org

www.cafosteringconnections.org
www.after18ca.org

Wrap up and Next Steps

- Additional questions
- Implementation ideas
- Evaluation
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<th>Services Provided:</th>
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TTA Project Overview

Who we are...

- Organizational overview and capabilities
- Our model: TTA Brokerage
  - Staff
  - Consultants
To build CCC system capacity to meet student mental health needs in ways that are effective and sustainable.

**Purpose of TTA**
TTA services can ignite, inspire and show the way towards building sustainable, long-term solutions in support of student mental health.

**TTA Overview**

**TTA Objectives**
- Provide expert mental health (PEI) consultation services
- Conduct 9 regional trainings annually
- Develop and disseminate relevant products, resources, and tools

**Focus of Services**
- Support campus-based grantees and broader CCC system
- Focus on vulnerable student populations
- Emphasize capacity building and systems for long term sustainability

**Areas to Support Student Mental Health in CCCs**
- Awareness, Identification & Referral
- Systems & Infrastructure Changes, Including Development of Policies and Procedures
- Building Skills for Implementation
- Special Attention to Vulnerable Populations, Including At-risk and Un/Under Served
Integrating Active Outreach

Determining Level of Readiness

Initial Readiness and Consultation Call

Developing Formal TTA Plan

Who Can Receive TTA Services

- CCC System (including faculty, staff and student groups).
- Campus Based Grantees
- Other Partners, as appropriate

Types and Methods of TTA Support

<table>
<thead>
<tr>
<th>Types of TTA</th>
<th>Methods of Delivery</th>
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<tbody>
<tr>
<td>Technical Assistance/Consultation</td>
<td>Phone</td>
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<tr>
<td>Training</td>
<td>Electronic</td>
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<td>Facilitation</td>
<td>Webinar/Web Meeting</td>
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<td>Resource Development</td>
<td>In Person/On-site</td>
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<tr>
<td>Networking/Peer to Peer</td>
<td>Individual/Small or Large Group Setting</td>
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</tbody>
</table>
Customizations - Demographics

Example of Kognito online training

Ways to Request TTA Services
How can the CCC-SMHP TTA team support the FYSI Mission?

- Provide customized training to coordinators on strategies in working with youth
- Suicide Prevention training
- Individualized consultation and resources for coordinators
Questions and Considerations

Center for Applied Research Solutions (CARS)

Toll free
(855) 304.1647

cccstudentmentalhealth.org
Delivering TTA and Training Services

Market Services

TTA Request Received
- Direct Contact
  - Online ~ Telephone
    - (Proactive)
- Onsite Visit
  - In Person
    - (Proactive)
- Contacts Team
  - Online ~ Mail ~
    - (Reactive)

TTA Request Reviewed & Prioritized
- Refine Needs: Develop clear scope of work
- Develop TTA Plan with objectives
- Review with Management Team
- TA service delivery defined

Potential Response Strategies
- Training
- In-Person TA
- Materials/Resources
- On-line trainings
- Peer to Peer
- Site Visit
- Phone/Email
- Web-Meeting

Deliver TTA

Evaluate Results

Review TA Summary Report
Housing Current & Former Foster Youth
Knowing Your Student’s Options

October 9, 2012
Foster Youth Success Initiative (FYSI) Statewide Training

Today’s Presenters

Debbie Raucher
Project Manager

Simone Tureck
Policy Associate

Agenda

• California College Pathways Project

• Assembly Bill 12 Overview

• Housing for Current & Former Foster Youth
  ▫ Emancipated Non-Minors
  ▫ Non-Minor Dependents

• Q & A
CA College Pathways 3.0

Statewide effort to improve higher education outcomes for foster youth. Will include...

- One-on-one and group coaching and technical assistance
- Support to Child Welfare/Higher Education collaborations
- Web seminars and training
- Updated website
- Annual convening – “Blueprint Conference”
- Data Collection
- Policy advocacy

www.cacollegepathways.org

Technical Assistance and Coaching

- Available to campuses statewide
- For example...
  - Campus support program sustainability (e.g. fundraising, fiscal planning, integration with mainstream campus systems)
  - Policy changes and implications (e.g. Extended Foster Care (AB12), priority enrollment)
  - Techniques for supporting persistence, retention and college success among foster youth

Technical Assistance and Coaching (cont.)

- Developing, maintaining and expanding campus support programs
- Supporting youth with disabilities
- Data collection and management strategies, performance evaluation
- Collaboration and integration with child welfare agencies
- Other topics as identified

Contact debbie@johnburtonfoundation.org for more information
Assembly Bill 12 (Beall, Bass)
The Fostering Connections to Success Act

• Passed in 2010
• Major change to California foster care
• Implemented January 1, 2012

What did it do?
• Extended foster care to age 21
• Converted Kin-GAP to a federally subsidized program
• Extended Kin-GAP and AAP to age 21 in some cases

AB 12 Eligibility Overview

Age eligibility:
• All youth who turn 18 on or after January 1, 2012
• Youth who turn 18 during 2011 with an open dependency case as of 1/1/12 are eligible continuously to age 21.

Must fulfill participation requirement:
- Be enrolled in high school/pursuing GED
- Be enrolled in college/vocational school
- Participate in a program/activity that removes barriers to employment
- Work at least 80 hours/month
- Be unable to do one of the above because of a medical or mental health condition

- Must sign Mutual Agreement
- Must have open child welfare case on 18th birthday or on probation with order for out of home placement

AB 12 as a Safety Net

• “Opt out” not “opt in” process
• Seamless re-entry process
• May re-enter unlimited amount of times
• New placements developed designed to provide opportunities for independence
Housing Impacts Academic Success

- Reduced likelihood of foster care placement instability = school mobility
- Lack of academic preparedness
- Lack of adult role models
- Lack of info about higher ed, financial aid, support/resources
- High risk of homelessness/housing instability upon exit

*Based on pre-AB12 data

How can higher education play a role in helping students access safe & stable housing?

- “Check in” with students about their housing arrangements
- Provide guidance, support and stability “Permanent connections with caring adults”
- Know what is available to your students who are current and former foster youth

Housing Options:

Former Foster Youth
Transitional Housing Placement-Plus Program “THP-Plus”

- Est. in 2001 by AB 427
- Serves former foster & probation youth ages 18-24
- Proven effectiveness in reducing homelessness amongst youth emancipating from foster care & probation systems

THP-Plus: Supportive Services

<table>
<thead>
<tr>
<th>Case management</th>
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<tbody>
<tr>
<td>System of payment of utilities, phone &amp; rent</td>
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<tr>
<td>Job readiness training &amp; support</td>
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<tr>
<td>Food &amp; necessity allowance</td>
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<tr>
<td>Educational advocacy &amp; support</td>
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<tr>
<td>Assistance in pursuing college &amp; post-secondary training</td>
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<td>Services to build &amp; support relationships with family &amp; community</td>
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<td>Coordination with ILP</td>
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THP-Plus: Housing Models

- **Single-Site**: 1 apartment building/complex, owned/leased by provider where all participants live
- **Scattered-Site**: Apartments in multiple locations throughout community, often in small clusters
- **Host-Family**: Participant resides in home of caring adult with whom they have permanent connection

Supportive services provided in all housing models
THP-Plus: How do youth apply?

1. Download list of THP-Plus programs from www.thpplus.org
2. Have youth call or e-mail contact person listed for program(s) in their area
3. Youth identifies whether that program is right for them
4. Program will tell youth next steps (application, interview, etc.)

THP-Plus: Participating Counties

<table>
<thead>
<tr>
<th>Alameda</th>
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<th>San Bernardino</th>
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<td>Yuba</td>
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Family Unification Program (FUP)

FUP provides Section 8 (Housing Choice) Vouchers & supportive services to:

Youth:
- Age 18-21
- Left foster care at age 16 or older
- Do not have adequate housing

Families for whom lack of adequate housing is the primary factor in:
- the imminent placement of their child in out-of-home care
- the delay of discharge of their child from out-of-home care
FUP: Background

- Established in 1992, federally funded program
- Housing program for families and youth in the child welfare system
- Collaboration between public housing authorities and public child welfare agencies
- Not all jurisdictions have FUP*

*In the past 4 years, 15 Public Housing Authorities in California have been distributed FUP vouchers

FUP: How do Youth Apply?

- Contact ILP coordinator or
  - Some nonprofit service providers make FUP referrals to child welfare agency
  - Can try inquiring directly with social worker (if have one)
- Child welfare agency verifies eligibility and housing authority places name on waiting list

Distribution of FUP Vouchers
Emergency & Other Housing

- California Youth Crisis Line
  - Operated by California Coalition for Youth (CCY)
  - Statewide, toll-free, 24 hours/day
  - Information about emergency housing and other transitional housing for youth ages 12-24

California Youth Crisis Line
1-800-843-5200

Housing Options:
Non-Minor Dependents

Overview of Foster Care Placements

Available only temporarily & with limitations to non-minors:

- Approved relative/extended family member
- Foster Family
- Non-Related Legal Guardian
- Home for Developmentally Disabled ("Dual Agency")

- Group Home
- Transitional Housing Placement Program (THPP)
Placements Available to NMDs

2 new “youth friendly” placement types created under AB 12, “Supervised Independent Living Settings” (SILS), available only to non-minors:

- Transitional Housing Placement—Plus Foster Care (THP+FC)
- Supervised Independent Living Placement (SILP)

The Supervised Independent Living Placement “SILP”

- Least restrictive placement setting under extended care

What is a SILP?

- Housing option for non-minor dependents developmentally ready to live independently or semi-independently
- No supportive services, no provider
- Youth may receive foster care payment directly ($799 per month) or use payee
SILP: Housing Options

- Private market housing
  - Renting an apartment (Will most often consist of shared living)
  - Renting a room
- Dorms/student housing
- Residing with caring adult (room & board)
- In some counties, an approved housing program

How do youth access SILP placements?

- Youth identifies housing, notifies social worker
- Readiness assessment conducted, except for dorms/student housing
  - "Ready"
  - "Ready with assistance"
  - "Not ready"
- Physical inspection of unit conducted, except for dorms/student housing
- SILP Approval & Placement Agreement signed

*Recommended practice: Shared Living Agreement

Transitional Housing Placement-Plus Foster Care “THP+FC”

- Modeled after original THP-Plus program
  - Housing & comprehensive supportive services
  - Single-site, remote-site & host-family – slight differences
- Will not be available in all counties
- Ideal placement for youth unable/do not want to reside in foster homes but not ready for a SILP
- Technically available as of October 2012
  - Will take some time before several programs are available
THP+FC: Housing Models

**Single-Site**
Housing units (1 location) owned/leased by provider where 1 or more staff reside & provide supervision

**Remote-Site**
Housing units in multiple locations throughout community, NMD lives independently with no staff supervision

**Host-Family**
Participant resides in home of caring adult with whom they have permanent connection

Supportive services provided in all housing models

Special Populations:

**Parenting Youth**

Parenting youth who reside with their child are eligible for additional support:

- **SILP**: Infant Supplement of $411/month
- **THP+FC & THP-Plus**: Supportive services geared toward parenting (must identify program that provides this)
- **Foster homes & relative homes**: Whole Family Foster Home rate & additional $200 for completing Shared Responsibility Plan*

*Parenting youth who reside with caring adults are encouraged to utilize a Shared Responsibility Plan

Special Populations:

**Youth with Disabilities**

Available to youth who have been approved to receive the following benefits:

- **Specialized Care Increment**: available to youth in care placed with foster family homes, relative caregivers, NERFM
- **Regional Center**: adult care facilities available to youth in care (receive dual agency rate) and who have exited
- **Supplemental Security Income (SSI)**: youth in care remain eligible (offsetting rules); child welfare agency can provide application assistance
Legislation that Supports Current/Former Foster Youth in Student Housing

Assembly Bill 1393 (Skinner)

- Signed by Gov. Schwarzenegger in 2009
- Requires CSUs and requests that CCs and UCs that maintain student housing give priority to current & former foster youth
- Additional priority for housing that stays open for occupation during school breaks or on a year-round basis

Question & Answer

Contact Information:

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John Burton Foundation
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simone@johnburtonfoundation.org
California Community Colleges

FYSI Student Success Orientation Framework

Oftentimes foster youth are underprepared as they transition out of both high school and foster care into college. The gap in their repertoire of academic and social competencies provides an opportunity for the campus community to support them in the attainments of these skills.

The California Community Colleges recognized the need to prepare current and former foster youth as they begin their post-secondary educational journey. As a result, the FYSI Student Success Orientation Framework was created.

Using the student-centered approach, this framework prepares youth and young adults with a collection of tools to assist them in the attainment of both their educational and occupational goals. Focusing on the entire student with rich and integrated content strengthens the aptitude and ultimate success a youth from foster care can achieve as a college student. The content of this framework was created with the student’s needs in mind, and resulted in three categories listed below:

- Academics
- Occupational/Employability
- Personal Life Skills

The design of the FYSI Student Success Orientation Framework began with 10 modules evolved into 16. Each module is aligned with Secretaries Commission of Achieving Necessary Skills (SCANS) Competencies and Student Learning Outcomes.

While developing the Framework we learned from community colleges who are currently implementing similar content within 12 sessions that students were interested in continuing to participate. Frequent comments by students included, “can I retake this course? Can I volunteer or be TA for this class?” It was apparent that these sessions created a support system amongst the students within the campus community.

Thus, the FYSI Student Success Orientation Framework has been developed in such a way that any college can take, modify, and implement it to meet the needs of the diverse student population. Listed below are some additional options to explore when implementing the FYSI Student Success Orientation Framework.

- Credit/Non-credit PD 40
- Duration of a semester
- Enhancing already existing programs
- Summer Bridge programs

Additionally, a FYSI Student Success Orientation Student Handbook will be provided for students to use as an interactive guide in navigating the college campus along with useful tools and resources.
DID you know...

In the 2008-09 school-year over 8,000 California Community College students were former foster youth.

United States
- Approximately 500,000 children are in the foster care system
- 20,000 age out of foster care every year

California
- Approximately 77,000 children and youth are in foster care
  - By far the largest number of any state in the United States
- 4,400 age out of California’s foster care system every year

“I would like to see this initiative as a catalyst for supplying hope and guidance to youth encouraging them that they can attend college and that it’s not as daunting a process as they may fear it to be.”
—former foster youth

This foster youth friendly logo was created to symbolize a safe and supportive environment or person, familiar with both the issues and challenges that youth from foster care face. College students who see this symbol will know that staff are equipped to assist them in higher education.

The color blue was selected to coincide with the Foster Care Awareness month blue ribbon. The focal point of the graphic is a larger heart wrapped around a smaller heart symbolizing the importance of wrap-around services and support for youth from foster care in higher education.

The left side of the hearts are larger representing a need for the presence and permanency of caring and supportive adults in the lives of youth from foster care. Finally, and most importantly, the smaller right side of the heart symbolizes successful achievement of the youth’s aspirations and dreams including their graduation from college symbolized by the mortarboard cap on the graduates head.

Foster Youth Success Initiative

FYSI Liaison Contact Information

For a list of CA Community College FYSI Liaisons go to

http://www.cccco.edu/ChancellorOffice/Divisions/StudentServices/StudentFinancialAssistancePrograms/FosterYouthSuccessInitiativeFYI/tabid/997/Default.aspx
About FYSI

The California Community Colleges established the Foster Youth Success Initiative (FYSI) to assist foster youth in accessing and successfully completing college.

The purpose of FYSI is to increase the number of CA Community College students receiving degrees or vocational certificates who are former foster youth.

FYSI created partnerships to combine efforts to support students with college and community resources.

College-focused services include:
- Outreach
- Mentoring
- Academic Counseling
- Assist with college admission
- Financial aid application
- Ongoing assistance to students enrolled in a CA community college.

“There’s a missing link between what I need and the people who can give it to me”
...SJSU student & former foster youth

FYSI goals are to improve:
- Access to college services and resources
- Completion of attempted units
- Retention
- Completion of college degrees or certificates
- The number of community college students transferring to a university

All 112 California Community Colleges have FYSI/Foster Youth Liaisons

WHO is a FYSI Liaison?
- Works at a CA Community College
- Sensitive to your needs
- Familiar with foster care

WHERE can I find a FYSI Liaison?
At a CA Community College Student Support Services Departments
- Financial Aid
- EOPS

HOW can FYSI Liaisons help you?
FYSI Liaisons have the knowledge, resources, and connections necessary to enhance college access for foster youth.

- Arrange college tours
- Assist with college applications
  - Admission process
  - College assessments (testing)
- Financial Aid assistance
  - FAFSA application
  - Chafee Grants (for eligible Foster Youth)
  - Federal & State Grants
  - Board of Governor’s Fee Waiver (BOGG) - Pays CA Community College Tuition and other fees
  - Federal Work Study (Available work opportunities ON and OFF campus)
  - Scholarships
- Locating & Connecting to the:
  - College Counseling Center
  - EOPS Department
  - Tutoring Centers
  - And Other Programs

“Invest in our youth's education today to ensure their tomorrow.”
...Margaret Muck, CA Workforce Investment Board
FYSI Liaisons Listerv:

The FYSI Liaisons list serv is an open dialog, public, e-mail discussion list to be used by FYSI Liaisons. Please add the list address, FYSILIAISONS@LISTSERV.CCCNEXT.NET, and the listserv administration address, LISTSERV@LISTSERV.CCCNEXT.NET, to your approved sender list.

Please remember that this listserv is a two way system, and when you reply to an e-mail, it goes to all subscribers. To send a message to everyone subscribed to the list, address an e-mail to FYSILIAISONS@LISTSERV.CCCNEXT.NET

If you are not subscribed to the list, the FYSILIAISONS listserv will then send a confirmation request to the sender e-mail address, usually a simple e-mail message with a link for confirmation. Follow the instructions in the e-mail to confirm the posting and your original message will be sent to the list. The confirmation process is used to reduce fraudulent use of the listserv. Subscribers may send messages at will, though all are subject to review.

To UNSUBSCRIBE from the listserv, send e-mail from the subscribed address to: LISTSERV@LISTSERV.CCCNEXT.NET and put UNSUBSCRIBE FYSILIAISONS in the body of a BLANK, NON-HTML e-mail, NO SUBJECT OR SIGNATURES, PLEASE!

If you know others interested in joining this listserv, they may use an e-mail system to SUBSCRIBE to the list. Send e-mail from the address to be subscribed to: LISTSERV@LISTSERV.CCCNEXT.NET and put SUBSCRIBE FYSILIAISONS in the body of a BLANK, NON-HTML e-mail. NO SUBJECT OR SIGNATURES, PLEASE!

FYSI Partners Listerv:

The FYSI Partners list serv is an open dialog, public, e-mail discussion list to be used by FYSI Liaisons, community partners and youth from foster care. Please add the list address, FYSIPARTNERS@LISTSERV.CCCNEXT.NET, and the listserv administration address, LISTSERV@LISTSERV.CCCNEXT.NET, to your approved sender list.

Please remember that this listserv is a two way system, and when you reply to an e-mail, it goes to all subscribers. To send a message to everyone subscribed to the list, address an e-mail to FYSIPARTNERS@LISTSERV.CCCNEXT.NET

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Foster Youth Success Initiative
an effort of the California Community College System

What is FYSI?

FYSI

What is the Foster Youth Success Initiative?

An effort of the California Community Colleges

- FYSI started in 2007
- All 112 CA Community Colleges have FYSI Liaisons
- FYSI Liaisons & College staff are more sensitive & understanding of foster youth
- Support for current and former foster youth
- Help youth find $$ and resources to go to college
When I see this Symbol it means...

FYSI

This Symbol means

- A safe, supportive environment or person whose familiar with your issues & challenges
- An office and/or person committed to helping you access college
- An office and/or person who’s able to help you connect with college & community resources

Could this be YOU?
Could this be you?

- I have a Social Worker (or Case Worker)
- I live with a relative or with someone else (not my parent)
- I couch surf, I don’t live at home
- I live in my car
- I live in a foster (or group) home

If this is you........

You could be eligible for
FREE MONEY
to go to college.

Who is the FYSI/Foster Youth Liaison and how do I find them?

FYSI
Who is a FYSI Liaison?

A Person at a CA Community College who...

- Helps with college information
- Has Financial Aid knowledge
- Is familiar with your situation
- Will be sensitive to your needs
- Helps you figure out your college / career path
- Provides guidance on choosing your college major
- Can help you succeed in College

Where can I find a FYSI Liaison?

Student Support Services Department

Are offices there to help you succeed from enrollment to graduation:

- Financial Aid Office
- Extended Opportunity Program and Services (EOPS)
- Disabled Students Programs and Services (DSPS)
- Academic Counseling
- Outreach Office

What Does a FYSI Liaison Do?
What does a FYSI Liaison do?

- Arrange college tours
- Assist with college applications
- Helps complete financial aid/FAFSA & Chafee applications, & reviews eligibility for financial aid
- Assessment, testing, determines if Ability to Benefit (ATB) test is needed
- Explains what satisfactory academic progress is

What else does a FYSI Liaison do

Connect students with:

- Counseling Department
- Health Services
- Transfer Options
- Tutoring Centers
- Other Programs & Services

- On and Off-Campus resources
- ILP Coordinators or Offices
  - Assist with obtaining Letter of Verification

Other College Programs supporting Foster Youth

FYSI
College Programs Supporting Foster Youth

- FKCE - Foster Kinship Care Education – classes for caregivers to support youth in their home
- EOPS/CARE – Extended Opportunity Programs & Services Cooperative Agencies Resources for Education
- YESS-ILP - College students who are ILP eligible can continue YESS ILP classes at colleges where it's available
- YESS-LA or YDS - Youth Empowerment Strategies for Success, Life Skills classes provided in LA County
- California College Pathways Projects supports improved access to higher education in programs such as Guardian Scholars, Renaissance Scholars Programs and other Foster Youth Support Programs PSE

What CA Laws support Foster Youth in Higher Ed

FYSI

CA Law Supporting FY in High Ed

- AB 1393 - Requests CA Community Colleges & UCs, and requires the CSUs to give priority to current and former foster youth for on-campus housing and priority housing that's open the most days in a calendar year to ensure stable housing for foster youth throughout their college education.
- AB 669 – A student who currently lives in CA, is 19 years or younger at the time of enrollment, who is or was a dependent/ward of the CA child welfare system, and is no longer being served either due to emancipation or aging out of the system, may be entitled to resident classification until he or she has resided in the state the minimum time necessary to become a resident.
- AB 490 – Equal right to education including, immediate enrollment without delay; partial credits must be accounted for; right to remain in school of origin; not penalized when absent for court related activity.
- SSI – Social Security Insurance – what is it and what does it mean?
Did you know…?

70% of Foster Youth desire to go to college
Less than 50% will Graduate from High School
15% Attend a college
9% Complete a college program
7% Complete an A.A. / Certificate degree
2% Attain a Bachelors degree

As there is no reliable data available, these figures are approximations.
Many Choices... Different Outcomes

California Statistics

Did you Know...

- 20% of the nations foster youth are in California.
- Approximately, 77,000 children/youth are in California’s foster care system.
- Approximately, 4,400 youth age out of foster care each year.
- It's estimated that only 50% of foster youth will graduate high school.
- In 2008-09 over 8,000 students from foster care attended a CA Community College.

Community Resources

FYSI
Community Resources

- Food Stamps / Food Banks
- Housing
- County ILP
- 211 - Emergency Shelter and Crisis Hotline
- Mental Health Services / Disability Services

Resources on the WEB

FYSI

Resources on the WEB

- Medical & Dental Low Cost Resources
- Legal Advocates
- Children’s Rights Projects:
  www.publiccounsel.org/overview/crp.html
- Regional Occupational Programs
Community Resources on the web

Department of Social Services:
- Left side bar in blue shaded area: Applying for FS benefits
- Center section: Application for Food Stamps under Applications/Forms header

Foster Care Main Menu:
- [http://www.dss.cahwnet.gov/cfsweb/pg1335.htm](http://www.dss.cahwnet.gov/cfsweb/pg1335.htm)
- The Social Services Department website has many services and information to offer Foster Youth aging out of the system

Click 'N' Connect

Support and Resources Available online
- [California College Pathways Project](http://www.cacollegepathways.org/)
- Orphan Foundation of America [http://orphan.org/](http://orphan.org/)
- California Youth Connection [http://www.calyouthconn.org/site/cyc/](http://www.calyouthconn.org/site/cyc/)
- Chafee [https://www.chafee.csac.ca.gov/default.aspx](https://www.chafee.csac.ca.gov/default.aspx)
- Foster Ed Connect [https://www.fosteredconnect.org](https://www.fosteredconnect.org)

Insert Name of Your Community College

College Student Support Services Contacts
- FYSI Liaison(s)
  - Name, Phone, Email
- Financial Aid
- EOPS
- Counseling
- DSPS
- Admissions and Records
- Health Services
Created with Contributions from students who are former foster youth

**Quinn Tatum Jr., age 20**  
1st year student at Mesa College, San Diego

**Michael Davis, age 25**  
1st year student at Mesa College, San Diego

**Shaed Marshall, age 18**  
1st year student at Mesa College, San Diego

**Clifton Hidds, age 19**  
2nd year student at Mesa College, San Diego

Created with Contributions from FYSI Liaisons across California Community Colleges

- **Annette Ruiz-Esparza** - Evergreen Valley College, San Jose
- **Katy Fitzgerald** - Mission College, Santa Clara
- **Anafe Robinson** - Pierce College, Woodland Hills
- **Yvette Tafoya** – Cerritos College, Norwalk
- **Yajayra Vejar** – Cerritos College, Norwalk
- **Lil Sass** – Citrus College, Glendora
- **Katrina Hewitt** – Citrus College, Glendora
- **Mayra Gonzales** - Mesa College, San Diego