

DRAFT

POLICY FOCUS AREA II: Systematically Connect Foster Youth to Education and Workforce Development Programs

1. THE ISSUE

California offers a wide range of career development and employment preparation opportunities to its young people – through our public schools, community colleges, out-of-school time initiatives, community-based training programs, workforce development, apprenticeships, and employer-sponsored training. Unfortunately, most foster youth are not routinely being counseled and supported to take advantage of these opportunities. In order to improve employment outcomes for foster youth it is critical to leverage and access what's in place for any young person in the state. Foster youth cannot make informed choices if they are not aware of the array of services that are available to them or if those systems and programs don't effectively reach out to and recruit them for program participation. In particular, foster youth should be encouraged and supported to engage in and take advantage of a sequence of career development activities in school and the workplace that lead to readiness for post-secondary education and entry-level, career ladder employment.

2. THE GOAL

Through collaboration, coordination, and integration of existing education and workforce systems, resources will be leveraged so that all foster youth will have priority access to, and the ability to make informed choices about mature, established, career development programs and initiatives.

3. THE SITUATION

California's public education systems offer a wide variety of career focused opportunities through high schools, County Offices of Education and community colleges. Many high schools across the state offer sequenced instruction in the context of a career area through Career Academies, Pathway programs and other collections of course offerings. Through our high schools and County Offices of Education, formal Career Technical Education options are available through Regional Occupational Programs and Centers, 2+2 and Tech Prep programs that link high school to community colleges, and other state initiatives that focus instruction in an industry context. Work Experience programs are available, and both smaller learning communities, small alternative high schools, and a range of educational options also exist, providing smaller, nurturing environments that combine high quality academics within a college and career context. Decisions about enrollment in these schools and programs often happen at the transition from middle school to high school, long before advocates and supporters in the child welfare system and/or Independent Living Programs are focusing attention on the transition from care. This results in low participation rates in these programs for foster youth, who without strong guidance, effective advocates, timely support, and stable school placements, are unable to take advantage of these opportunities.

In 2004, AB 490 was signed into law to “ensure that foster children are eligible for the same education opportunities as the general student population, and that education decisions are made in the best interest of the child”¹. It requires “schools, courts, and all other related welfare agencies to work together to ensure that children and youth in foster care receive continuity of education, are placed in the least restrictive education environment, and have equal access to academic and extracurricular activities and resources.” It also established an educational liaison for foster youth. Schools must enroll foster youth immediately and transfer records quickly when they are moved to a new school placement. While this focus on the educational rights of foster youth is critical, it, by itself, is not enough. Foster youth, caregivers, and others need to be aware of, and ensure access to, a range of school-based activities that can effectively prepare youth for both college and careers.

Workforce development programs, by way of the Workforce Investment Act, support career preparation and training opportunities for youth and young adults through both its youth and adult programs. Delivered through the Workforce Investment Boards, their youth councils and contracted service providers, these programs have set a target on serving disadvantaged young people, with foster youth identified nationally as a priority population. Yet despite this focus, many program providers cite systems barriers in recruitment, eligibility determination, and participation support that prevent foster youth from enrolling and succeeding in these programs. The workforce system is also able to provide services through the one-stop system to emancipated foster youth, yet many of the centers are identified as not being youth friendly, attuned to the needs and issues facing foster youth, or developmentally appropriate for young adults.

Apprenticeship opportunities abound in California, with over 200¹ apprenticeship opportunities identified and supported in the state. Yet without awareness and preparation for these opportunities at an early age, foster youth are not taking advantage of the training and employment offered by the apprenticeship system.

Comment [st1]: Need to confirm this number

There are many reasons that the systems designed to address these issues have not been completely successful in serving foster youth. Fragmented and often absent collaboration among systems results in inconsistent sharing of information across those systems. Information gaps interfere with the referral of foster youth to career development and employment programs and resources. Even in situations where a court order has been issued, dictating that staff across systems communicate and share information with each other, staff at the line-level have not always been informed of this arrangement and may still be hesitant to share pertinent information in their effort to maintain confidentiality.

Also of note are the following:

One Idaho study based on interviews with youth and professionals, recommends that foster youth “should receive far greater vocational training both during”...and after emancipation regardless of whether they have plans for college or not. Vocational training should be heavily targeted to help them secure service or industrial sector

¹ Waugh, Regina. State legislation impacting the education of children and youth in foster care. National Evaluation and Technical Assistance Center for the Education of Children and Youth Who Are Neglected, Delinquent, or At-Risk. <http://www.neglected-delinquent.org>

employment...”²

The Carl D. Perkins Career and Technical Education Improvement Act of 2006 (authorized through FY 2012) requires local plans to indicate “How career guidance and academic counseling will be provided to CTE students, including linkages to future education and training opportunities.”³

A study of Casey Family Programs Alumni found that the provision of scholarships for college or job training was a reliable predictor of successful transitions for foster youth.⁴

In California, eligibility policies, program administration, funding and services for foster youth vary from county to county. The Southern Area consortium of Human Services concluded that programs for emancipating foster youth “are fragmented and under-funded, fail to provide comprehensive assistance and services, and do not reach a significant number” of current and former foster youth in a meaningful way.⁵

4. THE CHALLENGES

1. **Existing connections among systems are inefficient and inconsistent.** Linkages between systems are not formalized and do not include all youth in care. Often there are perceived barriers with confidentiality and conflict between program goals, outcomes, and objectives.
2. **Competing priorities and outcomes among education, workforce development, and child welfare systems at the state, federal and local levels makes integration of program services difficult.** Service to foster youth specifically has not been prioritized at the highest levels by these three systems, and as a result program staff have not been instructed to make services to this population a high priority. Advocacy for foster youth at the state and federal levels has been inadequate and inconsistent. Current laws designed to benefit foster youth are met with a shortage of staff and resources to implement them effectively.
3. **Case workers are not always well informed about the education, employment and career development resources and opportunities that are available to foster youth,** and information is not always shared with youth in a consistent and equitable way.
4. **Transition and individualized learning plans are required by the multiple systems serving young people, in many cases involving the same youth in multiple plan development and implementation processes.** Key players representing different

² Center for Family and Demographic Research. Ohio population news: Aging out of foster care. Bowling Green State University

³ Association for Career and Technical Education. Summary and analysis of major provisions and changes “Career and Technical Education Improvement Act of 2006”. www.acteonline.org

⁴ Harbert, Anita, Donald Dudley, and Karissa Erbes. Southern area consortium of human services emancipating foster youth literature review. Academy for Professional Excellence San Diego State University School of Social Work

⁵ Erbes, Karissa MSW, 2007, *Southern Area Consortium of Human Services Emancipating Foster Youth Literature Review*, Southern Area Consortium of Human Services and San Diego State University, page 4.

elements of a youth's transition do not often come together to develop one comprehensive youth-centered plan but rather, each plan comes with a different set requirements and elements. Some youth may have as many as ten or more transition plans, each with their own case manager, with little or no coordination across plans. In addition, youth involvement in the transition planning process is limited.

5. **The instability of foster youth placements, which affects school placement, is a major issue for youth** and creates barriers of many kinds including inconsistency in participating in career development and employment programs. Placement stability and permanent relationships for foster youth are being addressed in the child welfare system, albeit unevenly across the state. If there is no informed advocate, there is no one to assist youth to remain in appropriate school settings, even when their living arrangement changes, and to ensure access to existing career development programs (including inter-school transfers when necessary).
6. **The Workforce Investment Act system, while an important resource and partner, has suffered huge reductions in funding.** In addition, the Chafee Foster Care Independence Program funding has decreased by approximately \$3.6 Million between 2000 and 2007, while the number of youth served has nearly doubled in the same time period. Reductions in funding often result in fewer opportunities to partner across systems as programs struggle to sustain services.
7. **The Student Attendance Review Board in each jurisdiction is a vehicle that already exists that could (and in some places does), help to connect youth with existing career development and workforce programs.** The drawback is that it doesn't have dedicated resources and only becomes engaged once there is an attendance problem at school.
8. **Currently some foster youth attend schools that do not offer the full range of educational and career development options available though most public school districts.**
9. **Responsibility for addressing the safety, permanency and well being of older foster youth and providing them transition supports and services is spread among many team members and agencies.** No one person is responsible for listening to the youth and then knowing, tracking and managing all of the aspects of a youth's case and services or ensuring that foster youth are able to access all programs for which they're eligible.
10. **Adolescents, foster youth included, often don't understand the importance of participating in career development programs** that lead to better employment outcomes and often say "I just need a job".
11. **Some WIA providers are wary of serving foster youth** because they believe these youth are not likely to complete program activities and reach their identified outcomes, which is a risk to the program meeting its performance objectives.

5. THE OPPORTUNITIES

1. More and more professionals from child welfare, education, workforce, and other systems are talking about cross-system multidisciplinary partnerships. These efforts have resulted in some cross-system training and information sharing, and have produced a number of promising program and system models that are improving outcomes for transitioning foster youth.
2. Cross-system partnership practitioners are looking for ways to share information among existing data systems or are looking for new tools to facilitate data sharing.
3. The New Vision for Youth under the Workforce Investment Act system released by the Department of Labor in 2004 encourages jurisdictions to focus on the neediest youth including foster youth. This has created an increased focus within the youth workforce system on developing partnerships with child welfare agencies and resolving historical barriers to serving foster youth.
4. There has been a recent focus in Education on expanding Career Technical Education and bridge to college and career programs.
5. There is a growing recognition among child welfare and probation professionals that that transition planning, career development and employment preparation must begin as early as the age of 12-14.

6. THE SUGGESTED SOLUTIONS

Cross-system connections:

- a. Form and/or maintain an active Youth Transition Action Team in each county or consortium of counties.
- b. Cultivate state leadership that convenes multiple systems addressing transition-age youth issues and prioritizes services to foster youth.
- c. Build and invest in the capacity of existing systems to address transition age youth issues.

Access to information, services, and referral:

- a. Develop truly youth-friendly one-stops as part of California's Workforce system. One-stop certification process should include specific language around what "youth friendly" means. Involve youth in this process so that one-stops are comfortable, welcoming places where youth do not feel intimidated to ask for assistance.
- b. Launch and support youth one-stops, coalescing services, supports and opportunities in a youth-only setting – focused on providing a safe and welcoming environment, with developmentally appropriate and culturally sensitive approaches to engaging and serving young people.
- c. Include peer counseling staff and others who are really knowledgeable about what

youth-appropriate resources exist and how they can be accessed at local one-stops.

- d. Develop the concept of the “virtual front door” to enable youth to initially access information about the services and programs available to them. Use technology as a tool for capturing youth interests and providing information.
- e. Expand career guidance counseling in our schools and ensure that foster youth are accessing those services and that counselors are trained and aware of the particular needs of this population.
- f. Find ways to enhance existing programs that exist within communities to provide accessible services to youth. Engage school districts in finding creative ways to provide access to services on school campuses both during and after school hours perhaps through use of school career centers or job clubs.

Case Management:

- a. Develop a single (or at least linked) transition plan across all the agencies where a particular youth is engaged (child welfare, special education, academies, workforce). Ensure that all information about the opportunities available to the youth are known as the plan is developed. Review these plans on a recurring basis with youth and all systems represented so that the plan can grow and change with the needs of the youth. Consider the use of technology in creating a single place where the youth’s transition plan can reside electronically so that all appropriate parties can have access to it when needed. Each youth should have a single, unified transition plan that is youth driven and coordinated across programs with a designated point person and limited number of case managers who are working together to support the implementation of the plan.
- b. Appoint an advocate that assists youth in navigating multiple systems within counties and across counties.
- c. Transition plans should be unified, youth-driven, and reviewed by a group of key people and the youth on a regular, scheduled basis so that the plan can grow and evolve along with the youth’s needs and interests.

Training:

- a. Provide on-going cross-training that addresses transition age youth issues for staff of child welfare agencies, workforce development boards, education partners, and providers of services, including training on how to utilize Chafee vouchers to support education and training.
- b. Conduct special outreach to foster youth and their caregivers regarding options such as ROP, CTE, Academies programs and other career related instruction opportunities in our schools. Provide support to them to ensure successful engagement in and completion of these programs. Improve connections to school districts and apprenticeship programs.
- c. Network with civic and faith-based organizations (Rotary, Kiwanis, churches) to

encourage their members to provide career development opportunities such as job shadowing, internships, career mentoring and other opportunities.

- d. Provide training on cultural, LGBTQ, and disability issues.

7. POCKETS OF INNOVATION/SUCCESS

Los Angeles County Youth Transition Action Team

When the City of Los Angeles and City of Long Beach Workforce Investment Boards released a study in 2004 on their cities' out-of-school and out-of-work youth, it served as a tipping point for city/county collaboration on supporting youth. In May 2005, the City of Los Angeles WIB presented the findings to the wider community, including elected officials, leaders of community-based organizations, and business and other local leaders.

Beginning in February of 2006, the City's Community Development Department took the lead in spearheading the Los Angeles Youth Transition Action Team (YTAT). They knew that in order to be successful, they would need the county on board, so the city invited representatives from the county to co-convene the YTAT. This has provided city and county with an opportunity to understand who the stake holders are, what each system provides and what youth each system serves. Currently, the Los Angeles YTAT includes representatives from City of Los Angeles, Community Development Department, Youth Opportunity System, Workforce Development System; DCSF Emancipation Services; LA Probation; LAUSD; Youth Council; Education Coordinating Council; Human Services and Family Development.

Since that time, city and county agencies across systems have been working together through their YTAT to pilot and develop programs and implement policy changes to support youth employment.

For more information, see the Los Angeles County Promising Practice at

www.newwaystowork.org/initiatives/ytat/promisingpractices/LAYTAT.pdf

San Francisco Transitional Youth Taskforce

In March 2006, San Francisco Mayor Gavin Newsom, in partnership with the San Francisco Youth Commission, created the Mayor's Transitional Youth Task Force (TYTF). He asked leaders of City departments, representatives of community-based organizations, and young people to come together to develop recommendations on how the City could improve outcomes for San Francisco's most vulnerable transitional youth—those ages 16 through 24 who are disconnected from education, employment, and social support systems. The San Francisco Taskforce joined the Youth Transition Action Team initiative, and adopted the All Youth-One System framework to guide their work.

In October 2007, the Task Force released a report reflecting the group's work in its first year. The report, *Disconnected Youth in San Francisco: A Roadmap to Improve the Life Chances*

of San Francisco's Most Vulnerable Young Adults:

- Examines the resources and systems currently in place to help disconnected youth in San Francisco
- Identifies critical deficiencies in the current approaches
- Calls for a new vision and a new set of commitments
- Proposes 16 specific steps needed to implement this vision

For more information about the San Francisco TYTF and to read the report, go to

www.dcyf.org/Content.aspx?id=1566¬e=1572&ekmense1=14_submenu_26_link_2

Orange County Court-Ordered Cross-System Information Sharing

Orange County serves 2800 foster and dependent youth. For workforce development agencies, there's an increased focus on serving foster youth through workforce investment act-funded programs. Leaders of both social services and workforce development in Orange County have made serving foster youth a high priority. Furthermore, since November 2005, social services agencies have been required by the State to connect youth to WIA-funded programs. However, leaders in the OCSSA and OCWIB knew that getting court-mandated information sharing would further enhance their efforts to serve the foster youth of Orange County.

The practice OCWIB and OCSSA staffs have secured court-ordered information sharing. They worked together to secure a miscellaneous court order that allows five agencies to share information. The court order permits them to share "all relevant information and recordings including, but not limited to, Transitional Independent Living Plans, Vocational Assessments, WIA contract progress reports, and outcome reports among the members of multidisciplinary services teams."

For more information, see the Orange County Promising Practice at:

www.newwaystowork.org/initiatives/ytat/promisingpractices/OrangeCtyCourtOrder.pdf

Alameda County Project HOPE

Project HOPE is a youth employment program established by the Alameda County Workforce Investment Board (ACWIB) and the Alameda County Department of Children and Family Services to empower current and former foster youth to become self-sufficient through career exploration, educational planning, and leadership development. The ACWIB prepares aging-out and emancipated foster youth for adulthood and the labor market through a county-wide partnership with the child welfare system known as Project HOPE: Helping Our Young People with Education and Employment.

Through interagency collaboration between the County's workforce development system and the child welfare system, Project HOPE offers transitioning and former foster youth an array of employment and educational preparation services made available by the Workforce Investment Act. By connecting foster youth to WIA youth funded programs, Project HOPE makes it possible for youth to participate in academic enhancement or job preparation activities. Working in conjunction with the County's Independent Living Skills Program, the project assisted many aging-out youth into jobs, housing, and higher education. To expose foster youth to a variety of community services, Project HOPE also connects them to the One-Stop career center system in Alameda County.

For more information see the Alameda County Promising Practice online at www.newwaystowork.org/initiatives/ytat/promisingpractices/alamedaprojecthope.pdf

San Diego Youth Employment Services (YES) Transition Network

In 2000 the key partners—Casey Family Programs (Casey), San Diego Workforce Partnership (SDWP), and ACCESS, Inc.—developed the Youth Empowerment Services (YES) Program. The YES Program, now called the YES Transition Network, provides services that address the unmet needs of many emancipating foster youth, especially in the areas of remedial education, housing, work readiness skills, and connections to employment opportunities.

The YES Transition Network serves current and former foster youth as well as other at-risk youth from ages 13 through 24. YES has a strong and active employment services component, but staff recognize the fact that youth cannot successfully deal with employment and career issues until they have addressed other life challenges as well. To that end, they work with youth on a continuum of services and activities that blend employment with the other transition issues they must handle.

For more information see the San Diego County Promising Practice online at www.newwaystowork.org/initiatives/ytat/promisingpractices/SanDiegoYes.pdf.

Kern County Project Success

This project serves youth 14—18 years old who are in the foster care system. Project Success provides youth the opportunity to obtain five credits towards high school graduation in an 8th period class in Career Development. The course focuses on employability skills, soft skills and attainment of independent living skills needed for life after emancipation. Successful completion of the 6 week course entitles youth to 100 hours of paid work experience.

For more information see the Kern County Promising Practice online at www.newwaystowork.org/initiatives/ytat/promisingpractices/KernCountyProjectSuccess.pdf.

Contra Costa County Foster Youth Services Program

The Contra Costa County Office of Education convenes a countywide foster youth service providers in order to better address educational and employment outcomes for group home youth. One strategy involves having Workforce Investment Act Counselors work closely with the Independent Living Skills program to further support high school completion, post-secondary school opportunities, and career preparation. The WIA counselors are located at school districts and at One-Stops throughout the county. Strategic planning took place through a Foster Youth Services Advisory group that developed the co-location plan and provides oversight. The Advisory Group meets quarterly.

For more information see the Contra Costa County Promising Practice online at www.newwaystowork.org/initiatives/ytat/promisingpractices/ContraCostaFYServices.pdf.

Sacramento County Casey Great Start – Youth Friendly One-Stop

The Casey Great Start Young Adult Program provides employment focused self-sufficiency transitional services to transition-aged foster youth, foster care alumni, and group home youth. The Young Adult Program is a collaborative program with the sole purpose of helping foster youth make a successful transition from the foster care system to an independent, self-sufficient adult life. Casey Great Start builds self-esteem and counsels and coaches youth to enter post-high school training and employment. Each youth is assigned to one of two CGS Youth Specialist case managers. Because many youth need help with all of their basic needs, the Youth Specialists are available to assist youth with everything from job training and interview tips to apartment hunting and life skills assessments. If a Youth Specialist does not offer a specific “youth need,” he or she will assist the youth in finding and collaborating with other programs that better meet their needs, while continuing to manage the case.

For more information, see the Sacramento County Promising Practice at www.newwaystowork.org/initiatives/ytat/promisingpractices/SacramentoCaseyGreatStart.pdf

Humboldt County Youth Employment Opportunity Program Peer Counselors

The Job Market in Eureka, the county seat, is the focus of workforce development services in Humboldt County and serves as the One-Stop Center for the largest workforce area. Seven partners are co-located in the One-Stop, and it has proven to be a very effective model for employers and for adult job seekers. Youth, however, were not finding the Eureka One-Stop to be friendly, and the self-service model wasn't effective. To address the issue, the Humboldt County Department of Health and Human Services, Social Services Branch, made a significant change to make the Eureka One-Stop more youth friendly. In response to a suggestion from young people themselves, the partners decided to have Youth Employment Opportunity Program (YEOP) youth counselors automatically meet with any youth who come to the center and help them get connected to services. As a result, youth accessing WIA services has increased significantly (over 50%). In addition, the One-Stop center is now a piece of the ILS training as a result of this paradigm shift. People come and take tours and teach classes on site.

For more information, see the Humboldt County Promising Practice online at www.newwaystowork.org/initiatives/ytat/promisingpractices/HumboldtPeerCounselors.pdf

Merced County Human Service Agency – Foster Youth Assistance Workers

Merced County witnessed foster youth aging out of the system with little to no work experience. A communication barrier existed between foster youth support services and foster youth being served. The human services staff recognized the problem and knew they had to create a better link between foster youth and foster youth support services, in order to better prepare foster youth for the transition to adulthood. HSA decided to create two Extra Help Foster Youth Assistance Worker positions to serve as the link between foster youth and their support services. The Assistance Worker provides support services to participants preparing to transition out of the foster care system. The position is only offered to former foster youth, who know and understand the needs, challenges, and attitudes of youth who have been touched by the foster care system. The department has a strong belief that to truly understand foster youth, workers need to have experienced the foster care system first hand.

The Assistance Worker works closely with social workers and community contacts to aid in the effective communication between Independent Living Program (ILP) eligible youth, foster care participants, and youth receiving ILP aftercare services. The Assistance Worker also helps participants prepare applications for housing, utilities, school, and employment. Through the position, the Assistance Worker learns valuable work readiness skills by supporting general clerical work, and gathering and compiling data.

For more information, see the Merced County Promising Practice online at www.newwaystowork.org/initiatives/ytat/promisingpractices/MercedCounty2007.pdf

Glenn County “BustNOut” Foster Youth-Friendly Website

The staff of Glenn County Human Resources Agency (HRA) who work with foster youth saw the struggles these young people face when they transition to adulthood. A number of times the youth were disadvantaged because they lacked a sense of where to go and what to do as they were emancipating. They often don't have access to resources, and they frequently aren't welcomed in employment resource centers. HRA staff thought that a youth-friendly website could be an effective way to make the information available to youth transitioning from foster care. Glenn County pooled and leveraged resources to develop a cross-county website to help foster youth find a local One-Stop center.

The result of the regional effort was a foster youth-friendly website called BustNOut.com, on line since 2004. The site features information from each of the participating counties. Employment information is showcased in each county as well as agency contact information to assist with health and safety issues. A message board is provided. Former foster youth who have made the transition to adulthood successfully offer advice in an advice column. Discussion forums are also available for peer support, foster youth alumni, and former foster youth (youth who returned to their families before emancipating).

For more information, see the Glenn County Promising Practice at www.newwaystowork.org/initiatives/ytat/promisingpractices/GLENNBustNOut.pdf

Tulare County Youth Force Cross-Agency Meetings

In 2002, the Tulare County Workforce Investment Department and WIA Youth Council created *Youth Force*, monthly cross-agency, staff development meetings. The informal meetings are open to all provider staff, but typically only front-line staff attends and they feel free to ask questions or speak openly if they need help or have a very troubling client. Case workers and job developers share job orders, providing the details and offering to set up the interview for anyone with a qualified candidate.

Bringing partners and potential partners into to these informal meetings has allowed for more open communication about how to better work together. A focus of their conversations has been about how to best link WIA and foster care. Over the last couple years, TCWID and Youth Council staff have focused on connecting with other non-WIA partners such as Independent Living Program (ILP) staff to share additional information about the ILP program. The Youth Force meetings have provided an opportunity for participants to discuss their vision of child welfare services and how to link services, without duplicating. In addition, the informal atmosphere has supported youth engagement. Foster youth who are involved in both programs (WIA and ILP) have attended Youth Force meeting to share their thoughts and experiences of both systems.

For more information, see the Tulare County YCidea at www.newwaystowork.org/initiatives/yci/separateycideas/Ch2CoordinatingYouthServices/Service%20Providers%20Connect%20to%20Improve%20Placement%20Rates.pdf.

8. WHAT NEEDS TO BE DONE TO IMPROVE YOUTH OUTCOMES ACROSS THE STATE?

Legislative Policies/Statutory Remedies

1. Encourage the State Interagency Team or other body to implement a strategy based on the Federal Youth Coordination Act that includes addressing common outcomes across systems with compatible, streamlined data collection systems, and coordinated case planning.
2. Develop state legislation that establishes coordination bodies in counties to facilitate collaboration and coordination between child welfare, workforce development, education, consumers, caretakers and other system partners.
3. Fund current policy mandates.
4. Expand AB 490 to include the need to address transition issues
5. Amend State curriculum so that it reflects youth driven education and career development needs.
6. Create pilot projects to develop and implement a youth led common transition plan.

7. Create legislation to mandate a common transition plan.
8. Develop legislation that creates a navigator position within ILP, modeled after the current disability navigators, in each county that links foster youth to systems and services in their county and when they relocate.

Policy and Regulatory Changes

1. Create common outcomes across systems working with transitioning youth.
2. Include youth-friendly guidelines in the issuance of one-stop certification guidelines.

Local Practice

1. Expand already existing programs focused on providing career development and employment opportunities.
2. Enforce current policy mandates.
3. Identify and require cross system representation at transition meetings
4. Ensure that adult advocates connect foster youth to and support them in career development and employment opportunities in schools.
5. Develop a campaign that creates a logo or some other indicator that an establishment is a foster youth friendly place.