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EXAMINING THE ADULT OUTCOMES OF YOUTH WHO EXITED DEPENDENT OR DELINQUENT CARE IN LOS ANGELES

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Background

Youth exiting child welfare system face challenges transitioning to adulthood due to:

- Hardships experienced during childhood
- Lack of family-based supports upon exit from care

Prior research has shown some youth exiting child welfare system to be at increased risk of:

- Criminal justice involvement
- Unemployment
- Teen pregnancy
- Behavioral health disorders
- Homelessness
- Lower educational attainment
Background

- A sub-group of so-called “crossover” youth have involvement in both child welfare (CW) and criminal justice system
- Little known about adult outcomes of these youth
- Study compares young adult outcomes of youth exiting Juvenile Probation (JP) system, CW system and crossover youth
- First study to examine outcomes of crossover youth

Analytic Approach

- Study focuses on youth who exited child welfare and/or juvenile probation systems between ages of 16 and 21
- Sample divided into three study groups:
  - Juvenile Probation (JP) group
  - Child Welfare (CW) group
  - Crossover group
- Assessed outcomes in two four year periods:
  - Years 1-4 following exit
  - Years 5-8 following exit
Crossover Youth

- Only possible to identify crossover youth who entered or who had active cases in both the child welfare and juvenile probation systems at or after age 16
- Not possible to determine whether crossover youth had a 241.1 hearing
- Prevalence of crossover youth in this study (10-13% of CW exiters) consistent with literature, but should be considered lower bound estimate

Description of Exiters

- Note: 2002 exit cohort shown
Placement Type at Exit

Note: 2002 exit cohort shown

Reason for Exit

Note: 2002 exit cohort shown
Section 1: Outcomes By Domain

Years 5-8

% of Exiters With Service Use

- Criminal Justice
- Public Welfare
- Cash Assistance
- Health Services
- Mental Health Services
- DPH Treatment

Section 1: Employment & Earnings

Cumulative Earnings in Years 5-8

- Consistently Employed
- All Others with Earnings

CW Group

$78,462

$12,357

$9,085

Crossover Youth

$72,282

$0
Section 1: Higher Education Outcomes

![Graph showing education outcomes]

- Some community College: JP Exiter 45.5%, CW Exiter 39.1%, Crossover Youth 29.7%
- Transfer ready status: JP Exiter 0.3, CW Exiter 0.2, Crossover Youth 0.5
- Associates degree: JP Exiter 0.6, CW Exiter 1.6, Crossover Youth 0.7
- Some university degree or higher: JP Exiter 0.2, CW Exiter 0.4

Section 2: Young Adult Outcomes Across Multiple Domains

![Graph showing service use]

- Summary of Service Use Across Multiple Domains in Years 5-8
- Any 1: JP Exiter 61%, CW Exiter 57%, Crossover Youth 57%
- 2 or more: JP Exiter 34%, CW Exiter 29%, Crossover Youth 16%
- 3 or more: JP Exiter 16%, CW Exiter 12%, Crossover Youth 12%
- 4 or more: JP Exiter 6%, CW Exiter 4%, Crossover Youth 6%
- All 5: JP Exiter 2%, CW Exiter 1%, Crossover Youth 5%
Section 2: Young Adult Outcomes Across Multiple Domains

Inpatient, Mental Health And Substance Abuse Treatment Years 5-8

- JP Exiter
- CW Exiter
- Crossover Youth

% of Exiter Receiving Treatment

- Any Inpatient Stay
- Any SMI Tx
- Any SA Tx
- SMI & SA Tx

Section 2: Cost Across Multiple Domains

Average Cumulative Cost of Services Use Across Domains in Years 5-8

- JP Exiter
- CW Exiter
- Crossover Youth

Cumulative Cost

- D/A Treatment
- Health
- Mental Health
- Public Welfare
- Criminal Justice

$14,324
$10,895
$27,272
Section 2: Distribution of Service Costs

Cumulative Cost of Services Use in Years 1-4 (JP Group)

- D/A Treatment
- Health
- Mental Health
- Social Services
- Criminal Justice

Cumulative Cost

$1,297  $6,343  $19,898  $85,245

1st Quartile  2nd Quartile  3rd Quartile  4th Quartile

Section 3: Relationship Between Select Factors and Young Adult Outcomes

- Used multivariate models to assess relationship between individual and program level variables and following outcomes:
  - Total earnings
  - Consistently employed
  - Total cost of public service use
  - “Heavy” use of public services
  - Jail stays
  - Timing and use of cash assistance (i.e. General Relief and Calworks)
  - High educational attainment (i.e. Received an associate’s degree or enrolled in 4-year college/university)
Section 4: Implications For Policy and Research

- Sizeable proportions of youth in all three study groups continue to make substantial demands upon public services systems upon reaching adulthood.

- Crossover youth (i.e. those involved in both child welfare and juvenile justice systems):
  - Comprise a particularly vulnerable group of exiters.
  - Warrant specific targeting for outreach and intervention.

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Section 4: Implications For Policy and Research

- Identify heavy services users and provide them with intensive services that facilitate better outcomes and generate net cost savings.

  - Top 25% of service users consumed about 75% of the services used by the study group at an average cost of over $70,000 per person.

  - Identifying youth in this quartile for housing, coordinated health and mental health services, and case management could support successful transitions to adulthood in a cost-effective manner.
Youth at the Crossroads Resources

latimes.com/news/opinion/commentary/la-oe-culhane-fosterkids-20120102,0,7238921.story

latimes.com

Op-Ed

Helping L.A.'s foster kids grow up

A new California law will allow young people to receive support until the age of 21, rather than forcing them to fend for themselves at 18.

By Thomas Byrne, Dennis Culhane and Stephen Metraux

January 2, 2012

The average young person who "ages out" of the foster care system in Los Angeles County at age 18 goes on to use almost $13,000 worth of health, mental health, criminal justice and social services before his or her 22nd birthday. That is more than two years' worth of college tuition in the Cal State University system. For former foster youth who also have had involvement in the juvenile justice system — so-called crossover youth — the amount is almost three times as high, about $35,000.

These are among the starker findings from our recently completed study of outcomes for those who exited the foster care and juvenile justice systems in Los Angeles County during their young adult years. These findings highlight the economic and social hardships that many former foster youth face as they transition to adulthood, and might be cause for pessimism. But there are strong reasons to be optimistic.

One of those reasons is the California Fostering Connections to Success Act, which takes effect Jan. 1. This state law, once it's phased in over a three-year period, will allow young people to continue receiving the support of the foster care system until the age of 21, rather than forcing them to fend for themselves at 18. This change is long overdue and will help place the 5,000 foster youth who age out of care each year in California on more equal footing with their peers.

They will finally benefit from the type of financial and social support that most of their peers receive from their families during young adulthood. Indeed, American parents offer "total material assistance" averaging about $40,000 for each child between the ages of 18 and 34, according to researchers at the University of Michigan.

However, to ensure that the funds behind the new law are leveraged to their full potential, more needs to be done to figure out what types of assistance work best for which types of youth.

For example, roughly half of former foster youth enroll in community college, but less than 5% complete a degree. Special on-campus programs might help more of them complete their degree programs. Or,

http://www.latimes.com/news/opinion/commentary/la-oe-culhane-fosterkids-20120102,0,12... 1/3/2012
intensive support services might be targeted toward promoting better outcomes for the one-quarter of crossover youth who receive treatment for a serious mental illness. Similarly, housing subsidies tied to participation in employment or educational programs might help more of these young people achieve self-sufficiency and avoid homelessness.

Los Angeles County is uniquely situated to be a national leader for developing innovative programs to help ensure successful adult outcomes for foster youth. It is one of only a handful of communities nationwide that has a system in place that enables county officials to link health, mental health, criminal justice, social service and education records. This system enabled us to complete our study, but it has a potentially more valuable use. The county could use it to quickly determine which programs for foster youth are effective and expand them or refine them. For example, the county could evaluate whether providing an array of intensive support services to crossover youth was successful in preventing adverse outcomes such as jail stays or inpatient hospitalizations.

If successful, programs that provide additional supports to foster youth are likely to generate substantial economic benefits, both for the young people and for the public purse. Having more foster youth excelling in the college classroom, on the job and in their own homes means that fewer will be filling jail cells, hospital beds and shelters. This will free up much-needed public resources for other uses.

California should make the most of the opportunity provided by this new legislation. Not only is it a chance to take an important step toward fulfilling a moral obligation to these vulnerable youth, but it offers the potential to do so through sound public policy.

*Thomas Byrne, Dennis Culhane and Stephen Metraux are researchers at the University of Pennsylvania. Their report on outcomes for L.A. County foster youth can be found at [http://www.hiltonfoundation.org](http://www.hiltonfoundation.org).*

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BACKGROUND

Increasing attention is being given to helping vulnerable youth transition successfully into adulthood and independence. Previous research has shown higher risks of criminal justice involvement, unemployment, teen pregnancy, behavioral health disorders, homelessness, and lower educational attainment for youth in child welfare systems. This study investigates the young adult outcomes of youth who age out of, or otherwise exit, Los Angeles County’s foster care system and/or juvenile probation system. Investigators analyzed a comprehensive data set of youth who exited foster care or probation in Los Angeles County in 2002 or 2004 linked to records of service utilization that stretched from 2005 to 2009 across seven Los Angeles County Departments and two California state agencies. This unique study looks at the relationship and dynamics between a number of domains including education, employment, health, mental health, criminal justice, and public welfare systems; and it is the first study to report on adult outcomes among the sub-group of “crossover” youth who are involved in both child welfare and juvenile justice systems.

KEY FINDINGS

1. Young adults who were previously in the child welfare or juvenile justice system, or both (crossover youth), tend to be economically insecure.

   - Sixty-eight percent of youth who exited foster care and 82 percent of crossover youth received public welfare benefits (General Relief, CalWorks, food stamps or MediCal) during the first four years of adulthood. These rates decline in years five to eight but are still substantial (41 percent for foster youth, 54 percent for crossover youth).
   - Less than half of former foster youth and crossover youth had any earnings in early adulthood. The average cumulative earnings over the first four years after exit was less than $30,000 for former foster youth and less than $14,000 for crossover youth.
   - One-third of former foster youth and one-half of crossover youth experienced a period of extreme poverty during their young adult years (measured by receiving both CalWorks and General Relief).

2. “Crossover” youth (those who were in both the child welfare and probation systems) experience unique challenges.

   - Crossover youth were more likely than foster youth with no probation involvement to have multiple out-of-home placements and to exit care from a group home (rather than with relatives or a foster family).
   - In comparison to foster youth with no involvement in probation, crossover youth were more than twice as likely to be heavy users of public systems in adulthood, three times as likely to experience a jail stay, one and a half times more likely to receive General Relief, and 50 percent less likely to be consistently employed.
   - Nearly one-quarter of crossover youth received treatment for a serious mental illness during the first four years of adulthood, more than double the rates of those who were in just foster care or probation.
   - The average per-person cost of public service utilization for crossover youth for years one to four ($35,171) was more than double that of youth in just the foster youth ($12,532) or probation ($15,985) systems.
3. Criminal justice involvement as young adults is quite high among these youth and represents significant costs.
   - Nearly two-thirds of crossover youth had a jail stay in early adulthood, compared to half of those who were just on juvenile probation and a quarter of former foster youth.
   - The average cumulative cost of jail stays over four years in young adulthood ranged from $18,430 (child welfare youth) to $33,946 (crossover youth).
   - Criminal justice costs accounted for the largest share of average public costs in adulthood, 70 percent for those who were just on probation, 60 percent for crossover youth, and 40 percent for former foster youth.

4. A relatively small number of these youth account for significant public costs as young adults.
   - In each study group, the 25 percent of those who made the most extensive and expensive use of public services accounted for about 75 percent of the overall cost of services.

5. Higher educational attainment and consistent employment are key predictors of positive young adult outcomes.
   - Just under half of former foster youth and crossover youth enrolled in community college in young adulthood; but just about two percent completed an Associate’s Degree.
   - Youth who had a pattern of consistent earnings had public service costs 70 percent lower than those who did not have consistent earnings.
   - There was a strong association between level of educational attainment and higher likelihood of employment and earnings, as well as lower levels of public service utilization and costs, jail stays, and public cash assistance.

**IMPLICATIONS**

- The extension of foster youth benefits through AB12 (or the extension of emancipation in other states) offers an opportunity to provide needed transition services to improve young adult outcomes of vulnerable youth.
- Special attention should be placed on crossover youth and other heavy service users, who experience the most negative personal outcomes and highest levels of public service costs.
- Education and employment services provide key opportunities for intervention to ensure more positive outcomes for vulnerable youth.
- Further research is needed to better understand the role of several factors, including the role of transitional housing programs and the time and circumstances of exits from the child welfare system.
RESEARCH TEAM

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DATA & METHODS

The data set analyzed for this report came from administrative records maintained by the California Department of Social Services (DSS), the Los Angeles County Department of Children and Family Services (DCFS), and the Los Angeles County Department of Probation. Records of persons previously in the child welfare and/or juvenile justice systems as youth were identified and matched with records from an array of adult systems.

Descriptive analyses examined outcomes occurring in the first four years following exit for those who exited from care in 2004 and outcomes for years five through eight following exit for those who exited in 2002. Multivariate modeling techniques were used to examine whether the differences between groups were attributable to differences in the characteristics, experiences, or other underlying factors associated with membership in each group.

FULL REPORT

The Executive Summary and Full Report can be downloaded at: http://www.hiltonfoundation.org/youthexiting.

CONRAD N. HILTON FOUNDATION

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Tracking Process Indicators and Outcomes of Extended Foster Care: Rollout of Ab12 in California

Presented by Kathy Watkins
May 21, 2012

Ca.’s Investment in Data Tracking

- Long history of focus on data driven outcomes.
- State law in 2001 created state outcome indicators in addition to federal measures.
- Public access to county level data at the UCB Center for Social Services Research, the CWS/ CMS Dynamic Report system. (http://cssr.berkeley.edu/ucb_childwelfare/)
- Counties held accountable by the C-CFSR 5 year cycle of self assessment and system improvement plan.
Administrative Database

- Robust statewide automated case management system, CWS/CMS, in place since 1998.
- Current capacity to track multiple child welfare outcome indicators.
- Plans to add data elements in 4 phases in 2012 to track for Extended Foster Care, EFC.

Planning for outcome tracking

- AB12, Fostering Connections, was signed into law Sept. 30, 2010.
- State/county/advocate/youth implementation workgroups formed.
- At the onset, one workgroup was Outcomes and Evaluation.
- Workgroup meets twice a month via conference calls.
Use of Existing Resources

- No new money for state/county evaluation.
- Three existing resources are available:
  1. Modify CWS/CMS to track outcomes for EFC
  2. Modify quarterly SOC405 Exit Outcomes report for status of youth in the month of exit
  3. Utilize the NYTD Outcomes Survey of 17, 19 and 21 old current and former foster youth

Modify CWS/CMS

- 4 Code Drop Releases in 2012 to add EFC data elements for tracking.
- First completed in Jan 2012, added special project codes to track the 5 participation activities and the 2 new placement types: Transitional Housing Program Plus-Foster Care (THP+FC) and Supervised Independent Living Placement (SILP).
CWS/CMS cont’d

• **Second**, new ability to track the every 6 month update of the youth’s transitional independent living plan, TILP, the core case plan and eligibility document for EFC.
• In addition, new ability to track the completion of the 90-Day transition exit plan.
• Released as of Feb. 18, 2012.

CWS/CMS cont’d

• **Third**, add code values to existing data fields to describe new service component, “Supportive Transition”, new case plan goal, “Permanent Connections for Independence”, new case closure reasons for older youth, new court hearing types for exit and reentry, and new Legal Authority codes for the “Nonminor Dependents” to include the WIC 450 status.
• Released April 28, 2012.
CWS/CMS cont’d

- **Fourth**, to add functionality to track types of participation (GED, community college, employment, removing barriers etc.) and reasons for ending an activity, update the youth’s case plan, and reopen a closed case for a reentry youth, etc.

- Still in design phase and scheduled for release in November, 2012.

Basic Outcome Indicators

- 15 outcome indicators are being developed using the functionality that are now available in the April 2012 release.

- We hope to test the methodology of the measures using real data in the months of May and June.

- Possible first quarter data available for the July to Sept period.
Outcome indicators

- How many youths at age 18 stay in EFC?
- How many youths over 18 stay in AAP/Kin GAP?
- EFC Point in time caseload view by placement type, age, gender, ethnicity, supervising agency, county of residence.
- Length of time in EFC from age 18 to first case closure.
- Rate of exits and rate of reentry youth.

Indicators cont’d

- Rate of exits of youth who reached age limits.
- Placement stability/placement direction to least restricted level after age 18.
- Participation activities at point in time and at exit
- Timely TILP, completed 90-day exit plan.
- # and % of Youth with NYTD ILP delivered services.
Indicators cont’d

• # and % of youth with special education.
• # and % of youth with out of home abuse reports by caregiver.
• # and % of youth who are custodial parents.
• All measures will be edited by age, gender, ethnicity, placement type, county and if child welfare or probation.

SOC 405 Exit Outcomes Report

• All counties report each quarter on the status of youth exiting foster care on or after age 18 for these domains: completion of high school, enrollment in college/voc ed, employment, other income/public assistance, housing plans, MediCal enrollment, permanent connections.
• Data has been collected since July 2008 and is posted on CDSS website at: http://www.cdss.ca.gov/research/PG1940.htm
Exit Outcomes cont’d

- Reports posted on the CDSS website.
- Starting to roll up data into years and trending
- Can serve as baseline for EFC.
- Modifying report to track age of youth at exit at 18, up to 19, up to 20 and exit after reentry.
NYTD survey

- In October 2012, Ca. will start to survey the 19 year olds who were surveyed at age 17 in the first round of NYTD.
- Many of these 19 year olds will be in EFC for some period in 2012.
- We can data match the NYTD respondents with their EFC status in CMS to sort out survey responses by EFC experience.

Fiscal Outcomes

- AB12 was determined by the DOF to be cost neutral: the amount of new federal IV-E funds for federal Kin GAP would offset new costs for EFC.
- Fiscal tracking is more complicated as CA. does not have one statewide payment system.
Fiscal Challenge

- Ab12 limited the age extension to age 20.
- In order to extend to age 21, the Legislature needs to take action in the budget for 2014.
- Data on costs and savings will be critical to make the case that extension to age 21 is warranted.

Does EFC improve outcomes?

- Basic tracking is in place or will be shortly,
- Short term data needs to understand take up rates, placement type usage, LOS, etc.
- Early data will help to inform program rollout,
- Good process for the testing and refinement of measures,
- Time will tell.....
Contact Information

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Overview of The California Fostering Connections to Success Act

Today’s Presentation

- Overview of New Laws
- Eligibility Rules for Participation in Extended Foster Care
- Special Populations of NMDs
- New Licensing/Approval Standards for NMDs
Overview of New Laws

What Challenges Do Transition Age Youth Currently Face?

- Inadequate housing
- Lack of financial resources
- Frequent changes in home and school leave youth unprepared
- Lack of adult role models
- Lack of information about foster care benefits and other available financial support
AB 12 Will Address Many of These Issues by Providing....

- Housing through an approved placement
- More options for continued benefits till age 20
- Monthly visits with social worker and assistance with transition to independence
- Health insurance until age 21
- Independent Living Services

Goals for Extended Foster Care

- Help youth establish lifelong connections to caring adults before transitioning to full independence
- Create a collaborative youth-centered environment
- Work proactively with youth in developing and reaching their independent living goals
- Allow youth to gain real life experience with independence and allow them to learn from their mistakes
- Provide a safety net for the most vulnerable youth so they can be successful as independent adults
Eligibility Rules to Participate in Extended Foster Care

Eligibility Requirements for EFC

- Extended benefits available to foster youth who
  - Have an open court case at age 18
  - Satisfy one participation requirement
  - Sign a mutual agreement
  - Agree to meet with Social Worker
  - Agree to work on transitional independent living skills
  - Live in a licensed or approved setting
Phase-in Timeline

- **2012**: Youth can remain in foster care and receive benefits up to 19 years old.
- **2013**: Youth can remain in foster care and receive benefits up to 20 years old.
- **2014**: The final extension to 21 years old is subject to benefit appropriation by the state Legislature.

**NOTE**: The phase-in does not impact youth who turn 18 on or after January 1, 2012. These youth are eligible to participate in extended foster care until age 20 (or 21) as long as all program eligibility criteria are met.

What Must a NMD Do To Receive Financial Benefits?

One of the following:

1. Be enrolled in high school or equivalent program
2. Be enrolled in college/vocational school
3. Work at least 80 hours/month
4. Participate in a program/activity that helps you find a job or removes barriers to employment
5. Be unable to do one of the above because of a medical or mental health condition
Categories of Eligible/Ineligible Youth

<table>
<thead>
<tr>
<th>ELIGIBLE</th>
<th>INELIGIBLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pregnant and Parenting</td>
<td>Married</td>
</tr>
<tr>
<td>Involved in juvenile justice system</td>
<td>Military</td>
</tr>
</tbody>
</table>

Mutual Agreement

- Must be signed within 6 months of NMD turning 18
- Documents youth’s willingness to participate in EFC
- Documents agency’s responsibilities to NMD
- NOTE: Mutual Agreement is NOT a condition of payment
  - If not signed within 6 months – the social worker/probation officer could request a 391 hearing to terminate the court’s jurisdiction
  - NOT a reason for the EW to terminate benefits
### Monthly Visits with Social Worker or Probation Officer

- Monthly, in-person visits with social worker
  - 100% of visits have to be face-to-face
  - 51% in the home/placement

- **Purpose of the meeting**
  - Identify participation conditions (including backup) and update TILP and case plan
  - Identify services in TILP to ensure meaningful participation
  - Focus on permanent connections and independence
  - No longer focused on family re-unification, termination of parental rights or establishment of legal guardianship

### What if a youth does not want to remain in foster care after age 18?

- Extended Foster Care is optional – but is **opt-out**
- If NMD does not want to participate, can request a hearing to terminate court’s jurisdiction.
- Hearing (known as a WIC 391) must be held prior to terminating jurisdiction and court must find the youth was informed of:
  - Right to remain in care
  - Benefits of remaining in care
  - Right to reenter care if under the age limits
- General jurisdiction for reentry retained by court until youth turns 21
Re-Entry into Foster Care

- Youth can re-enter foster care unlimited times prior to turning 20 years old (or 21 if legislature extends)
- Youth must be informed of right to reentry at termination hearing
- Re-entry process is intended to be as accessible and easy as possible
- NMD is eligible for benefits again as of the date that the Voluntary Reentry Agreement is signed and the NMD is placed in an eligible facility

Benefits For Youth Participating in Extended Foster Care
Extended Foster Care Benefits (AFDC-FC) – What Do NMDs Get?

**Same rates for placements that existed prior to age 18**

- Foster Homes, Relatives, NRLG, and NREFM:
  - Basic rate currently is $776
  - NMDs can receive dual agency rate, specialized care increments and/or wraparound services
  - For relatives to receive AFDC-FC, the youth must be federally-eligible (otherwise relative receives CalWORKs)
- Foster Family Homes: Basic rate is $446-$659
  - Specialized Care Increments $18-$1413
- Foster Family Agencies:
  - Non-Treatment: $373-$522/Treatment: $1430-$1679
- Group Home Rate: $2118-$8974

**Extended Foster Care Benefits (AFDC-FC) – What Do NMDs Get?**

- **Two new placements for NMDs**
  - **THP-Plus FC**: new rates will be established (state has not yet released the new rates)
  - **Supervised Independent Living Placement (SILP)**: limited to the basic foster family home rate of $776 (more on next slide)
Re-Entry and Youth’s Income

- For non-minor dependents re-entering foster care:
  - A new qualification for foster care benefits is necessary
  - Qualification is based on youth’s income and property only
  - New documentation for youth reentering is necessary

Special Populations of NMDs
Youth Involved in the Delinquency System

Youth involved in the delinquency system can participate in extended foster care under 3 circumstances:

- Probation youth who has an order for foster care placement on his/her 18th birthday – OR -
- Probation youth who was transferred to “transition jurisdiction” and is under transition jurisdiction on his/her 18th birthday – OR -
- Probation youth who was transferred to dependency system prior to age 18 and has order for foster care placement on his/her 18th birthday

Transition Jurisdiction

Transition Jurisdiction is designed to allow youth who are in foster care while on probation to take advantage of extended benefits after finishing their sentence without remaining “delinquents”

- Must meet age requirements

...can also be taken upon re-entry into foster care...
Benefits for Pregnant and Parenting Youth

- Pregnant and parenting youth are eligible for EFC
- Benefit Payment
  - In a SILP, the parenting NMD can receive the foster care payment directly, including the Infant Supplement
  - For parenting NMD’s in licensed/approved facilities, the Infant Supplement is paid to the provider
  - Whole Family Foster Homes, as FFA’s or THP+FC host family homes, are also eligible for the $200 Shared Responsibility Plan payment

Placements & Approval Standards
Placement Options

**CURRENT OPTIONS**
- Living with an approved relative or NREFM
- FFA (including ITFC) and FFH
- Home of a Non-related Legal Guardian
- "Dual Agency" Homes and Small Family Homes
- Transitional Housing Placement Program (THPP) (with limitations)
- Group Home (with limitations)

**NEW OPTIONS**
- THP-Plus Foster Care
- Supervised Independent Living *(can be in home of a relative)*

---

**SILP Overview**

- Supervised Independent Living Placement (SILP) is a new placement option for NMDs ready for greater independence
- Limited to basic rate (currently $776.00/ month)
- NMD may receive the foster care benefit directly
- Settings may include but not limited to:
  - Apartment living
  - Renting a room *(including w/ a relative)*
  - Shared roommate settings
  - Dorms
  - Living situations with adult siblings, appropriate extended family members/NREFM, tribal members, or mentors should be explored
Approving a SILP

• Two step process to approve a SILP

  • Assess NMD’s “readiness” to live in a SILP – taking into account the particular placement at issue

  • Health and safety inspection of the physical space

*Note: this is not required for youth living in dorms or other college housing*

How are Licensing/Approval Standards Different for NMDs?

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
Licensing/Approval Standards:
Sharing Room with a Minor

• There are **only 3 circumstances** when NMD can share room with a minor (applies to FFA, FFH or Group Home):

1. NMD and minor have been sharing bedroom before NMD turned 18; OR
2. NMD and minor are siblings; OR
3. NMD is sharing a bedroom with his/her own child

*If none of the above apply, need an exception from licensing!*

Fingerprinting of NMDs

• Licensing rule: No fingerprinting required for NMDs

• Counties can use fingerprinting in some instances:
  • Youth remaining in care in the same placement attaining age 18 – no fingerprints.
  • Youth who exit and re-enter – they may be fingerprinted only for the purpose of assessing the safety and appropriateness of placement in a facility that has minor dependents
**Licensing/Approval Standards:**  
**Notification of Whereabouts**

If NMD wants to go away over night:
- The licensed FFA/FFH and Group Home staff shall report to NMDs case manager any absence of NMD lasting more than 72 hours "that involves the NMD and threatens the physical or emotional health or safety of the NMD"

If the caregiver wants to go away over night:
- Caregiver permitted to leave NMD in the home alone, including overnight (up to 72 hours with no notice to the case manager)
- If longer then 72 hours, caregiver shall provide written or verbal notification to the case manager and get prior approval.

**Expectations and Consequences for NMD**

- **Licensing Rule**: The caregiver/provider shall develop, implement, and maintain written expectations, alternatives, and consequences for NMDs living in the home/placement.
- One way to address this is using the Shared Living Agreement (SLA)
  - SLA is not a licensing requirement - it’s a best practice and a way to establish house rules/expectations
Shared Living Agreement (SLA)

- Examples of what to include in SLAs:
  - Mentoring/Skills/Interests
  - Household Agreements and Customs
  - Healthy and Safety Concerns
  - Household Chores and Responsibilities
  - Attendance and Performance at School and or Work
  - Financial (allowances or personal spending)
  - Drugs and Alcohol
  - Conflict Resolution
  - Curfews
  - Guests

Caregiver/Provider’s Role

- Discuss Extended Foster Care options with youth at least one year prior to age 18
- Sign and actively support youth in TILP activities and movement towards self-sufficiency
- Work with young adult to develop “House rules”/Shared Living Agreements
- Respect privacy and autonomy of NMD (i.e. HIPPA, etc.)
- “Assist” rather than “Do”
QUESTIONS?

Contact Information

Angie Schwartz
Policy Director
Work: (415) 568-9803
Cell: (415) 867-4445
a.schwartz@kids-alliance.org
Extended Foster Care (EFC): Provides support of foster care after the age of 18 and up to age 20 (beginning Jan 1, 2013) for youth who are under an order for foster care placement on their 18th birthday and who meet participation requirements and live in a licensed or approved setting.

Non-Minor Dependent (NMD): New term for foster youth between ages 18 – 20 who are participating in extended foster care. In order to become a non-minor dependent, youth must have an order of foster care placement by the juvenile court on his/her 18th birthday.

Supervised Independent Living Placement (SILP): A new placement option that is only available for NMDs in which a NMD can live independently based on a readiness assessment as specified in a NMDs transitional independent living case plan (TILP). SILPs can encompass a wide-range of housing options including dorms, college housing, apartments, and shared living arrangements.

Transitional Independent Living Plan (TILP): A written plan that describes programs, services, and activities that a NMD is participating in to prepare to make the transition from foster care to independent living.

Aid to Families with Dependent Children—Foster Care (AFDC-FC): The monthly cash payment provided to caregivers on behalf of children in foster care, also known as foster care benefits. There are two different types of AFDC-FC payments: one paid with federal funds (which are sometimes called Youkim benefits), the other paid with state-only dollars.

Post-Secondary Education: Any schooling beyond high school level.

Guardianships: A legal relationship created when a person is assigned by the court (probate or juvenile) to have legal responsibility over minor children.

Probate Court: A specialized court that deals with the legal issues involved in the administration of the estate of a deceased person.

Mutual Agreement: a document that a NMD must sign with the county welfare department that has jurisdiction over the NMD’s dependency or delinquency case to acknowledge they are voluntarily agreeing to remain in foster care in a supervised placement as a court dependent. A youth must sign a mutual agreement within six months of turning 18 as a condition of continued participation in extended foster care. The mutual agreement is not a condition of payment.

Shared Living Agreement (SLA): documents a written understanding between the caregiver and a NMD on the various expectations for placement in a household and conditions for shared daily living (such as house rules, curfews, chores etc). The agreement is individualized as it should reflect the NMDs continued transition to adulthood.
Fostering Connections to Success Act - Train The Trainer Program

REFERENCES:

The Alliance for Children’s Rights Website
  o http://kids-alliance.org/

Fostering Connections to Success Act Website
  o http://cafosteringconnections.org/

California Department of Social Services (CDSS) Website

All County Letters- (ACLs can be found on the above CDSS website)
  o All County Letter 11-85 (December 15, 2011): Extension Of Foster Care Beyond Age 18: Part Three (Probation)
  o All County Information Notice I-78-11 (December 9, 2011) Training Activities For The Extension Of Foster Care Program
  o All County Letter No. 11-77 (November 18, 2011) Provides counties with instruction regarding the policies and procedures for the placement of Non-Minor Dependents (NMDs) in the Extended Foster Care (EFC) Program
  o All County Letter No. 11-61 (November 4, 2011) Focuses on the extension of Aid to Families with Dependent Children-Foster Care (AFDC-FC) benefits for youth that remain in foster care beyond age 18.
  o All County Letter No. 11-69 (October 13, 2011) Provides counties with instructions regarding the policies and procedures for the Extended Foster Care (EFC) Program created by AB 12
  o All County Letter No. 11-53 (July 25, 2011) Letter of Intent and County Plan to request participation in THPP, THP-Plus, and/or THP-Plus Foster Care
  o All County Information Notice No. I-40-11 (July 1, 2011) Program Information Regarding AB 12 And The Extension Of Foster Care To Age 20
  o All County Letter No. 11-15 (January 31, 2011) Outlines new program requirements for Kin-GAP under AB 12
  o All County Letter No. 12-05: (January 13, 2012) Provides instructions to counties on SPCs in CWS/CMS and provides forms
  o All County Letter No. 11-88: (December 30, 2011) CalWORKS Income Threshold
- **All County Letter No. 12-12**: (March 23, 2012) Re-Entry Into Extended Foster Care (EFC)
Referral Date: _______________________
Youth Last Name: _____________________________________________
Date of Birth: _______________________   Age: ______
Gender:  [ ] Male  [ ] Female  [ ] Transgender
Ethnicity: _______________________________
Phone #: ( _______ ) _________ - ____________
Current Address: _____________________________________________________________________ Zip Code: _________
Upcoming Hearing Date: ( IF APPLICABLE ) ____________________    Hearing Type: ( IF APPLICABLE ) _______________________
Referring Party’s Last Name: ______________________________________      First Name:__________________________
Phone #: ( _______ ) _________ - ____________
Email Address: ___________________________________________________________ @ _________________________
Referring DPO UNIT (IF RBS)  [ ] CEN  [ ] CRN  [ ] ELA  [ ] SGV  [ ] SOC  [ ] VN  [ ] VN / O
Other: _________________________________
Referring DPO Program ( IF OUTSIDE RBS )  [ ] Camp  [ ] CCTP  [ ] Reg. Supervision (RS)  [ ] School Based
[ ] 241.1  [ ] YDS    Other: _________________________________
Probation Department Location ( IF OUTSIDE RBS )
Community Based Program Name: ( IF NOT FROM PROBATION )

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<tr>
<td>[ ] Camp Community</td>
<td>[ ] Full Force and Effect 602</td>
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<td>[ ] Home on Probation (HOP)</td>
<td>[ ] Jurisdiction Terminated 602</td>
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<td>[ ] Suitable Placement</td>
<td>[ ] 602 Terminated &amp; 450 Modification</td>
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### RESIDENTIAL SETTING (At Time of Referral)

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### PRIMARY ACTION REQUESTED

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### COMMENTS:

- Referrals from Probation RBS should be emailed to:
  - DPO Damion Rhodes damion.rhodes@probation.lacounty.gov
  - DPO Renee Aguillard renee.aguillard@probation.lacounty.gov
  depending on the RBS unit.

- All Other referrals should be emailed to Director Jed Minoff jedediah.minoff@probation.lacounty.gov

Questions can be addressed to Director Jed Minoff at 213.351.0243
Reentry in LA County: Coming Back into Extended Foster Care

Find Out WHO, WHAT, WHERE & HOW!

A new law called the California Fostering Connections to Success Act (AB 12/212) has made important changes to foster care. Now that your case is closed, you have the option to come back into Extended Foster Care. If your case closed with DCFS, you’ll come back under dependency jurisdiction. If your case closed with probation, you’ll come back under transition jurisdiction.

WHO is eligible to reenter foster care?

- You are eligible if you closed your case in foster care at age 18, AND
- You are younger than 19 if it is 2012 & younger than 20 if it is in 2013 or later.

WHAT is Extended Foster Care?

It is foster care for young adults. Youth under extended foster care are entitled to housing and help that will prepare you to live on your own, including learning to manage finances, school, finding a job, etc.

HOW do I ask the court to re-open my case?

To get started, call your Agency: DCFS Child Protection Hotline (800) 540-4000 or Probation (213) 351-0243

☑ When you call the hotline or Probation number, tell them you need help reopening your case.
☑ DCFS/PO will ask you basic questions to see if you are eligible.
☑ Make sure you give them good information about how and where they can find you and/or contact you.

There are two (2) important documents you will need to complete:

1) Voluntary Reentry Agreement (VRA, SOC 163): This says that you want to come back into care.
2) A 388(e) petition (also called the JV-466): The JV-466 is a legal document asking the court to reopen your case.

It is recommended that you sign the VRA (SOC 163) before or on the same day that you file the 388(e).

If you sign the VRA, the social worker/PO is responsible for helping you file the 388(e).

If you are having problems reaching DCFS/Probation, it is your right file the 388(e) petition on your own.
To file on your own, go to the clerk’s office at the Juvenile Court where your case located.

IMPORTANT TIPS

- Once you start the reentry process, it could be up to six weeks before you go to Court. If you signed the VRA, you should be getting help from DCFS/Probation.
- You will be assigned an attorney before your hearing. DCFS/Probation should give you the contact information.
  - Call your attorney ASAP and make sure s/he has your contact information.
  - If you are not getting appropriate housing or help, make sure to let your attorney know.

If you are having problems reopening your case or contacting your lawyer, Children’s Law Center can help!

Call: (323) 980-1700 OR Email: ExtendedCare@clcla.org
WIA Workforce System at a Glance

- April 2012 Unemployment:
  - Nationally
  - Overall 8.2%
  - Teens (16-19) 24.4%
  - California
  - Overall 11.5%
  - Teens 34%
- 1 in 5 youth age 16-24 out-of-work, out-of-school
- Disparity between number of youth eligible for WIA and those served

WIA Workforce System cont.

- Primarily an adult system
- Primary mode of delivery are “one-stops”
- Programs are named differently
- Priorities driven by regulation & policy
- New outcome measures (common measures)
  - More stringent outcomes
  - Global exclusions, Planned gap
- Separate youth component:
  - Targets economically disadvantaged youth
  - in school/out of school and older/younger
  - 10 program elements
WIA 10 Elements

1. Activities leading to completion of secondary school
2. Alternative secondary school services
3. Summer employment
4. Paid and unpaid work experiences
5. Occupational skill training
6. Leadership development activities
7. Supportive services
8. Adult mentoring
9. Follow-up services
10. Comprehensive guidance and counseling

WIA Workforce Structure and Governance

- 49 local areas
- Federally driven with limited state flexibility
- WIBs and local Youth Councils have governance responsibilities
- Changing federal and statewide program focus
  - Customer is defined as employers
  - New vision for youth - 4 pillars
  - Performance driven, common measures
- Dollars are formula driven, services delivered through sub-contracts
- 15% Governor’s Discretionary
- Youth can be served in both adult and youth system
USDOL’s New Vision for Youth

Out-of-school youth (and those most at risk of dropping out) are an important part of the new workforce “supply pipeline” needed by businesses to fill job vacancies in the knowledge economy.

WIA-funded youth programs will provide leadership by serving as a catalyst to connect these youth with quality secondary and postsecondary educational opportunities and high-growth and other employment opportunities.

What’s Driving WIA Youth Programming

- Focus on target populations
- Shift to serve higher percentages of out-of-school youth
- More stringent outcome measures
- Less incentives to work with younger youth
Pathways to Success
Connecting Foster Youth to Career Development Opportunities

May 21, 2012

What is Career Development?

• A sequenced continuum of activities and experiences that address career and college awareness, exploration, and preparation.

• Includes a series of classroom activities, workplace exposures, and community experiences over time.

• Seek out programs and services that provide a range of opportunities for students to develop their interests and explore options for their future.
What is Career Development?

Key Principles

The following key principles support a comprehensive career development system:

- Provide meaningful career development opportunities
- Develop youth-centered and developmentally appropriate experiences
- Engage parents, guardians, and caregivers
- Provide real world experiences
- Build a connected system
- Allow for flexibility and adaptability
- Measure success and solicit feedback

2009 Foster Youth Forum
Opportunities that Support Career Development

- Workforce Investment Act Programs
- Career Ladders Project
  - The Gateway Project
  - Career Advancement Academies
- Guardian Scholars
- Chafee Education and Training Vouchers
- California College Pathways
- Foster Youth Success Initiative
- Adult Education Programs
- California Connected by 25 Initiative
- Others?

“\textit{We should dream of and plan for a day when fewer children require foster care. But until that day comes, we have a moral responsibility to prepare young people leaving foster care to become whole adults who can fulfill their potential and build bright promising futures.}”

\textit{President Jimmy Carter}
Preparing All Youth for Success in College, Career, and Life

CAREER AWARENESS
Learn about a wide variety of jobs and careers

Classroom & School
- Web Research
- Guest Speakers
- Career Interest Assessments
- College & Career Fairs
- Career Contextual Instruction
- College Awareness

Workplace
- Workplace Tours & Field Trips
- Career & Job Fairs
- Informational Interviews

Families & Neighborhood
- Adult Interaction
- Role Model Observation
- Community Awareness

CAREER EXPLORATION
Explore, research, and plan for the future

Classroom & School
- Career Pathways, Courses, & Clubs
- Integrated Curriculum
- Classroom Simulations
- Career Plan Development
- Career-Focused Projects & Assignments
- College Exploration

Workplace
- Job Shadowing
- Career Mentoring
- Community Projects

Families & Neighborhood
- Risk Taking
- Role Playing
- Community Involvement

CAREER PREPARATION
Gain work experience, education, and training

Classroom & School
- Core Academic Preparation
- Career Technical Courses & Programs
- Work Skills Classes
- Career-Related Project-Based Learning
- Work Ready Certification
- Occupational Certifications
- College Preparation

Workplace
- Work Experience
- Internships
- Apprenticeships

Families & Neighborhood
- Skill Building
- Progression of Responsibility
- Civic Engagement

PRODUCTIVE FUTURE
EDUCATED
EXPERIENCED
ENGAGED
SKILLED
CONNECTED
PREPARED

0-12
AWARENESS

13-24
EXPLORATION

PREPARATION
The Career Development Continuum

Career Development is most effective when youth are provided a sequenced continuum of activities and experiences that address career and college awareness, exploration, and preparation. This is accomplished through a series of classroom activities, workplace exposures, and community experiences over time. Classroom activities support and reflect what’s learned in the workplace and community, and workplace experiences support classroom learning. In addition, youth are supported by and provided role models and guidance from families and adults in their communities and neighborhoods. Youth are provided with experiences commensurate with their knowledge, skills, and abilities. These experiences are also compatible with their age and stage of development. In a comprehensive career development system, youth are exposed to a full range of careers and employment opportunities, including those that may or may not be traditional for their ethnicity, race, sex, gender, or background.

Career Awareness Activities

Career Awareness activities are designed to make youth aware of the wide range of careers and/or occupations that will be available to them in the future. Career Awareness activities help youth become aware of the opportunities that are before them, begin to refine their career interests and goals, understand the skills required for specific occupations or industries, and learn about the expectations of the workplace.

Career Exploration Activities

Career Exploration activities provide youth with the opportunity to explore fields of interest related to their career goals and/or academic learning. In the workplace, youth work closely with an adult supervisor and participate in appropriate hands-on workplace experiences.

Career Preparation Activities

Career Preparation activities provide an in-depth discovery of a particular career, linking the skills utilized in the workplace with academic learning. These activities also allow for the development of career and occupationally specific skills.

KEY PRINCIPLES

The following key principles support a comprehensive career development system:

- Provide meaningful career development opportunities for all youth
- Design experiences that are youth-centered and developmentally appropriate
- Engage parents, guardians, and caregivers
- Provide real world work experiences for all youth
- Integrate career development across the curriculum
- Build a connected system
- Allow for flexibility & adaptability
- Measure success and solicit feedback
The following handouts are available for download:

1. Creating Effective Career Development Programs (CECDP)—PowerPoint Presentation:
   "Creating Effective Career Guidance Programs -2010," 6.1 MB PowerPoint file
   "Career Guidance: It's not just a nice idea- 2010," 1.5 MB PowerPoint file

2. Managing Life, Learning and Work in the 21st Century (Australian Blueprint) 242k PDF file
   This paper, written by Mary McMahon, Wendy Patton and Peter Tatzam, has been commissioned by Miles Morgan Australia to raise awareness of the important issues that an Australian Blueprint seeks to address. It synthesizes the theoretical, policy and practice perspectives that will help to inform the development of the Blueprint within the Australian context. It also provides a useful, concise and informative resource for those with an interest in assisting people to effectively manage their lives, learning and work in the 21st century.

Abstract: The United States is on the verge of a workforce crisis from which, paradoxically, it could emerge with citizens enjoying a higher standard of living, and governments and corporations enjoying both increased revenues and reduced expenditures. Needed is a career management paradigm shift to help citizens navigate the new work environment. The industrial age vocational guidance mind set that still prevails simply isn't working for too many people, and the costs in both financial and human terms are intolerable. A cornerstone of the paradigm shift is the National Career Development Guidelines, a national framework of competencies (skills, knowledge and attitudes) citizens of all ages need to be self-reliant career managers. The looming skills crisis provides compelling reasons to redouble our commitment to helping many more people acquire knowledge age career management skills to assure increased prosperity for citizens and corporations, windfalls for governments and an even brighter future for the nation.

4. Decisions without Direction 2 MB PDF file

Following a series of four pioneering studies of the post-high-school plans of Michigan young people conducted in spring and fall of 2000 for the Ferris State University Partnership for Career Decision-Making (www.ferris.edu/partnership/), EPIC-MRA was commissioned to complete a study of the attitudes and career plans of the nation's high school juniors and seniors.

5. What Are the Expected Benefits Associated with Implementing a Comprehensive Guidance Program? 102k PDF file

The Lapan, Gysbers, and Sun (1997) article is an evaluation of impact of comprehensive developmental guidance implementation on student outcomes. The evaluation included data from a statewide group of 236 high schools is the state of Missouri.

6. Secondary Career Development Interventions 147k PDF file

Dykeman and colleagues (2001) have developed a taxonomy of career development interventions used in U.S. secondary schools that can help practitioners evaluate and improve the effectiveness of guidance programs. They consulted career guidance practitioners, researchers, and literature and identified a comprehensive list of 44 interventions. Each intervention was rated on five variables: time (short term/long term), mode (active/passive), control (adult/youth), place (school/community), and size (group/individual). Cluster analysis produced a taxonomy with four types of interventions: introductory, advising, curriculum based, and work based. This In Brief describes examples of each type of intervention and how they can be used to achieve desired outcomes.

7. The Educational, Social, and Economic Value of Informed and Considered Career Decisions 496k PDF file

As policymakers deliberate and formulate policies that affect career information and services, America's Career Resource Network Association (ACRNA) urges policymakers to consider the extensive body of evidence of the educational, social, and economic value of career information and services that foster informed and considered career decisions.

8. Perkins Act - Section 118 49k MS Word file

9. 21st Century Skills 1.1 MB PDF file
The Idea for the Roadtrip was simple: if you don’t know what to do with your life, go out and talk to people who are doing what they love and ask them how they got there.

In 2005, two ambitious gentlemen set out in an RV road trip adventure across the nation, interviewing people from all walks of life – from blue collar workers to big-time, successful community leaders – trying to find and define their own walk of life. They believed that people who embark in a journey to discover their own unique talents are better able to contribute authenticity, creativity, ingenuity, and enthusiasm that will, in turn, build a better global community.

Challenges and Successes...

Challenges
- Youth were reluctant to participate because they did not see the initial value
- The curriculum appeared to be lengthy which reminded youth of being in a traditional school course
- The writing of the curriculum appeared to be at a higher academic level for some participants to comprehend
- Editing & uploading videos from into the required programs would be time consuming because it may freeze or operate very slowly

Successes
- Youth felt RTN was a once in a lifetime opportunity that gave them a chance to really reflect upon themselves and truly think about what they wanted to do in life without any outside influence from school or parents
- Listening to the adversity the business people they interviewed helped them to understand not to fear failure
- RTN not only helped them to discover their career goals, but it also provided them the motivation and strength to work hard for their aspirations

After going through their Roadtrip Nation experience project and being asked how certain the youth felt in response to several questions, the following outcomes were noted:
- 82% felt more hopeful for their future.
- 75% of youth surveyed said Roadtrip Nation helped them connect with future pathways that are right for them.
- 91% reported that they have had a chance to think about what they want to be in the future
- 82% stated that they have had a chance to discover what kinds of jobs they might like to have in the future after their Roadtrip Nation experience.
- 55% said that Roadtrip Nation made their workforce program more relevant to their future. (0% not certain at all, 45% somewhat certain)
- 81% of youth said they believe that they will earn a living doing what they love.
- 73% said that they have been given the opportunity to talk with someone who has a job that they might want to do someday
- 64% of youth said they felt more certain that they had gained more exposure to pathways leading to their futures.
- 82% of youth reported that their workforce program was more engaging and enjoyable.

Thank You!

http://roadtripnation.org/countyhub/riverside.php

For questions, please do not hesitate to contact:

Tiki Copeland
Business & Education Coalition Coordinator
Riverside County EDA-Workforce Division
951-955-0452
tiki/copeland@rivcoeda.org

Maria Muldrow
Community Partnerships Manager
Riverside County EDA-Workforce Division
951-915-2239
mmuldrow@rivcoeda.org
Delivering better solutions by youth, for youth

Riverside County's myiecarrer.com
Making a Difference for Today's Youth

What we did, together
Key Elements:
- Career-Related News
- Career-Related Events
- Featured Job/ Internship/ Volunteer Opportunity
- Rich Media Environment
- Featured Members
- Recent Discussions
- Recent News & Activities

Powerful, meaningful, educational and career planning content
Assessment tools for grades 6-12:
- Guides for age appropriate education and career planning steps
- Also provides resources for parents and educators to track progress
- Interest assessments AND skills assessments
- Students can explore occupations

Tools for Post Secondary Students:
- Assessment tools for career planning
- Search through occupations that are right for them
- Learn about education and training options, related requirements and financial aid

Make it mobile!
Key Elements:
- Discussions
- Profiles
- Calendars
- Activity monitor
- RSS Feeds
- Email Notifications

Challenges and Successes...

Challenges
- Getting the youth to engage
- Security Measures for the site
- Return on Investment/Sustainability

Successes
- Seeing their excitement when they complete a mission
- Unifying information such as career fairs, youth activities, and providing resources throughout our service area
- Having a forum in which youth can voice and receive information about their career exploration in real time
Thank You!
www.MyIECareer.com

For questions, please do not hesitate to contact:

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Business & Education Coalition Coordinator
Riverside County EDA-Workforce Division
951-955-0452
tcopeland@rivcoeda.org

Maria Muldrow
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mmuldrow@rivcoeda.org
THE IMPORTANCE OF WORKPLACE EXPERIENCES
THE WORKPLACE AS A LEARNING PLACE: QUALITY WORK-BASED LEARNING

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OVERVIEW
This session will cover the essential elements of a comprehensive work experience program for youth and young adults. You will learn what is needed to prepare a young person for a work experience, how to prepare a work site supervisor to work with a young worker, and how to ensure that the work experience provides the young worker with opportunities for learning.

WHY THE WORK EXPERIENCE?

“Even among high school students, part-time work and summer jobs can have an important impact on future employability because they help young people develop the work behaviors traits that are highly valued by today’s employers.”
One Out of Five
Fogg and Harrington, 2004

RESOURCES AND FUNDING POSSIBILITIES

- WIA Youth Programs
- School Work Experience Programs
- Community Service Opportunities

PREPARING THE YOUTH FOR A WORK EXPERIENCE

“Job Getting Skills”

SELECTING THE WORKSITE AND PREPARING THE WORKSITE SUPERVISOR

- Site recruitment and visitation
- Supervisor Orientation
THE WORK EXPERIENCE
- Creating a Quality Work Experience
- “Job Keeping Skills”
- Learning and reflecting on the job

AFTER THE WORK EXPERIENCE
- “Transition Skills”
- Revisiting “job getting skills”
Promising Strategies from

THE CALIFORNIA CONNECTED
BY 25 INITIATIVE

TIPS AND RESOURCES TO IMPROVE OUTCOMES FOR TRANSITION AGE FOSTER YOUTH

November 2011

STUART FOUNDATION

The Walter S. Johnson Foundation
The California Connected by 25 Initiative (CC25I) was developed to fundamentally change the trajectory for youth emancipating from foster care. Led by Stuart Foundation and Walter S. Johnson Foundation, CC25I was a six-year, $6 million investment to transform county child welfare practice in order to improve outcomes in key areas of the lives of foster youth ages 14 through 24. Additional support was provided by the William and Flora Hewlett Foundation, Annie E. Casey Foundation, and the Charles and Helen Schwab Foundation. The foundations initially provided grants to child welfare agencies in Fresno, San Francisco, Santa Clara, and Stanislaus counties, followed by Humboldt, Glenn, Orange, and Solano counties two years later. Through CC25I, the county sites focused on ensuring that youth had permanent, supportive relationships in their lives; connected them to safe and stable housing; addressed their educational needs; helped them access job training, internships, and employment; and assisted youth in building financial skills and assets. Foundation support also enabled the California Social Work Education Center (CalSWEC) at UC Berkeley to provide the county sites with technical assistance and the Center for Social Services Research at UC Berkeley to assist the counties in implementing the Efforts to Outcomes (ETO) data collection system.

WHY THIS MATTERS

Every year more than 4,000 young people age out of California’s foster care system and far too many exit without the safety net or life skills they need to succeed. Removed from their homes due to abuse and neglect and often disconnected from their families and communities, these youth face many challenges when they exit foster care. They are less likely to complete high school and become employed than their peers and more likely to suffer from mental health problems, be a victim of crime, go to jail, become homeless, live in poverty, and rely on public assistance.1

“When initiating partnerships you have to be transparent because your community already knows the outcomes. Just being upfront and sharing the data is an effective catalyst to engage people to come to the table and have these discussions.”

Howard Himes, Deputy Director
Fresno County Department of Social Services

Extension of Foster Care to 21
With the passage of Assembly Bill 12 (AB 12), California’s Fostering Connections to Success Act in 2010, California foster youth will now be able to continue to receive child welfare supports and services past their 18th birthday until the age of 21. Under AB 12, youth will continue in extended care unless they opt out and will be expected to meet certain criteria, including working towards a high school diploma or GED, being employed at least 80 hours a month, going to college, or participating in a vocational or employment program. The bill also requires counties to track outcomes for youth in extended foster care. These changes to policy and practice present enormous potential to improve outcomes for transition age foster youth.

State Budget Cuts and Realignment
While AB 12 brings opportunity, dramatic decreases in California state revenues and subsequent state and county child welfare budget cuts have and will continue to affect child welfare agencies’ ability to serve this population. In response to ongoing state budget shortfalls, the legislature passed the 2011-12 budget plan known as “realignment,” an agreement that shifts state program responsibilities and revenues to local governments. Under realignment, billions in revenue will go to local governments every year to fund various criminal justice, mental health, and social services programs, including child welfare. Counties will now have greater authority and flexibility in determining which services are funded and at what level.

For child welfare agencies already struggling to achieve better outcomes for foster youth with limited resources, realignment has significant implications. Child welfare has a responsibility to provide federally mandated services and because many services for transition age foster youth are not required, there is a very real potential that some of these services will be cut.
SHARING WHAT WORKS

With the flexible funding, peer learning, and technical assistance the CC25I county sites received, they were able to focus on five core focus areas essential to the success of youth as they transition to adulthood. All of the counties focused on ensuring that youth had permanency in their lives by supporting loving and supportive relationships with adults and family. They worked to address youth’s education needs, so that they were more likely to graduate from high school, attain a GED, and attend college. They connected them to safe and stable housing. They also helped youth access job training, internships, and employment and assisted them in building financial skills and assets.

Although no two counties utilized the same approach to achieve these outcomes, they all relied on three key strategies: developing meaningful and fruitful community partnerships, engaging foster youth as leaders and decision-makers, and collecting and evaluating data to inform and improve practice. As a result, the CC25I child welfare agencies reported that their internal systems were transformed and at every level they became more responsive and accountable for what happened to youth exiting care.

KEY STRATEGIES & CORE FOCUS AREAS

The key strategies and core focus areas highlighted in this report include:

**Key Strategies**
- Community Partnerships
- Genuine Youth Engagement and Empowerment
- Data Collection and Evaluation

**Core Focus Areas**
- Permanency
- Education
- Housing
- Employment
- Financial Literacy

TIPS AND RESOURCES FOR AB 12 IMPLEMENTATION

The implementation of AB 12 is an unprecedented opportunity for California’s county child welfare agencies to connect older foster youth to the services and supports they need until the age of 21. However, given the difficult fiscal environment and realignment, extending foster care also presents many challenges. Child welfare agencies have to work more effectively and leverage community partnerships to achieve better results for foster youth.

The CC25 Initiative offers promising strategies that will help inform AB 12 implementation across the state. This report shares those key strategies, highlighting what worked, the challenges that the sites faced, and the learnings from their work in the core focus areas. Technical assistance materials and resources to inform AB 12 implementation are referenced and available at californiaconnectedby25.org

The promising strategies, tips, and resources in this report can help counties implementing AB 12 to:

- Develop and help foster youth access the support services needed to meet AB 12 criteria
- Encourage emancipating foster youth to stay in extended foster care and not “opt out”
- Meet state and federal requirements to track outcomes for youth in extended foster care
- Increase agency accountability and transparency
- Improve outcomes for transition age foster youth
KEY STRATEGIES:
DEVELOPING COMMUNITY PARTNERSHIPS

Why this Matters
In general, systems of care for youth are fragmented and siloed, allowing youth to slip through the cracks. Many local agencies and community-based organizations have established histories of working independently with minimal collaboration or have specific departmental rules that create obstacles to collaboration. Information sharing is complicated by confidentiality concerns and incompatible data systems, which also hinder service integration.

Older youth in foster care need expertise and supports that child welfare agencies may not be suited to provide (e.g., financial literacy and employment services). Partnerships, collaboration, and integration of services across multiple agencies, community-based organizations, and providers not only help transition age foster youth access the services they need, but also streamline efforts and raise community awareness.

Tips for AB 12 Implementation
With implementation of AB 12 and an expected increase of older youth in foster care, partnerships and access to services will be critical to ensure the success of youth in extended care. The following strategies can help counties forge strong, effective, and collaborative partnerships focused on this population.

Self-Assess Current Outcomes and Service Needs. In order to identify where community partnerships are most needed and key issues to collaborate on, complete an assessment of data trends and outcomes in the core focus areas, for example the number of youth graduating. Share the data with partners to increase transparency and establish common goals and desired outcomes.

Coordinate with Existing Efforts. Orange County built upon the Foster Youth Outcomes group established by the Family to Family Initiative2, incorporating the CC25I focus on transition age youth. The group included education, housing, health, and mental health organizations and reported to the Orange County Children’s Partnership.

“I have been with the Probation Department for 20 years and in the mid-nineties, we had no idea what Child Welfare Services was doing. We just performed our own duties not really knowing what the other agencies did. Because of CC25I and other collaborative efforts, we have developed closer relationships. We all work with the same kids. It takes a community.”

Brett Moranda, Supervising Probation Officer
Humboldt County Probation Department

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2 Established in 1992, the Annie E. Casey Foundation’s Family to Family initiative is a nationwide effort to reform child welfare. In California, 25 of 58 county child welfare agencies participate in implementing the Family to Family four core strategies: recruiting, developing, and supporting resource families; building community partnerships; making decisions as teams; and evaluating results.
Establish a Governance Structure. Solano County established a workgroup structure around each core focus area, for example, employment and financial literacy. With a child welfare agency staffer serving as the group leader, each workgroup included agencies and service providers that the county had a history of working with, as well as organizations that had not been previously involved. The inclusion of diverse partners from the public and private sectors brought in fresh perspectives and increased opportunities for youth in the community. In Santa Clara County, workgroups for each focus area were co-chaired by a staff member from the child welfare agency and a community representative. The co-chairs selected were connectors capable of bringing critical stakeholders to the table, had access to resources, and served as champions for the youth in the community.

Include Youth and Caregivers. In Santa Clara County, youth engagement is prioritized and their inclusion in community partnerships is encouraged. Youth are often found seated next to agency staff or community partners and are active participants in workgroup meetings. Engaging caregivers and other supportive adults in collaborative relationships is also essential to improving outcomes for youth. Glenn County uses increasingly popular communication methods among youth and caregivers to bring them to the table, including Facebook and texting.

Challenges to Consider

There are no “free” partnerships. Expectations for non-contractual partnerships should be established clearly and contractual partnerships should be evaluated for effectiveness. Expect to provide stipends and support for youth participants.

Both leadership and line staff buy-in are necessary. Without support from local policymakers and agency leaders, partnerships are difficult to get off the ground and institutionalize. Without support and input from line staff that work directly with the youth, the collaborative decision-making process is less effective.

Caregiver involvement can be challenging. Caregiver engagement and involvement was a consistent challenge for CC25I counties. Transportation, financial issues, family commitments, and busy schedules can hinder their ability to participate.

Resource Links

- CC25I Assessment Planning Tool
- CalSWEC AB 12 County Implementation Plan
- CalSWEC AB 12 Readiness Assessment Tool
- CC25I Self-Evaluation PPT Template
- Santa Clara County’s CC25I Workgroup Structure
- Youth Law Center’s Quality Parenting Initiative
Post-Secondary Education: Opportunities for Foster Youth in the Era of AB12

Foster Youth and Education
- Last year in California over 4600 foster youth aged out of care
- Of youth surveyed regarding AB12, 83% indicated a desire to go to college
- Studies show that only 25% will complete one year of college and 5% will obtain a 2 or 4 year degree
- BA degree earns >$20K more per year than high school diploma and twice the job stability

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 benefit directly
Monthly visits with social worker and assistance with transition to independence
Health insurance until age 21
Independent living services

Potential of Extended Foster Care to Promote Educational Outcomes
- "Midwest Study" - Surveyed 732 youth who exited foster care from Iowa, Illinois, Wisconsin at ages 18, 19, 21, and 24
  - In care youth 3 times more likely to complete one year of college and 2.5 times more likely to obtain BA
  - Being in care was associated with a 38 percent reduction in the risk of becoming pregnant
- AB12 will improve outcomes, but foster youth still likely to lag behind peers
- Need additional support – from you!

In the past...
In the future...

Child Welfare

Post-Secondary Education

Foster Youth

Encouraging Education Participation: An Evidence Based Approach

Early Preparation

“The intervention of one significant person at a critical point in the life of a student is extremely significant to educational success for students from low-income backgrounds.” – Joan Merdinger PhD, Education Expert

- Motivate from a young age
- Include caregiver
- Bring in resources early
  - County educational liaisons
  - School counselors
  - Foster Youth Services
  - ILP
- A-G requirements and standardized tests

Encourage youth who think they can’t go to college

“No one rises to low expectations”

- Danger of the self-fulfilling prophecy
- Set high expectations – regardless of past performance
- Emphasize opportunity that extended foster care presents
- Consistently express the expectation that the student will graduate from high school and go on to post-secondary education
- Encourage all adults involved with the student, including teachers, to give this message and to use such phrases as, “When you go to college....”

Education Pays

Other ways to inspire and motivate

- Explain differences between college and high school
- Discuss non-academic benefits
- Career assessments and interest inventories
- Hold youth accountable
- Connect to mentors and role models
- Expose youth to college
College – The Basics

Community College
- Serves greatest number of foster youth of all three systems (estimated 7,000 - 10,000)
- 112 Colleges throughout state
- Options
  - High school diploma
  - 2-year Associate (AA) degree
  - Career and technical education
  - Transfer to 4-year university
- Wide range of programs

Community Colleges – Admissions & Enrollment
- Eligibility & ability to benefit test
- Assessment - COMPASS Evaluation
- Online application – www.cccapply.org
- Board of Governors fee waiver
- Assistance with academic planning
- AB 194 – priority enrollment
- Deadlines
- Benefits of self-identifying as foster youth

California State University & UC
- 4-year institutions
- More stringent admissions requirements
- Accepts freshman admissions and transfer from community college
- 1200 -1300 foster youth in CSU
- Application Process
  - A-G requirements
  - Standardized testing
  - November 30 deadline

Career & Technical Education

Overview of Post-Secondary Education Systems

- Community college
- Career & Technical Education
- CSU
- Private colleges
- UC
Career & Technical Education
- Targeted, career-focused training
- Can be shorter term programs
- Degree vs. Certificate
- Financial aid is available
- Options include Regional Occupational Centers and Programs (ROCP), Community Colleges, private vocational schools, adult schools, apprenticeships
- Cost considerations and risks associated with private vocational schools

Costs of Attending College

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Financial Aid Overview

- Cal-Grant
- Federal Grants
- Work Study
- BOG fee waiver
- Scholarships
- Loans
- Financial Aid
- The FAFSA - [www.fafsa.gov](http://www.fafsa.gov)
- Independent vs. dependent status
- How to get help completing the FAFSA
- Submit GPA Verification form for Cal Grant
- Deadlines
  - March 2 for maximum aid
  - CCC: Prior to start of term – sooner the better!
- Communication
- Impact of AB12 income on financial aid

Chafee Grants
- Requirements
  - Open dependency case or ward after 16th birthday
  - Under 22 as of July 1 of the year they are applying
  - Up to $5000 for college or vocational school
- To apply: FAFSA + Chafee application
- Award priority system
- Enrollment requirements

What you can do to help young adults stay in school
- Ensure basic needs met - housing
- Collaborate with care-giver
- Identify local resources
- Develop relationships with local college personnel
- Motivate and hold accountable
- Provide practical information
- Be a support
### Foster Youth Support Programs

- Comprehensive campus support programs
  - Offer supportive services, both academic and non-academic
  - Located on CC, CSUs and UCs
  - Continuum of programs: Visit www.cacollegepathways.org to locate
- Foster Youth Success Initiative (FYSI)
  - Liaisons located at each community college
  - Assist with navigating all academic and student support services and programs and accessing financial aid

### EOP/EOPS

- Essential program for low-income, educationally challenged students
- Provides wide range of assistance, including book vouchers, child care referrals, etc.
- Program staff can be valuable liaison and are often knowledgeable about foster care

### Campus Services

- Disabled Students Programs and Services
  - 20% of foster youth have a learning disability
  - Provides support services, specialized instruction, and educational accommodations
- Other Services
  - Student education plan
  - Tutoring programs
  - Resources for parenting youth
  - Financial Aid Officers
  - Career and Transfer Centers
  - College/career success courses

### Contact Information

For More Information:

www.collegepathways.org

Debbie Raucher
debbie@johnburtonfoundation.org
1. Application for Admission

**Complete an online application** which can be accessed at the community college website. To access California community college on-line application process visit [http://www.cccapply.org/](http://www.cccapply.org/). Refer to the Registration Calendar at the college of your interest for the dates the online application is available. Computer access and assistance is available on most campuses as well as over the phone.

**A Student I.D. number and student e-mail address** will usually be assigned shortly after processing your application. Correspondence from the college will be sent to the e-mail address, so be sure to check it at least once per week.

2. Financial Aid

Financial aid is designed to help meet direct educational expenses. This includes tuition, books, supplies, transportation, dependent care, costs associated with disabilities and related living costs. Students may apply for grants, student loans, work study programs and scholarships. Dollar amounts for individual financial aid programs vary by recipient, but you must apply to qualify. In order to receive financial aid you must complete the **Free Application for Federal Student Aid (FAFSA)**. Because some financial aid programs have limited funding, the earlier you apply, the more you may receive. Students can complete the FAFSA on-line or print a FAFSA worksheet at [http://www.fafsa.ed.gov/options.htm](http://www.fafsa.ed.gov/options.htm).

Current and former foster youth, who have not reached the age of 22 as of July 1 of the year they are applying, may qualify for up to $5,000 per year under the **Chafee Education and Training Voucher (EVT) grant program**. In order to be eligible for the Chafee EVT grant, youth must have been a ward/dependent of the court anytime on or after their 16th birthday. In addition to the Chafee EVT grant, most foster youth are eligible to have their California community college course enrollment fees waived through the **Board of Governor's (BOG) fee waiver program**.

**Foster Youth Success Initiative Liaisons (FYSI)** are available at every community college throughout California, to assist current and former foster youth in navigating all academic and student support services and programs. In addition, the FYSI liaisons can answer foster youth questions about financial aid in general and the BOG and Chafee EVT grant programs specifically. Contact information for the designated FYSI liaisons at each of the 112 community colleges can be found at [http://www.cccco.edu/Portals/4/SS/FA/FA_home/FYSI%20Liaison%20Directory%20Fall%202010_by%20college.pdf](http://www.cccco.edu/Portals/4/SS/FA/FA_home/FYSI%20Liaison%20Directory%20Fall%202010_by%20college.pdf)

**Additional Financial Aid Information**

To qualify for financial aid students must have a high school diploma or a GED or have passed the California High School Proficiency Exam. Alternatively, students who don’t have a high school diploma or the equivalent as defined above, can also demonstrate readiness for college by meeting **Ability to Benefit (ATB) Standard**. Students can meet the ATB standard by passing a federally approved ATB test or by successfully completing six college units. For additional information on ATB qualifications contact the FYSI liaison at the community college you are interested in attending.

When completing the FAFSA pay attention to the dependency questions included in Section Three as these questions specifically address foster youth status and will affect what information is required to complete the FAFSA.

**Once you have met with the FYSI liaison and have completed the FAFSA it is very important to respond to any e-mail or written correspondence you receive regarding the status of your financial aid.**

Financial aid information and forms can also be found at the community college website. Free financial aid workshops are offered at most campuses. Many colleges will provide financial aid workshops specifically for youth upon request. For additional information about financial aid please visit [http://www.icanaffordcollege.info](http://www.icanaffordcollege.info).
3. Extended Opportunity Programs and Services (EOPS) and Disabled Students Programs and Services (DSPS)

**EOPS** assists those challenged by language, social, economic and educational disadvantages with enrolling in college as well as assisting them to complete their educational goal while attending college. EOPS services include priority registration, book vouchers, academic and support counseling, and other support services. **Foster youth may be eligible and should apply for EOPS.** Contact the EOPS office at the school to which you are applying for information about application requirements and deadlines.

In addition to the Extended Opportunity Programs and Services, **DSPS** empowers students with disabilities, including learning disabilities, to achieve their goals and become contributing members of society by eliminating barriers and facilitating services for students while attending college. Walk-in services and appointments can be made at the DSPS office of most colleges. Check at the college website for hours and other information.

4. Assessment

All new students are required to take a Reading, English, and Mathematics assessment called Assessment-COMPASS Evaluation (ACE). You MUST MAKE AN APPOINTMENT at the college assessment center to be assessed.

Youth will be required to show a picture I.D. and your Student I.D. number at the time of the Assessment.

5. College Orientation/Course Planning/Transfer

Prior to enrolling in courses, students should meet with a counselor who will provide assistance with developing a “first semester” course list and provide essential certificate, associate degree, transfer, and financial aid information. Many colleges offer group advising and college orientation sessions. If you are enrolled in EOPS, you will already have received these services.

For the most up-to-date orientation information visit the College website orientation link.

Students interested in transferring from a two year college to a four year college should meet with a counselor early on in the process, to develop an education plan and map out the appropriate sequence of courses and ensure that coursework units are transferable.

6. Enrollment

To enroll in courses you must have your Student I.D. number and have met the assessment requirements prior to registration. Most colleges offer on-line registration. As a current or former foster youth you may be entitled to register prior to the general registration period. Make sure that you determine in advance if you are eligible for early registration and that you take advantage of this option.

It is highly recommended that every student create a Personal Identification Number (PIN) to protect the confidentiality of their records. All community colleges do not require students to create a PIN, check with the college to which you are applying to see if they require students to create a PIN. If you experience problems registering, Live Support is provided Online by most colleges. Registration assistance is also available on most campuses.

7. College Fees

In addition to enrollment fees, many colleges have nominal health and/or student activity fees. These fees are due at the time of registration and payments may be made online at most colleges. Check in advance with the Admissions Office for forms of payment that are accepted.

_Warning! Disenrollment may occur after registration if fees have not been paid within a certain timeframe. Check with the college admissions office for relevant deadlines._
8. Additional Resources

Listing of California Community Colleges
http://www.cccco.edu/CommunityColleges/CommunityCollegeListings/tabid/949/Default.aspx

Other useful websites available to assist youth in planning to attend college are listed below

Resources available for parenting youth

California Work Opportunity and Responsibility to Kids (CalWORKs)
CalWORKs funds are for the purpose of assisting welfare recipient students and those in transition off of welfare to achieve long-term self-sufficiency through coordinated student services offered at community colleges including: work study, job placement, child care, coordination, curriculum development and redesign, and under certain conditions post-employment skills training, and instructional services.
http://www.cccco.edu/ChancellorsOffice/Divisions/StudentServicesandSpecialPrograms/CalWORKs/tabid/583/Default.aspx

Cooperative Agencies Resources for Education (CARE)
The State of California established the Cooperative Agencies Resources for Education (CARE) program in the California Community Colleges as “a unique educational program geared toward the welfare recipient who desires job-relevant education to break the dependency cycle. The CARE program offers educational support services, including supplemental grants and services for child care, textbooks, school supplies, and transportation, to EOPS students who are welfare-dependent single parents with young children. CARE is part of the EOPS program that is available at community colleges throughout California.

9. Additional Foster Youth Higher Education Support Programs

Currently, there is a wide range of academic support programs for current and former foster youth attending two and four year colleges in California. These programs are sometimes referred to as Guardian or Renaissance Scholar programs. The range of services provided by these programs varies considerably, and the most accurate information about each program can be gained by directly contacting the program coordinator, who is listed for each program. These programs offer an array of services, often including financial aid assistance, dedicated campus support staff, and housing among others. The goal of campus support programs is to provide former foster youth attending higher education with specialized academic, social and financial support.

For additional information regarding specific programs available, please visit the California College Pathways website link below.
http://www.cacollegepathways.org/programs.php
### Application for Admission
- My online Application for Admission was submitted electronically on this date: ________________.
- My Student ID number is ____________________.
- My Student e-mail address is ____________________.
- The name, phone # and e-mail address of the FYSI liaison or person at the college that helped me: ________________.

### Recent High School Graduates
- Contact your high school counselor to request a copy of your final transcript.
- Submit your final high school transcript by mail or in person to the Admissions & Records Office at the college you would like to attend.

### Transfer, Returning and Students from other colleges
- Request an official sealed transcript from all other U.S. colleges/universities attended to be sent to the admissions office of the college you would like to attend.
- Transcript(s) requested from ____________________ on this date: ________________.
- Transcript(s) requested from ____________________ on this date: ________________.

### Financial Aid
- I have made an appointment to meet with the FYSI liaison in the Financial Aid Office.
- I have applied for a BOG fee waiver to pay my fees for the academic year. NOTE: The BOG fee waiver is for California residents only.
- I have completed the FAFSA.
- I have verified whether additional forms are required at the college that I am interested in attending and I have completed the additional forms.
- I have submitted my application for Chafee funds to the California Student Aid Commission.

### Extended Opportunity Programs and Services and Disabled Students Programs and Services
- I have applied to be a part of the EOPS program.
- I have visited the DSPS office (if applicable).

### Assessment
- I have taken the assessment test.
- I am a returning student and already took the assessment test.
- I took the assessment test at another college and have provided my scores to the Assessment Center
- OR I have provided official transcripts showing satisfactory completion of English composition and/or college level math to the Evaluations Office.
- I am going to exercise a one-course waiver and take a course that does not have a prerequisite assessment level.

### College Orientation/Course Planning
- I have contacted the Counseling Center to schedule an appointment –OR
- I have signed up for a new student group advising/Orientation session.

### Registration/Enrollment
- I have created a Personal identification Number (PIN) to protect my records.
- I have registered for ___fall ___spring ___summer
- I have printed my schedule of classes.
- I have paid all required registration and enrollment fees.

### Resources for Parenting Youth
- I have applied for California Work Opportunity and Responsibility to Kids benefits.
- I have applied to participate in the Cooperative Agencies Resources for Education.
1. Prepare for Admission

The minimum you need to do to be considered for admission as a freshman is:

- Complete 15 “a-g” courses
  - A. 2 years of history/social science
  - B. 4 years of English
  - C. 3 years of math
  - D. 2 years of lab science
  - E. 2 years of a language other than English
  - F. 1 year of visual and performing arts
  - G. 1 year of college-prep elective from “a-g”

- Take the ACT or SAT by November for fall admissions
- Earn a 2.0 GPA
- Check the eligibility index at [http://www.csumentor.edu/planning/high_school/cal_residents.asp](http://www.csumentor.edu/planning/high_school/cal_residents.asp) for minimum combined GPA and test score requirements

To be considered for CSU admission as a junior transfer, you must fulfill both of the following:

- Complete 60 semester (90 quarter) units of transferable college credit with a GPA of at least 2.0.
- Within the transferable courses, there must be 30 semester (45 quarter) units of general education work.
- General education courses in the written communication, oral communication, critical thinking and mathematics sections of general education must be completed with a grade of C or better for each course.

2. Complete an online application, which can be accessed at [www.csumentor.edu](http://www.csumentor.edu).

Campuses e-mail applicants to request or clarify information; they often need a quick response. Provide an e-mail address that you’ll check regularly and keep until you enroll. Update your spam filters to ensure that you receive all CSU communications. Communication may also be sent by U.S. mail so be sure to keep your mailing address updated.

**Application filing periods** – *First time freshman applicants must apply for the fall term.*

- Fall semester or quarter: October 1 – November 30
- Spring semester or quarter: August 1 – 31
- Winter quarter: June 1 – 30
- Summer Semester or Quarter: February 1 – 28

The application fee is $55 for each CSU campus to which you apply. CSU will waive application fees for up to four campuses for qualified students who would otherwise be unable to apply for admission. You can apply for a fee waiver within the online application and be notified immediately whether you have qualified. You will need to provide your income and the number of people supported by that income.

3. After you apply, you can log in to your application to review and, if necessary, change your telephone number, e-mail or mailing address. You can also apply to additional campuses if the period for applying is still open.

If you’re a freshman or sophomore applicant, be sure to have your ACT and SAT scores reported by the testing agency. If you have your official score report sent to one campus, it will be available to all campuses to which you applied. You must indicate the school code for each school you have applied to on the ACT/SAT application, so that the scores will be reviewed.

If you’re a transfer student, about five weeks after the filing period has ended, you are required to update your grades and course records. Please pay close attention to the deadlines posted at each campus. You are highly encouraged to send the information BEFORE the deadline.

Each campus that accepts you for admission will issue you an Intent to Enroll form or direct you to a website where you can declare your intent to enroll. You may accept admission to one campus only. A $150 nonrefundable deposit must accompany your acceptance. Housing and financial aid information will be included in your admission offer.
4. Entry Level Writing and Math Requirement

All incoming California students must take the English Placement Test (EPT) and/or the Entry Level Mathematics Test (ELM) as soon as possible unless you are exempt (if you have performed well on another standardized test, such as the SAT, or earned transferable credits from another college, you may not need to take one or both of the exams.) The EPT and the ELM are not admission tests. They will not affect your admission to any CSU campus — they simply help determine which courses best match your level of performance in math and English. The EPT and ELM should be taken before the first Saturday in May of your senior year in high school. For general information on placement tests and test dates, check the most current CSU placement test information bulletin OR visit www.ets.org/csu. There is a $18 fee for each test, fee waivers are not available.

5. Educational Opportunity Program (EOP), Disability Resources and Other Campus Support Programs

EOP assists those challenged by social, economic and educational disadvantages with enrolling in college as well as helping them to complete their educational goals. EOP services include academic and support counseling and other support services. Students apply to EOP by completing sections F & J on the application form and completing the EOP supplemental application on CSU Mentor. Check each campus program for deadlines.

In addition to EOP, CSU provides special assistance and services to support students with disabilities so they can participate fully in campus programs and activities. Each campus has a Disability Resources Office that coordinates a variety of services for students with permanent and temporary disabilities. Check the campus website for location, hours and other information.

There is a wide range of other academic support programs for current and former foster youth attending CSU campuses. These programs are sometimes referred to as Guardian or Renaissance Scholar programs. The range of services provided by these programs varies considerably, and the most accurate information about each program can be gained by directly contacting the program coordinator, who is listed for each program. These programs offer an array of services, often including financial aid assistance, dedicated campus support staff, and housing among others.

For additional information regarding specific programs available, please visit the California College Pathways website link below.
http://www.cacollegepathways.org/programs.php

6. Important Dates and Deadlines

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>October 1</td>
<td>Application opens for fall admission at <a href="http://www.csumentor.edu">www.csumentor.edu</a></td>
</tr>
<tr>
<td>November</td>
<td>Deadline for taking SAT or ACT test</td>
</tr>
<tr>
<td>Nov. 30</td>
<td>Application deadline for fall admission for most campuses. Applications must be submitted by 11:59 p.m. Nov. 30.</td>
</tr>
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<td>Jan. 1</td>
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</tr>
<tr>
<td>Feb 1-15</td>
<td>Check for EOP application deadline for all campuses you apply to.</td>
</tr>
<tr>
<td>March 2</td>
<td>Deadline for applicants for all terms to submit FAFSA and GPA Verification Form</td>
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<td>May 1</td>
<td>Deadline for admitted freshmen to submit the Statement of Intent to Enroll</td>
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<td>June 1</td>
<td>Deadline for admitted transfers to submit the Statement of Intent to Enroll</td>
</tr>
<tr>
<td>July 15</td>
<td>Final official transcripts due at campus admissions offices for students admitted for fall.</td>
</tr>
<tr>
<td>August 1-31</td>
<td>Application filing period for spring semester/quarter.</td>
</tr>
</tbody>
</table>

7. Additional Resources

Early Assessment Program (EAP): designed to help high school juniors and seniors assess and polish skills before taking CSU classes
http://www.ets.org/csu/about/eap/

Compare CSU campuses
https://secure.csumentor.edu/Select/

Paying for a CSU education
https://secure.csumentor.edu/FinAid/

Math and English success websites
http://www.csumathsuccess.org/mshome and http://www.csuenglishsuccess.org/eshome
CSU Admission Requirements

High School Seniors
___ I will complete 15 “a-g” courses by the end of my senior year.
___ I have taken or will take the ACT with Writing or SAT Reasoning Test by November of my senior year.
___ I have earned a 2.0 GPA in my “a-g” courses.
___ I have checked the eligibility index to determine if I qualify for admission.

Transfer Students
___ I will complete 60 semester (90 quarter) units of transferable college credit with a GPA of at least 2.0.
___ I will complete 30 semester (45 quarter) units of general education work:
___ I will complete courses in the written communication, oral communication, critical thinking and mathematics sections of general education with a grade of C or better for each course

Apply Online
___ I have a copy of my transcript(s) to enter courses and grades from all schools I have attended.
___ I have applied to EOP by completing sections F & J on the application form and completing the EOP supplemental application on CSU Mentor.
___ My EOP application was submitted on this date: _________________.
___ My CSU application was submitted on this date: _________________.
___ My application ID number is __________________.
___ My e-mail address for my CSU application is ____________________________________________.

After I Apply
___ I have ordered my official scores from ACT and/or SAT (freshman applicants).
___ I have submitted my Transfer Academic Update, providing my grades for the last completed term and updating my planned coursework (transfer applicants).
___ I will notify the admissions office at each campus where I applied if I add or drop a course or fail to earn a C or better in a course.

After I Am Admitted
___ I have registered for the English Placement Test (EPT) and/or the Entry Level Mathematics Test (ELM) (if applicable).
___ I have submitted my Statement of Intent to Enroll by the stated deadline.
___ I have arranged to have final transcripts sent to the campus admissions office no later than the stated deadline (July 15 for fall enrollment).
___ I have applied for housing and arranged to have my deposit and prepayment made.
___ I have signed up for orientation.
___ I have completed the appropriate online pre-orientation preparation prior to attending the orientation
___ I have contacted the disability services office (if applicable).
___ I have contacted the Guardian Scholars or Renaissance Scholars program (if applicable)
Financial Aid

— I have reviewed a Free Application for Federal Student Aid (FAFSA) worksheet at http://www.fafsa.ed.gov/options.htm in order to assemble the information that I will need to complete the FAFSA.

— I have applied for and received a federal Personal Identification Number (PIN) (www.fafsa.gov) to allow me to file a completed FAFSA during January or February.

— I have reported my entire taxed and untaxed income for the previous year, even if I have not officially filed my income tax return yet. (If I do not file taxes, I have checked my W-2 to obtain the information to put on my FAFSA.)

— I have filed a FAFSA (www.fafsa.gov) before March 2nd.

— I have submitted my application for Chafee funds to the California Student Aid Commission.

— I have checked online to ensure that my FAFSA was successfully submitted and processed and that I have listed the colleges that I am most likely to attend and their federal Office of Postsecondary Education Identification Number (OPEID) numbers.

— I have filed my income tax return for the previous year by April 15th, and I have updated the information on my FAFSA to correspond to the information on my income tax filing.

— I have confirmed that my high school has sent my GPA to the California Student Aid Commission or that I have downloaded the GPA verification form (http://www.csac.ca.gov/pubs/forms/grnt_frm/gpaform.pdf), completed my part, and submitted it for my high school counselor to submit on my behalf to the California Student Aid Commission prior to March 2nd.

— I have checked my e-mail and/or application account each week for the CSU campuses to which I have applied for admission for any messages, including information about financial aid.

— I have provided by required deadlines any additional documentation needed to complete my financial aid application process at each of the CSU campuses where I have applied for admission.

— I have checked my application account at the campus where I have decided to attend to review and accept my financial aid offer and to sign a promissory note and complete online loan counseling sessions and other requirements, if I am agreeing to any student loans.

— I have checked my online campus billing statement and have made sure that my financial aid has been disbursed and applied to my tuition, fees, and other campus charges in time to meet the campus payment deadlines.

— I have opened a bank account so I can have a place to put my earnings when I work and so I can use the electronic funds transfer (EFT) when the amount of my financial aid awards exceeds my actual CSU expenses.

— I have shared information about my personal bank account, confidentially, with the bursar at the CSU campus where I plan to enroll so that I am eligible for EFT.

More information for Foster Youth and Counselors Helping Them....

To find campus support programs at your school:
http://www.cacollegepathways.org/programs.php

College planning guide
1. Prepare for Admission
The minimum you need to do to be considered for admission as a freshman is:

- Complete 15 “a-g” courses
  A. 2 years of history/social science
  B. 4 years of English
  C. 3 years of math
  D. 2 years of lab science
  E. 2 years of a language other than English
  F. 1 year of visual and performing arts
  G. 1 year of college-prep elective from “a-g”
- Take the ACT with Writing or SAT
- Earn a 3.0 GPA

To be considered for UC admission as a junior transfer, you must fulfill both of the following:

- Complete 60 semester (90 quarter) units of transferable college credit with a GPA of at least 2.4. No more than 14 semester (21 quarter) units may be taken Pass/Not Pass.
- Complete the following course pattern requirements, earning a grade of C or better in each course:
  A. Two transferable college courses (3 semester or 4-5 quarter units each) in English composition
  B. One transferable college course (3 semester or 4-5 quarter units) in mathematical concepts and quantitative reasoning
  C. Four transferable college courses (3 semester or 4-5 quarter units each) chosen from at least two of the following subject areas:
     - arts and humanities
     - social and behavioral sciences
     - physical and biological sciences
   Each course must be worth at least 3 semester units.

2. Complete an online application, which can be accessed at www.universityofcalifornia.edu/apply.
Campuses e-mail applicants to request or clarify information; they often need a quick response. Provide an e-mail address that you’ll check regularly and keep until you enroll. Update your spam filters to ensure that you receive all UC communications.

To give us a complete picture of who you are, you may wish to discuss your foster care experience in your personal statement.

Application filing periods
Fall quarter/semester November 1–30
Winter quarter/spring semester July 1–31
Spring quarter October 1–31

The application fee is $70 for each UC campus to which you apply. UC will waive application fees for up to four campuses for qualified students who would otherwise be unable to apply for admission. You can apply for a fee waiver within the online application and be notified immediately whether you have qualified. You will need to provide your income and the number of people supported by that income.

3. After you apply, you can log in to your application to review and, if necessary, change your telephone number, e-mail or mailing address. You can also apply to additional campuses if they’re still open.

If you’re a freshman or sophomore applicant, be sure to have your ACT and SAT scores reported by the testing agency. If you have your official score report sent to one campus, it will be available to all campuses to which you applied.

If you’re a transfer student, about five weeks after the filing period has ended, you are required to update your grades and course records.

Each campus that accepts you for admission will issue you a Statement of Intent to Register (SIR) form or direct you to a website where you can declare your intent to register. You may accept admission to one campus only. A $100 nonrefundable deposit must accompany your acceptance. Housing and financial aid information will be included in your admission offer.
4. **Entry Level Writing Requirement**

Freshmen must demonstrate their command of the English language by fulfilling the Entry Level Writing Requirement. Students can meet this requirement by scoring:

- 30 or better on the ACT Combined English/Writing test; or
- 680 or better on the College Board SAT Reasoning Test, Writing section; or
- 3 or above on either Advanced Placement Examination in English; or
- 5 or above on an International Baccalaureate High Level English A exam; or
- 6 or above on an International Baccalaureate Standard Level English A exam

All incoming California students who have not met the Entry Level Writing Requirement by April 1 must take the **UC Analytical Writing Placement Examination**. The exam will be administered in May at testing centers throughout the state. There is a fee for the test, but it will be waived if you have already received a waiver of your UC application fees.

---

5. **Educational Opportunity Program (EOP) and Disability Resources**

**EOP** assists those challenged by social, economic and educational disadvantages with enrolling in college as well as helping them to complete their educational goals. EOP services include academic and support counseling and other support services. Students apply to EOP by checking a box within the admissions application. The applicant is then prompted for a brief explanation of their interest in applying.

In addition to EOP, UC provides special assistance and services to support students with disabilities so they can participate fully in campus programs and activities. Each campus has a disability resources office that coordinates a variety of services for students with permanent and temporary disabilities. Check the campus website for location, hours and other information.

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6. **Important Dates and Deadlines**

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<td>October</td>
<td>Application opens for fall admission at <a href="http://www.universityofcalifornia.edu/apply">www.universityofcalifornia.edu/apply</a></td>
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<tr>
<td>Nov. 1-30</td>
<td>Filing period for fall admission. Applications must be submitted by 11:59 p.m. Nov. 30.</td>
</tr>
<tr>
<td>Jan. 1</td>
<td>Filing period opens for GPA Verification Form (required of California residents for Cal Grant consideration) and Free Application for Federal Student Aid (<a href="http://www.fafsa.gov">www.fafsa.gov</a>).</td>
</tr>
<tr>
<td>March 1-31</td>
<td>Notification of fall freshman admission decisions</td>
</tr>
<tr>
<td>March 2</td>
<td>Deadline for applicants for all terms to submit FAFSA and GPA Verification Form</td>
</tr>
<tr>
<td>April 1-30</td>
<td>Notification of fall transfer admission decisions</td>
</tr>
<tr>
<td>May 1</td>
<td>Deadline for admitted freshmen to submit the Statement of Intent to Register</td>
</tr>
<tr>
<td>June 1</td>
<td>Deadline for admitted transfers to submit the Statement of Intent to Register</td>
</tr>
<tr>
<td>July 1-31</td>
<td>Filing period for winter quarter/spring semester. See <a href="http://www.universityofcalifornia.edu/admissions/how-to-apply/check-majors">www.universityofcalifornia.edu/admissions/how-to-apply/check-majors</a> for current openings.</td>
</tr>
<tr>
<td>July 15</td>
<td>Final official transcripts due at campus admissions offices for students admitted for fall.</td>
</tr>
</tbody>
</table>

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7. **Additional Resources**

- Choosing a UC campus
  [http://www.universityofcalifornia.edu/admissions/campuses/index.html](http://www.universityofcalifornia.edu/admissions/campuses/index.html)

- Paying for a UC education
  [http://www.universityofcalifornia.edu/admissions/paying-for-uc/index.html](http://www.universityofcalifornia.edu/admissions/paying-for-uc/index.html)

Other useful websites available to assist youth in planning to attend college are listed below

- [http://www.cacollegepathways.org/programs.php](http://www.cacollegepathways.org/programs.php)
Current and Former Foster Youth

University of California Admissions Checklist

UC Admission Requirements

High School Seniors

___ I will complete 15 "a-g" courses by the end of my senior year.
___ I have taken or will take the ACT with Writing or SAT Reasoning Test by December of my senior year.
___ I have earned a 3.0 GPA in my "a-g" courses.

Transfer Students

___ I will complete 60 semester (90 quarter) units of transferable college credit with a GPA of at least 2.4.
___ I will complete the following course pattern requirements, earning a grade of C or better in each course:
   A. Two transferable college courses in English composition
   B. One transferable college course in mathematical concepts and quantitative reasoning
   C. Four transferable college courses chosen from at least two of the following subject areas:
      • arts and humanities
      • social and behavioral sciences
      • physical and biological sciences

Apply Online

___ I have a copy of my transcript(s) to enter courses and grades from all schools I have attended.
___ I have written my personal statement in advance. It includes my experience in the foster care system.
___ I have checked the Educational Opportunity Program (EOP) box on the admissions application, and have completed the field requesting a brief description of my interest in applying to EOP.
___ My UC application was submitted on this date: _________________.
___ My application ID number is _________________.
___ My e-mail address for my UC application is ____________________________________________.

After I Apply

___ I have ordered my official scores from ACT and/or SAT (freshman applicants).
___ I have submitted my Transfer Academic Update, providing my grades for the last completed term and updating my planned coursework (transfer applicants).
___ I will notify the admissions office at each campus where I applied if I add or drop a course or fail to earn a C or better in a course.

After I Am Admitted

___ I have registered for the Analytical Writing Placement Examination (if applicable).
___ I have submitted my Statement of Intent to Register (SIR) by the stated deadline.
___ I have arranged to have final transcripts sent to the campus admissions office no later than the stated deadline (July 15 for fall enrollment).
___ I have signed up for housing.
___ I have signed up for orientation.
___ I have contacted the disability services office (if applicable).
___ I have contacted the Guardian Scholars or Renaissance Scholars program (if applicable).
Financial Aid

___ I have reviewed a Free Application for Federal Student Aid (FAFSA) worksheet at http://www.fafsa.ed.gov/options.htm in order to assemble the information that I will need to complete the FAFSA.

___ I have applied for and received a federal Personal Identification Number (PIN) (www.fafsa.gov) to allow me to file a completed FAFSA during January or February.

___ I have reported my entire taxed and untaxed income for the previous year, even if I have not officially filed my income tax return yet. (If I do not file taxes, I have checked my W-2 to obtain the information to put on my FAFSA.)

___ I have filed a FAFSA (www.fafsa.gov) before March 2nd.

___ I have submitted my application for Chafee funds to the California Student Aid Commission.

___ I have checked online to ensure that my FAFSA was successfully submitted and processed and that I have listed the colleges that I am most likely to attend and their federal Office of Postsecondary Education Identification Number (OPEID) numbers.

___ I have filed my income tax return for the previous year by April 15th, and I have updated the information on my FAFSA to correspond to the information on my income tax filing.

___ I have confirmed that my high school has sent my GPA to the California Student Aid Commission or that I have downloaded the GPA verification form (http://www.csac.ca.gov/pubs/forms/grnt_frm/gpaform.pdf), completed my part, and submitted it for my high school counselor to submit on my behalf to the California Student Aid Commission prior to March 2nd.

___ I have checked my e-mail and/or application account each week for the UC campuses to which I have applied for admission for any messages, including information about financial aid.

___ I have provided by required deadlines any additional documentation needed to complete my financial aid application process at each of the UC campuses where I have applied for admission.

___ I have checked my application account at the campus where I have decided to attend to review and accept my financial aid offer and to sign a promissory note and complete online loan counseling sessions and other requirements, if I am agreeing to any student loans.

___ I have checked my online campus billing statement and have made sure that my financial aid has been disbursed and applied to my tuition, fees, and other campus charges in time to meet the campus payment deadlines.

___ I have opened a bank account so I can have a place to put my earnings when I work and so I can use the electronic funds transfer (EFT) when the amount of my financial aid awards exceeds my actual UC expenses.

___ I have shared information about my personal bank account, confidentially, with the bursar at the UC campus where I plan to enroll so that I am eligible for EFT.

---

More information for Foster Youth and Counselors Helping Them....

http://www.universityofcalifornia.edu/admissions/paying-for-uc/financial-aid/index.html

The Office of Postsecondary Education Identification numbers (OPEID) associated with each UC campus are:

#001312 – UC Berkeley  #001313 – UC Davis
#001314 – UC Irvine  #001315 – UCLA
#4127100 – UC Merced  #001316 – UC Riverside
#001317 – UC San Diego  #001319 – UC San Francisco
#001320 – UC Santa Barbara  #001321 – UC Santa Cruz
Post Secondary Education Resources

Applying for College
- www.college.gov/wps/portal/?WCM_GLOBAL_CONTEXT=/wps/wcm/connect/college/college/whattodo/whattodo: Provides general planning guide on applying for college including how to pick a college, steps to apply and how high school students can begin preparing for college.
- www.cccco.edu/CommunityColleges/CommunityCollegeListings/tabid/949/Default.aspx: Listing of all California Community College by name and region.
- Community College application: www.cccapply.org
- Cal State application: www.csumentor.edu
- University of California application: www.universityofcalifornia.edu/admissions/how-to-apply/apply-online/index.html
- www.onyourway.org: A youth oriented site that allows youth to create a plan for their future and track information on line.

Career Assessments and Inventories
- www.cacareerzone.org/: fun interactive website that allows users to assess their skills and interests, explore different career fields and get a “reality check” on what standard living costs are for a desired life style and occupations pay rates of different occupations
- www.careeronestop.org/studentsandcareereadvisors/studentsandcareereadvisors.aspx: Includes a variety of career assessments and salary information for different careers
- www.californiacolleges.edu/career/careercenter/career_self_assessment.asp: website with links to various interests, skills, values and personality assessments related to career choice.

Financial Aid
- FAFSA application: www.fafsa.ed.gov/index.htm
- Cal Grant information: www.calgrants.org/index.cfm?navId=10&
- www.icanaffordcollege.info: Information on financial aid targeting community college students and applicants
- www.chafee.csac.ca.gov/default.aspx: Chafee grant application and information
- www.calgrants.org/index.cfm?navId=16: Search for free FAFSA workshops in your area
- www.finaid.org/: Offers an overall look at financial aid, where to look for it, how to get it, and gives hints on completing the FAFSA and common errors to avoid.
- http://cccapply.org/BOG_Waiver/: How to apply for the Community College Board of Governors fee waiver

Scholarships
- www.fastweb.com: One of the largest free scholarship search services on the Internet. Contains a searchable database of millions of public and private scholarships, grants and loans. Registration is required.
- www.collegenet.com/mach25: Free scholarship search engine with more than 500,000 private sector awards searchable by key word. No registration required.
- http://www.unitedfriends.org/youth-access/resources-links/foster-youth-scholarships: List of several resources for scholarships for foster youth
- http://fcsuccess.org/what-we-do/scholarships-and-grants/apply-for-an-ofacasey-scholarship: Scholarships for youth under 25 who were in foster care on their 18th birthday
Career and Technical Education

- [http://www.onetonline.org/](http://www.onetonline.org/): Explore the range of career options by industry, level of preparation required or employment prospects.
- [http://www.healthjobsstarthere.com/](http://www.healthjobsstarthere.com/): Online resource designed to introduce young adults to health jobs including information about training programs.
- [http://www.rwm.org/rwm/ft_cal.html](http://www.rwm.org/rwm/ft_cal.html): Database of vocational schools

Support Programs

- [http://www.cccco.edu/ChancellorsOffice/Divisions/StudentServices/StudentFinancialAssistancePrograms/FosterYouthSuccessInitiativeFYSI/tabid/997/Default.aspx](http://www.cccco.edu/ChancellorsOffice/Divisions/StudentServices/StudentFinancialAssistancePrograms/FosterYouthSuccessInitiativeFYSI/tabid/997/Default.aspx): Provides an overview of the Foster Youth Success Initiative Program as well as a list of all FYSI representatives at each community college by both college name and region.
- [http://www.csumentor.edu/planning/eop/](http://www.csumentor.edu/planning/eop/): Information about the Educational Opportunity Program (EOP) at Cal State campuses.

College Preparation

- [http://www.collegeaccess.org/member_directory.aspx](http://www.collegeaccess.org/member_directory.aspx): Provides information on college access programs throughout California
- [http://collegeaccessfoundation.org/grants/grant-recipients.aspx](http://collegeaccessfoundation.org/grants/grant-recipients.aspx): List of grantees for the College Access Foundation of California, including links to each grant recipient’s website.
HEY Guide: Youth Empowerment

A Step-by-Step Guide for Developing a Youth Board
LEADING ASSUMPTIONS AND GUIDING PRINCIPALS

Primary Assumption: If you are reading this, you believe or are learning to believe in the power of youth voice.

HEY sees the reader of this Guide as interested in learning more about models to best engage youth and young adults.

GUIDING PRINCIPALS

We believe in the POWER of youth.

We believe EVERYONE has the capacity to lead.

We believe that youth CAN create change.

We believe that one way to make a difference in society is by empowering youth.

We believe that youth voice should be encouraged and respected.

We believe that youth are strong advocates for other youth.

We believe that youth deserve opportunities to act as leaders.

We believe that youth deserve the chance to grow and have a future.

We believe that the best way to empower youth is to work with them.

We believe youth input is powerful and needed.

We believe that advocacy for youth should be done with the support and input of youth.

We believe that youth and adults may have different, but equally valuable expertise.

We believe that youth are experts regarding their own experiences.

We believe that given the right space, tools, and training; all youth can excel.
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California Fostering Connections to Success
FACT SHEET

Summary
The California Fostering Connections to Success Act was signed into law September 30, 2010 through Assembly Bill (AB) 12. Effective January 1, 2012, the bill allows foster care for eligible youth to extend beyond age 18 and up to age 21, when fully implemented and contingent on budget appropriation by the state legislature. Eligible foster youth are designated as “non-minor” dependents. They will be entitled to various foster placement options after age 18. AB 12 also creates a new federal Kin-GAP program to coincide with California’s existing Kin-GAP program, which is state and county-funded.
If you have questions or need additional information please email them to: AB12@dss.ca.gov

Goals and Benefits
- Enables youth to maintain a safety net of support while experiencing independence in a secure and supervised living environment.
- Provides youth extended time as “non-minor” dependents to obtain education and employment training opportunities which assists youth in becoming better prepared for successful transition into adulthood and self-sufficiency.
- Assists youth to avoid negative behaviors and that can lead to adverse outcomes.
- Allows foster children in relative placements to receive federal support through Kin-GAP.

Basic Eligibility Requirements
- At the six month hearing prior to youth turning age 18, the social worker/probation officer must have a plan to ensure the youth meet at least ONE of the following criteria on or after January 1, 2012:
  1) Working toward completion of high school or equivalent program (e.g. GED); OR
  2) Enrolled in college, community college or a vocational education program; OR
  3) Employed at least 80 hours a month; OR
  4) Participating in a program designed to assist in gaining employment; OR
  5) Unable to do one of the above requirements because of a medical condition.

- Foster youth must sign an agreement to reside in an eligible placement location and agree to work with social worker to meet goals of the Transitional Living Plan.

- Foster youth must decide by age 18 whether to continue in foster care; if not, youth must request through the courts to have their dependency terminated.
  - If the youth requests termination of their dependency, the court will establish a trial period of independence until youth turns 21 year of age.
  - During this time, the youth can decide to re-enter foster care regardless of termination.
• Youth who exit foster care and later decide to re-enter foster care, they will need to be finger printed in order to live in a licensed home.
  o Youth choosing to remain in their existing foster family home will not require finger printing. The foster parent will continue to receive the same payment rate.
  o Youth choosing to remain in a group home after age 18 will not require finger printing. The group home will continue to receive the same payment rate.

• Probation youth must have been eligible for foster care placement by 18 years of age to be eligible to remain in foster care under AB 12.

Foster Placement Options
• Eligible placements options for youth after age 18 include:
  1) Remain in existing home of a relative or NREFM; licensed foster family home; certified foster family agency home, or home of a non-related legal guardian (approved by the juvenile court) or group home (youth may remain in a group home after age 19, if necessary, if the reason is due to a medical condition).
  2) THP-Plus Foster Care (approved).
  3) Supervised Independent Living setting (approved). This is a new placement option, which may include an apartment, room and board arrangements, college dorms and shared roommate in a supervised independent living setting. The youth may directly receive all or part of the foster care rate pursuant to the mutual agreement.

Kin GAP
• To be eligible for federal Kin GAP, youth must:
  1) be in a foster care placement,
  2) have lived with an approved relative for at least 6 months,
  3) have a kinship guardianship established with that relative by juvenile court,
  4) have his or her court case dismissed by either the dependency court or the delinquency court.

• Youth living with a relative under Kin Gap will not require finger printing. The relative caregiver will receive the same payment until the youth is 21 years of age, if the guardianship was established when the youth was age 16 or older.

Additional information
• Youth who are custodial parents have the same rights to participate in foster care after age 18 as all other youth.

• Youth who are consumers of the Regional Center services can continue to receive dual agency and supplemental rates.

• Youth who meet the eligibly requirements to receive SSI (Supplemental Security Income) MAY be eligible to receive both at the same time.
An important new law gives foster youth the option to remain in foster care and receive services and supports until age 20!

**Things to Know**
- This new program begins January 1, 2012. If you turn 18 on or after January 1, you can stay in foster care up to age 20 as long as you meet eligibility requirements.*
- It is up to you. The program is voluntary; you decide if you want to stay in foster care.
- You can change your mind. Should you decide to leave foster care, you can return, provided you meet the requirements.
- You have responsibilities too. You will need to meet with your social worker or probation officer, go to court and continue to meet the eligibility requirements.

**What You Need to Do**
*You are eligible for this program if you are doing at least one of the following:*
- Completing high school or an equivalent program
- Enrolling at least half-time in college, community college or a vocational education program
- Employed at least 80 hours a month
- Participating in a program/activity designed to remove barriers to employment
- Unable to do any of the above because of a medical condition

**Where You Can Live**
*You must live in one of the following places to be eligible for this program:*
- Home of a relative, non-related extended family member or legal guardian
- Licensed or approved foster home, Foster Family Agency (FFA) certified home, Intensive Treatment Foster Care home (ITFC), or Transitional Housing Placement Program (THPP)
- Transitional Housing Program Plus Foster Care (THP+FC)
- Supervised Independent Living Program (SILP)
- Group home (if needed to complete high school or if you have a medical condition)

**What Your Responsibilities Are**
*To be part of this program, you will need to:*
- Meet with your social worker or probation officer each month
- Attend a court hearing or administrative review every 6 months
- Sign an agreement
- Agree to work with your social worker or probation officer to meet the goals of your Transitional Independent Living Case Plan and receive case management services

**How to Learn More**
- Ask your social worker, probation officer or attorney for more detailed information
- Visit us on Facebook, www.facebook.com/CAFosteringConnections

*If you turn 18 before January 1, 2012, contact your social worker, probation officer or attorney to learn about options for staying in foster care beyond age 18 in your county.*
GET THE FACTS

YOUR FUTURE
Recognizing that 18 was too young for most young adults to be without support, a bill was signed into law in September 2010 giving foster youth the option to remain in foster care and receive services and supports until age 20. The bill is called the California Fostering Connections to Success Act, and is also known as Assembly Bill 12 (AB 12).

Starting January 1, 2012, young adults are allowed to remain in care after they turn 18. This additional time will help them:

- Prepare for their futures through additional educational and employment training opportunities.
- Find and secure consistent and safe housing.
- Build permanent connections with caring adults, including relatives, mentors and community members.

YOUR CHOICE
Remaining in foster care is a choice. Foster youth can decide to leave foster care when they turn 18. They can also change their minds and return to foster care in order to receive extended services and supports at any time, provided they meet the requirements.

Foster youth who choose to remain in foster care after 18 are considered non-minor dependents and they need to be doing one of the following to qualify for services:

- Completing high school or an equivalent program.
- Enrolled at least half-time in college, community college or a vocation program.
- Employed at least 80 hours a month.
- Participating in a program or activity designed to promote employment or remove barriers to employment.

Young adults who are unable to do one of the above requirements because of a medical condition are also eligible for services and supports.

YOUR OPTIONS
There are a number of living arrangement options available to young adults who continue in foster care after age 18. These options include:

- The home of an approved relative, a non-related extended family member or a legal guardian.
- A licensed foster family home or a certified Foster Family Agency (FFA) home.
- A Transitional Housing Placement Plus Foster Care (THP+FC). This is a new housing option that will be similar to the current THP-Plus program.
- A Supervised Independent Living Placement (SILP). This is a new housing option that can be an apartment with or without a roommate, or a room-and-board living arrangement, such as a college dorm. These placements will need to be approved and supervised by the county, and young adults may be able to receive foster care payments directly if they choose this living arrangement.
- A Group Home Placement. Young adults can choose to live in their group homes until age 19 or until they graduate from high school, which ever comes first.
WE’LL BE BY YOUR SIDE

Young adults who receive extended services and support to help ease the transition to adulthood also have responsibilities. They include:

- Creating a Transitional Independent Living Plan (TILP). With the help of a social worker or probation officer, young adults will develop a plan to reach their educational and/or professional goals. The young adults and social worker or probation officer will meet monthly to track the plan and discuss how to achieve those goals.

- Going to Court. Young adults will be assigned an attorney and will need to attend court hearings every 6 months to help monitor their progress.

For additional information about California’s law, visit www.after18ca.org.
California Fostering Connections to Success Act

Assembly Bill 12 Primer

December 13, 2011

Developed by the Alliance for Children’s Rights, the John Burton Foundation, and the Children’s Law Center
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Foster Care After Age 18 – QUICK FACTS

Q1: What is the Federal Fostering Connections to Success Act?

A: The federal Fostering Connections to Success and Increasing Adoptions Act of 2008 made extensive policy and program changes to improve the well-being and outcomes for children in foster care system including changes related to the extension of federal funding for foster care services for nonminors from ages 18-21 if they meet certain participation criteria. Participation by states is optional.1

Q2: What are AB 12 and AB 212 (known as the California Fostering Connections to Success Act)?

A: California chose to participate in the optional federal program described in the previous answer and enacted Assembly Bill 12 (“AB 12”), which was amended by Assembly Bill 212. AB 12 was authored by Assembly Member Jim Beall, Jr. and Speaker-Emeritus Karen Bass, and is also known as the California Fostering Connections to Success Act. AB 12 was signed into law by Governor Arnold Schwarzenegger on September 30, 2010 and AB 212 was signed on October 4, 2011 and was an urgency measure (meaning its provisions took immediate effect).2

Q3: What does the California Fostering Connections to Success Act do?

A: The California Fostering Connections to Success Act allows California to take advantage of several components of the federal Fostering Connections to Success and Increasing Adoptions Act to:

1. Convert California’s Kinship Guardianship Assistance Program (Kin-GAP) into a federally subsidized program. By doing so, the federal government will now pay a 50% share of cost for federally-eligible participants, saving the state tens of millions of dollars of state general funds (NOTE: if the youth is not federally-eligible, there is also a new state-only Kin-GAP program);3

2. Provide foster care benefits (also known as AFDC-FC benefits) for eligible youth beyond age 18 and, at full implementation, up until the age of 20 (and, if the Legislature takes additional action, up to age 21);4

3. Provide extended Kin-GAP assistance or AAP assistance to eligible youth up until age 20 (and, if the Legislature takes additional action, up to age 21), provided the Kin-GAP payments began or the initial AAP agreement was signed when the youth was age 16 or older;5

1 P.L. 110-351.
2 Assembly Bill 12, Chapter 559 (stat. 2010); Assembly Bill 212, Chapter 459 (stat. 2011).
4 Welf. & Inst. Code § 11400 (v)(1); Welf. & Inst. Code § 11403(b).
5 Welf. & Inst. Code § 11403(b).
4. Provide CalWORKs benefits to eligible youth beyond age 18 and, at full implementation, up until the age of 20 (and, if the Legislature takes additional action, up to age 21) when the youth is placed with an approved relative and is not eligible for AFDC-FC benefits.\(^6\)

5. Provide extended foster care benefits up to age 20 (and, if the Legislature takes additional action, up to age 21) to youth living with a nonrelated legal guardian when the guardianship was created by the juvenile court (regardless of the age of the youth when guardianship was ordered).\(^7\)

**Q4:** Which youth are eligible to participate in extended foster care after age 18?

**A:** Beginning January 1, 2012, youth can continue to participate in extended foster care until age 19. Beginning January 1, 2013, youth can continue to participate in extended foster care until age 20.

This includes all youth who:

- Turn 18 in 2011 and are in a foster care placement or under a foster care placement order under the jurisdiction of the juvenile court on January 1, 2012;
- Turn 18 in 2012 (and thereafter) while under an order for foster care placement.

After January 1, 2012 – any youth who turns 18 and who has an order for foster care placement on his/her 18\(^{th}\) birthday is eligible to participate in extended foster care until they reach the age limit. This includes youth who are not physically in placement, including but not limited to, youth who are awaiting placement or are on runaway status. As long as there is an order for foster care placement on the youth’s 18\(^{th}\) birthday, they are eligible to participate in extended foster care.\(^8\)

**Q5:** What must a youth do to maintain their eligibility for extended foster care?

If the youth falls in any of the above categories listed in Q4, they are eligible to participate in extended foster care. In order to receive benefits and services of extended foster care, the youth must meet one of the following participation criteria:

1. Completing high school (secondary education) or an equivalent program (i.e. GED);

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\(^6\) Welf. & Inst. Code § 11403(b); All County Letter 11-78.
\(^7\) Welf. & Inst. Code § 11405(e).
\(^8\) Welf. & Inst. Code § 11400(v)(1); All County Letter 11-61; All County Letter 11-69.
2. Enrolled in college, community college or a vocational education program;
3. Participating in a program or activity designed to remove barriers to employment;
4. Employed at least 80 hours a month;
5. Unable to do one of the above requirements because of a medical condition.  

Q6: When will the California Fostering Connections Act be implemented?

A: The new Kin-GAP program rules became effective on January 1, 2011. This means that the conversion of existing Kin-GAP cases into the new federal or state Kin-GAP program started in January 1, 2011. Additionally, all youth entering Kin-GAP after January 1, 2011 have been subject to the new Kin-GAP eligibility rules.

The extension of foster care benefits up to age 20 and the extension of Kin-GAP and AAP benefits (for youth whose Kin-GAP or AAP payments began after age 16) will be phased-in over 3 years starting January 1, 2012 as follows:

- Beginning January 1, 2012, extended foster care benefits, Kin-GAP and AAP are available up to age 19
- Beginning January 1, 2013, extended foster care benefits, Kin-GAP and AAP are available up to age 20 and
- Beginning January 1, 2014, extended foster care benefits, Kin-GAP and AAP are available up to age 21, contingent upon appropriation by the legislature.

Q7: Are foster youth ages 18-20 required to continue in foster care? May an exited youth reenter care?

A: Participation in foster care after age 18 under the California Fostering Connections to Success Act is voluntary. Foster youth can decide to opt-out and exit at age 18, or anytime before they turn age 19/20. However, foster youth who have exited will have the option to reenter foster care before they turn 19/20 by signing a Voluntary Reentry Agreement. There is no limit on the number of times a youth can opt-out and re-enter foster care.

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9 Welf. & Inst. Code § 11403(b); All County Letter 11-61; All County Letter 11-69.
11 Welf. & Inst. Code § 11403(a) and (b).
12 Welf. & Inst. Code §§§11400(z), 388(e); 366.31(c).
Q8: Where can I get more information on the California Fostering Connections to Success Act?

A: The California Department of Social Services has issued several All County Letters and there will be more All County Letters forthcoming, which provide useful information on the implementation of the California Fostering Connections to Success Act. The ACLs are available at: http://www.dss.cahwnet.gov/lettersnotices/PG931.htm. You can also visit the California Fostering Connections project website at www.cafosteringconnections.org or contact representatives of the bill’s sponsor organizations, who are listed on the front cover.
Foster Care After Age 18 – ELIGIBILITY

Q9:  What are the basic eligibility requirements for a foster youth to receive foster care benefits after age 18 under the California Fostering Connections to Success Act?

A:  There are four basic eligibility requirements for a youth to continue to receive support after the age of 18 under the California Fostering Connections to Success Act. The youth must (1) have an order for foster care placement on his/her 18th birthday;\(^{13}\) (2) continue under the jurisdiction of the juvenile court as a dependent, under transitional jurisdiction or as a ward;\(^{14}\) (3) meet one of the five participation conditions;\(^{15}\) and (4) agree to live in a supervised placement that is licensed or approved under new standards for 18 to 20 year olds.\(^{16}\) In addition, a youth has to sign a mutual agreement (note: this is not a condition of payment),\(^{17}\) meet with his/her social worker or probation officer every month,\(^{18}\) and participate in six-month review hearings.\(^{19}\)

Q10:  What is the process for a youth to voluntarily remain in foster care after age 18? Is it an “opt-in” process or an “opt-out” process?

A:  The California Fostering Connections to Success Act is an “opt-out” program, providing a process for youth to voluntarily elect to exit foster care after age 18. This means that a youth’s foster care will be extended past age 18 unless s/he elects to exit care. The court must hold a hearing prior to terminating a youth’s dependency, delinquency or transition jurisdiction and the county must submit a detailed report of information and documents provided to the youth and status of the case. In addition, the court must find that a youth who wants to opt-out of extended foster care was informed of the benefits of extended foster care and their right to re-enter.\(^{20}\)

Q11:  What does it mean for a youth over 18 to be in foster care under the jurisdiction of the juvenile court?

A:  To receive foster care benefits after the age of 18, a youth must remain under the jurisdiction of the juvenile court (this can be under the court’s dependency, delinquency or transition jurisdiction). This means that the youth continues to have a six-month review hearing in court or an administrative review. During that hearing, the court will ensure the youth continues to meet one of the participation conditions for foster care benefits and that the social worker or probation officer is continuing to assist the youth in meeting these eligibility conditions. The court will

\(^{13}\) Welf. & Inst. Code § 11400(v).
\(^{14}\) Welf. & Inst. Code § 11400(v).
\(^{15}\) Welf. & Inst. Code § 11403(b).
\(^{16}\) Welf. & Inst. Code § 11402 et seq.
\(^{17}\) Welf. & Inst. Code §§ 303(d), 11400(u); All County Letter 11-61.
\(^{18}\) 42 U.S.C. § 622(b)(17); ACYF-CB-PI-10-11 (p. 11).
\(^{19}\) Welf. & Inst. Code §366.3(m).
\(^{20}\) Welf. & Inst. Code §§366.3 (n);§ 391(c)(2).
also assess the youth’s progress in meeting the goals in his or her Transitional Independent Living case Plan (TILP) and case plan efforts made by the placing worker to assist the youth to obtain permanent connections with caring and committed adults. California Fostering Connections to Success Act specifies that these case reviews shall be conducted in a manner that respects the youth’s status as a legal adult. After age 18, the California Fostering Connections to Success Act uses the term “nonminor dependents” to refer to these youths who remain under the jurisdiction of the court.21

**Q12:** What are the goals of the Transitional Independent Living Case Plan (TILCP) for youth age 18 to 20?

**A:** The goals of the TILCP for youth 18 to 20 are: (1) to develop permanent connections with caring and committed adults (2) to develop independent living skills and have opportunities for incremental responsibility and (3) to live in the least restrictive placement. Note, each TILCP has a Transitional Independent Living Plan (TILP) attached. 22

**Q13:** What does a youth have to do to meet the participation conditions for extended foster care?

**A:** In order to receive benefits after the age of 18, a youth must meet ONE of the following participating requirements:

1. Completing high school or equivalent program (i.e. GED) (enrollment is defined according to the definition employed by the school or program); OR

2. Enrolled in college, community college or a vocational education program (half-time enrollment, as the college, community college or vocational program defines half-time enrollment); OR

3. Employed at least 80 hours a month (this must be paid employment); OR

4. Participating in a program or activity designed to remove barriers to employment (this is the “safety net” category which is intended to capture all youth who are not eligible under the employment or education conditions); OR

5. Unable to do one of the above requirements because of a medical condition (short or long-term medical or mental health condition as verified by a health practitioner).23

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21 Welf. & Inst. Code §§ 366.3 (l) and (m), 11403(c).
22 Welf. & Inst. Code § 11400 (y); All County Letter 11-69.
23 Welf. & Inst. Code § 11403(b)(5); All County Letters 11-61 and 11-69.
Q14: What happens if a youth has a temporary break in participation in one of the conditions?

A: It is likely that a NMD may transition between participation activities during the 6 month certification period that occurs between each case review hearings. But temporarily not participating in one criteria (i.e. if the youth loses a job) does not make the youth ineligible for EFC. As long as the NMD continues to work toward their goals set out in the TILP, then they will not lose eligibility. Participation criteria Number 3 “Removing Barriers to Employment” is intended to bridge the gaps in eligibility. 24

In addition, the Six Month Certification of Participation should specify both a primary participation condition that the NMD will satisfy as well as a “back-up” plan as detailed in the NMD’s TILP, in order to ensure that a NMD has multiple paths to eligibility during any six-month period.25

Q15: What is the “mutual agreement” that a youth must sign?

A: A youth must sign a mutual agreement with the child welfare agency within six months of turning 18 in order to participate in extended foster care. The mutual agreement is not a condition of payment. This means that the mutual agreement does not have to be signed in order to continue to receive foster care benefits after turning 18 and failure to sign the mutual agreement is not a basis to terminate foster care benefits. However, the mutual agreement signifies the NMD willingness to participate in extended foster care and thus must be signed within six months of turning 18 to avoid having a court hearing set to terminate the court’s jurisdiction (NOTE: if the court does terminate jurisdiction because the NMD refuses to sign the mutual agreement, the NMD has the right to re-enter at any time prior to turning 20).26

Q16: What about youth who are non-federally eligible? How does the California Fostering Connections to Success Act extend foster care for them?

A: The California Fostering Connections to Success Act extends foster care for youth in the state-only foster care benefits program as well as the federal foster care benefits program. In most placements, if the NMD is not eligible for federal foster care benefits they are eligible to receive the same amount of support through state foster care benefits. The only exception is placements with approved relative caregivers because relative placements are not eligible for state-only foster care benefits. Thus, a NMD placed with an approved relative will qualify for an extended CalWORKs payment if the NMD does not meet the federal eligibility rules. 27 For youth participating in Kin-GAP, there is both a state and a federal Kin-GAP program.

24 Welf. & Inst. Code § 11403(b); All County Letter 11-69.
25 Welf. & Inst. Code § 11403(i); All County Letter 11-69.
26 Welf. & Inst. Code § 11400(u); All County Letter 11-61.
27 Welf. & Inst. Code § 11253.3; All County Letter 11-78.
Therefore, youth who are not federally-eligible can still receive state Kin-GAP benefits.  

**Q17:** What about youth who are currently ages 18, 19 or 20? Do they benefit from extended foster care in any way?

**A:** Youth who are currently age 19 or 20, meaning they turned 19 or 20 years old in 2011, are not eligible for extended foster care.

Youth who are currently 18 years old may be eligible for extended foster care if they have an open case in juvenile court as of January 1, 2012. These youth either remain eligible or regain eligibility for foster care benefits (AFDC-FC) on January 1, 2012 until they turn 19. Once they turn 19 in 2012, these youth will lose eligibility for foster care benefits (although, the court can elect to continue jurisdiction) until January 1, 2013. Beginning January 1, 2013, these youth become eligible for AFDC-FC benefits once again until they turn 20 in 2013.

**Q18:** How can a youth re-enter foster care?

**A:** A NMD who has opted out of extended foster care has the option to re-enter foster care at a later date prior to reaching the maximum age limit. A NMD can reenter by signing a Voluntary Reentry Agreement with the county child welfare agency or by petitioning the juvenile court (through a 388(e) petition) to have the court resume dependency or transition jurisdiction. The NMD is eligible for benefits and services again as of the date that the Voluntary Reentry Agreement is signed and the NMD is placed in an eligible facility. In order to reenter, the NMD must agree to meet one of the participation criteria, agree to be placed in a supervised setting, and be under the maximum age for foster care.

**Q19:** When does eligibility for foster care benefits end for youth over age 18?

**A:** There are certain categories of youth over the age of 18 who are not eligible for extended foster care benefits including youth who join the military or who get married.

For youth who are eligible to receive benefits, eligibility continues until a NMD reaches age 19/20, however benefits can be suspended if any of the following occurs (1) the NMD requests to be discharged from foster care; (2) the juvenile court makes a finding that the NMD is not in compliance with a reasonable plan to meet one of the five participation conditions; or (3) the NMD is not living in a supervised foster care setting. In these instances, the court may terminate dependency or transition jurisdiction and assume general jurisdiction. A youth under the court’s general jurisdiction is not eligible for foster care benefits or case

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29 Welf. & Inst. Code §§ 11400(v), 11403(b); All County Letters 11-61 and 11-69.
30 Welf. & Inst. Code §§ 11400(z), § 388(e), 366.31(c).
31 All County Letter 11-69.
32 Welf. & Inst. Code §§ 11403(e), 391(c).
management services but can elect to “reenter” foster care and resume receiving benefits as long as the youth opts to return, agrees to meet the participation requirements, and lives in a supervised setting. Once a youth reaches the maximum age, eligibility for extended foster care benefits ends. 33

33 Welf. & Inst. Code §§ 388(e), 11403(e); All County Letter 11-69.
Foster Care After Age 18 – PLACEMENT

Q20: Are there any limitations on where a youth can live in order to receive extended foster care benefits under the California Fostering Connections to Success Act?

A: The placements available to youth participating in extended foster care after age 18 include:

1. Home of a relative or NREFM (approved);
2. Foster family home (licensed) – including whole family foster homes and regional center homes;
3. Foster Family Agency certified home (licensed);
4. Home of a non-related legal guardian (approved by the juvenile court).
5. Group home, (licensed) subject to new limitations discussed further below;
6. Transitional Housing Placement Program (THPP) (licensed) subject to new limitations discussed further below;
7. THP-Plus Foster Care (approved);
8. Supervised Independent Living setting (SILP) (approved).

Except for group home placements and THPP, there are no explicit limitations on where a NMD can live.34

Q21: Does a youth have to remain in the same foster care placement when s/he turns age 18?

A: No. In general, a youth may continue living in the same setting that s/he was living in prior to turning 18 or the NMD can live in another placement. The goal is for the NMD to transition to the least restrictive placement in preparation for exiting foster care. As was true before the youth turned 18, the setting where the youth lives must continue to be either an approved or licensed foster care setting, depending on the type of placement or facility.35

Q22: How does the California Fostering Connections to Success Act affect group home placements for youth age 18 to 21?

A: The California Fostering Connections to Success Act allows a youth to remain in a group home placement after age 18 and up to age 19 in order to promote educational stability. After the youth graduates from high school or an equivalent program (ie GED) or turns age 19, continuation in a group home is prohibited unless it is necessary due to a medical condition. Even if the youth has a medical condition,

34 Welf. & Inst. Code § 11402.; All County Letter 11-77.
35 Welf. & Inst. Code § 16501.1 (c)(1); All County Letter 11-77.
remaining in a group home should be a short term option until a more appropriate and permanent placement can be found. 36

Q23: What is THP-Plus Foster Care and how is it different that the current THP-Plus program?

A: THP-Plus Foster Care is a new supervised placement available to youth in extended foster care, ages 18 to 20. It is modeled after the exiting THP-Plus program for non-dependents, and provides youth with housing and supportive services in an age-appropriate setting. THP-Plus Foster Care differs from the current THP-Plus program in three ways: (1) participating youth are under the supervision of the county placing agency, meaning that they will have contact with a social worker; (2) participating youth are under the jurisdiction of the juvenile court, meaning that they will have review hearings every six months; and (3) THP-Plus Foster Care is a federally-eligible foster care placement. THP-Plus Foster Care will not be licensed by Community Care Licensing, instead the provider will be approved by the county placing agency and the approved provider then will certify the facility or site of placement. CDSS is currently in the process of developing the new approval standards and a statewide rate structure for THP-Plus Foster Care providers.37

Q24: What is a Supervised Independent Living Placement (SILP) and how is it different from the other placement options available to youth 18 to 20?

A: The Supervised Independent Living Placement (SILP) is a new placement option for youth age 18 to 20. A SILP is a supervised setting as specified in a NMD’s Transitional Independent Living Plan (TILP). This may include apartment living, room and board arrangements, college dorms and shared roommate settings.

There are two steps in approving a SILP placement for an individual NMD. First, the NMD must undergo a readiness assessment prior to being approved to live in a SILP. Second, the actual SILP placement itself must be approved by the county as meeting health and safety standards appropriate for legal adults using the SILP inspection checklist (the SOC 157B).

A youth placed in a SILP may receive the foster care benefit directly. The payment for a youth living in a Supervised Independent Living Placement is the equal to the basic foster care rate for 15 – 20 year olds, currently $776 per month. NMDs in a SILP setting are not eligible for a specialized care increment; however, a NMD who is parenting can receive the infant supplement in addition to the basic rate.38

36 Welf. & Inst. Code § 16501.1 (c)(1); All County Letter 11-77.
37 Welf. & Inst. Code §§11400(x), 11403.2(a)(3); All County Letter 11-77.
38 Welf. & Inst. Code § 11400(w); All County Letter 11-77; SOC 157B.
Q25: If a youth moves from one SILP to another, will the benefits continue while the new setting is being approved?

A: To ensure the continuity of payment, NMDs who inform the placing agency of the move are allowed to live in an unapproved SILP temporarily while awaiting approval of the new SILP. In a situation where a NMD moves unexpectedly, the county must inspect the new SILP site for approval within ten calendar days.39

Q26: Are there any categories of NMDs that cannot live in a Supervised Independent Living Placement?

A: There are not any categories of NMDs that are prohibited from living in a SILP setting. In general, placement in a SILP is based on an assessment of the developmental readiness of the young adult.40

Those youth receiving extended Kin-GAP benefits, extended AAP benefits or extended AFDC-FC benefits as a nondependent with a non-related legal guardian are not eligible for a SILP or THP-Plus Foster care (or any other kind of foster care placement) because they are not in foster care. These youth may live in a college dorm as long as the former guardians or adoptive parent(s) maintain the support of the youth. These youth cannot receive the payment directly since these placements are not considered a SILP placement.41

Q27: What is a Shared Living Agreement?

A: A Shared Living Agreement is an agreement that a NMD can enter into with a provider or caregiver. It is not required, but is considered a best practice. The agreement documents a written understanding between the caregiver and the NMD on the various expectations for placement in a household and conditions for shared daily living (such as house rules, curfews, chores etc). The agreement is individualized as it should reflect the NMDs continued transition to adulthood. The agreement will be updated as needed and appropriate. Counties can choose to implement this as a requirement and it can be a useful tool to facilitate discussions between caregivers and NMDs.42

Q28: Can a NMD reside out of county or out of state and still qualify for EFC?

A: Yes, a NMD has the right to reside out of county or out of state and still qualify for EFC benefits. For NMDs who reside in a different county or state, the county of jurisdiction retains case management and financial responsibility for the NMDs, but the county of jurisdiction may request that the host county provide courtesy supervision or the host state provides supervision under the Interstate Compact for the Placement of Children. Counties or states are not required to provide such supervision. Monthly visits still need to occur between the social

39 Welf. & Inst. Code § 11402.2; All County Letter 11-77.
40 All County Letter 11-77.
41 All County Letter 11-69; All County Letter 11-77.
42 All County Letter 11-69, Attachment B; All County Letter 11-77, Attachment A.
worker and the NMD (even if the host county or state of residence refuses to provide supervision).43

Foster Care After Age 18 – BENEFITS

Q29: What are the foster care rates paid for youth age 18 to 20?

A: Youth (or their caregiver) are eligible to receive the foster care rate that is set according to the youth’s type of placement and, in some cases, the youth’s special needs. The amount of the benefit depends on where the youth is living. There are different rates available for relatives, guardians, foster family homes, group homes, and foster family agencies. The same rules that currently govern the amount of the benefit for these different placements continues in effect for those youth who remain in these placements after the age 18 as NMDs. If a youth remains in one of these placements, his or her benefit will remain unchanged as a result of turning 18 and continuing in extended foster care as a NMD.44

A parenting NMD continues to be eligible to receive the Infant Supplement in his/her placement and also continues to be eligible for the $200 supplement if the NMD and the caregiver have completed a Shared Responsibility Plan.45

NMDs in SILP placements are eligible for the basic foster care rate for 15 – 20 year olds, currently $776 a month. NMDs in SILP are not eligible for specialized care increments. However, a parenting NMD is eligible to receive the Infant Supplement in the SILP.46

The rate for the THP-Plus Foster Care program has not yet been determined. The California Fostering Connections to Success Act authorizes for approval, renewal and per site fee which is calculated into the rate. Currently there are two rates proposed for THP-Plus, one for site based and one for host family.

Youth participating in extended foster care are also eligible to receive Medi-Cal and a county clothing allowance (if available), just like they were receiving prior to turning 18.47

Q30: Can a youth receive the foster care benefits directly?

A: A youth living in a Supervised Independent Living placement can receive the payment directly. Youth in all other types of placements (like group homes, THP-Plus Foster Care, or a foster family home) do not receive the benefit directly, but a provider may agree to give part of the benefit to the NMD to manage in order to help the NMD to develop financial skills and greater levels of responsibility.48

44 All County Letter 11-69, All County Letter 11-77.
45 Welf. & Inst. Code § 11465(d)(2)
46 Welf. & Inst. Code § 11461(e); All County Letter 11-77.
47 Welf. & Inst. Code § 11461(f)(1)
48 Welf. & Inst. Code § 11403(d); All County Letter 11-69; All County Letter 11-77.
Q31: What placement types are eligible for the specialized care increment rate, provided to youth with additional needs?

A: Youth age 18 to 20 living in a foster family home, nonrelated legal guardian, NREFM or with an AFDC-FC funded relative caregiver may be eligible for a specialized care increment rate based on their assessed needs.49

Q32: Does a youth have to be continuing in foster care in order to receive services like Medi-Cal and Independent Living Program Services?

A: No. A youth who elects to exit foster care at age 18 and to forego the extended foster care benefits remains eligible for Medi-Cal up to age 21 under the Medi-Cal for Former Foster Youth program.50 In addition, these youth remain eligible for Aftercare Independent Living Program Services and non-federally funded THP-Plus up to age 24; although, space in the program is not guaranteed.51

Q33: What happened to the Completion Rule?

A: As of January 1, 2012 there will no longer be a completion rule for NMDs participating in extended foster care (the completion rule was the rule that required that a youth have a reasonable expectation of completing high school or an equivalent program before age 19 in order to receive benefits after the age of 18). This means a NMD participating in extended foster care can continue to receive benefits beyond age 18 regardless of whether they are expected to complete a high school or an equivalent program prior to turning 19.52 Additionally, a NMD can continue to reside in a group home up until age 19 in order to promote the educational stability of the NMD.53

The completion rule continues to exist for certain groups that do not have access to extended benefits. This includes youth who receive Kin-GAP who entered Kin-GAP prior to age 16 and youth in non-related guardianships created through the probate court.54

49 Welf. & Inst. Code § 11461(e); All County Letter 11-69; All County Letter 11-77.
50 Welf. & Inst. Code §14005.28; ACWDL 00-41, 00-61, 01-41.
51 Welf. & Inst. Code §§ 10609.4, 11403.2(a)(2).
52 Welf. & Inst. Code § 11403(b).
53 Welf. & Inst. Code § 16501.1(c)(1).
54 All County Letter 11-69.
Foster Care After Age 18 – SPECIAL TOPICS

Q34: How does the California Fostering Connections to Success Act impact youth on probation or youth who are under the supervision of the delinquency court? Will these youth be eligible for extended foster care benefits under the California Fostering Connections to Success Act?

A: Youth who reach age 18 in a foster care placement who are on probation and supervised by the delinquency court (also known as “wards” of the court) are eligible for extended foster care services in the same manner as dependent youth. In addition, the California Fostering Connections to Success Act creates a new jurisdictional status – known as “transition jurisdiction” – in order to allow former wards who meet certain requirements to participate in extended foster care without having to remain under delinquency jurisdiction.

Wards who are under an order for foster care placement on their 18th birthday are eligible for extended foster care and enter transition jurisdiction once they have finished the terms of their probation.

In addition, wards who are under 18 are eligible for transition jurisdiction if: (1) they are subject to an order for foster care placement; (2) is between 17 years old and 5 months and under 18 years; (3) the youth no longer requires the supervision of the delinquency court because they have achieved their rehabilitative goals; (4) s/he is at risk of abuse and neglect and cannot be returned to the parental home safely; and (5) the youth intends to meet the non minor dependent participation requirements.

In order to ensure that all eligible wards have this opportunity, AB 212 requires that the delinquency court consider whether to modify the youth’s jurisdiction to either dependency or transition jurisdiction over the youth at the status review hearing closest to the time when the youth turns 18 and at any hearing to terminate delinquency jurisdiction.

Q35: Who provides the supervision for a ward who elects to participate in extended foster care?

A: The county protocols established by WIC 241.1 must address which agency and court will supervise (1) a youth whose jurisdiction is modified from delinquency to dependency; (2) a NMD who is under the court’s transition jurisdiction; and (3) a NMD who becomes subject to adult probation supervision.

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56 Welf. & Inst. Code § 450 et seq.
57 Welf. & Inst. Code § 607.2 et seq.
58 Welf. & Inst. Code § 450 et seq.
Q36: What about the case of youth who are custodial parents—How does the California Fostering Connections to Success Act provide for them?

A: Youth who are custodial parents have the same rights to participate in foster care after age 18 as all other youth. Under current law, a provider who is caring for a minor parent and her child is paid a foster care benefit that includes an amount for the care of both the minor parent and the child. This rate structure continues for nonminor parents after they turn 18. The caregiver of nonminor parent will continue to receive an “infant supplement” as part of the foster care rate for the NMD. If the nonminor parent lives in a Whole Family Home, the caregiver may be eligible for the $200 for the Shared Responsibility Plan.61

If a nonminor parent elects to live in a Supervised Independent Living setting with her child, she would receive the basic rate for her own support plus the infant supplement for the care of her child.62

Note, if the nonminor parent is not federally eligible for foster care benefits and is placed with an approved relative under the court’s jurisdiction, the NMD can continue to receive CalWORKs benefits. CalWORKS is available for NMDs until age 19 beginning January 1, 2012 and until age 20 beginning January 1, 2013. There is no infant supplement to the CalWORKS benefit. All pregnant or parenting youth have the option of establishing their own CalWORKS case at age 18 or remaining in extended foster care and receiving CalWORKS while living in the home of an approved relative. The nonminor parent is not subject to the CalWORKS program rules if she chooses to remain in extended foster care.63

Q37: If the youth is a consumer of Regional Center Services, will the youth continue to receive dual agency rates and the supplemental rate for extraordinary care and supervision?

A: Yes, the dual agency and supplemental rates will apply to youth otherwise eligible for extended foster care who remain a dual agency Regional Center consumer.64

Q38: Can a youth receive both extended foster care benefits under the California Fostering Connections to Success Act and Supplemental Security Income (SSI)?

A: A youth who meets the eligibility requirements for both extended foster care and SSI may be eligible to receive both at the same time, depending on the rules pertaining to offset between SSI and foster care benefits. SSI payments are reduced dollar-for-dollar by the amount of federal foster care benefits. A youth can receive

61 Welf. & Inst. Code § 11364(c); All County Letter 11-69.
62 All County Letter 11-69; All County Letter 11-77.
63 All County Letter 11-78.
64 All County Letter 11-61.
both SSI and federal foster care payments only if the SSI benefit is higher than the foster care payment. If the federal foster care benefit exceeds the SSI benefit, then the youth would receive only the foster care benefit and the SSI benefits will be placed in suspense.65

Because a youth will lose their SSI eligibility if they do not receive a SSI payment for 12 consecutive months, AB 12 requires that county welfare agency, during at least one month of every 12-month period, beginning with the date that the SSI benefit is placed in suspense, forego the federally funded AFDC-FC or Kin-GAP benefits and instead use state AFDC-FC or Kin-GAP resources to supplement the SSI benefit that the youth receives during that month. This will ensure that the NMD actually receives a SSI payment during at least one month of every 12 month period and will ensure the NMD retains eligibility for SSI.66

Youth who are eligible for state foster care benefits can receive both SSI and their SSI benefit as long as the foster care payment exceeds the SSI payment.

Youth who receive a SSI benefit that exceeds their foster care maintenance payment may remain in extended foster care, even though they do not receive any foster care payment. These youth will receive all the services, including case management, ILP, and court supervision, that all youth in extended care receive. However, many of these SSI eligible youth may choose to exit out of extended care because of the services and supports available in the community to SSI recipients.67

**Q39:** Under the California Fostering Connections to Success Act, the extension from age 20 to 21 is subject to budget appropriation by the state legislature. When would it happen and how can we plan for this?

**A:** The final year of extension (from age 20 to 21) is subject to a budget appropriation by the state legislature. It is not automatic, as the first two years of the age extension are. The state legislature must take action which will be contingent upon the state budget and proven cost effectiveness of extended foster care. Until this action is taken by the Legislature, foster care in California is effectively extended only to age 20. Once the Legislature takes this action, it does not need to be taken again.68

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66 Welf. & Inst. Code § 13757(d).
68 Welf. & Inst. Code § 11403(k); All County Letter 11-69.
Kin-GAP – ELIGIBILITY

Q40: How does the California Fostering Connections to Success Act change California’s current Kin-GAP program?

A: The California Fostering Connections to Success Act made several important changes to the Kin-GAP program. First, under the California Fostering Connections to Success Act there are now two different subsidized guardianship programs. California will have a new Kin-GAP program funded with state-only dollars, for those non-federally eligible youth who, as dependents, were placed by juvenile court in an approved home of a CalWORKs funded relative.69 Youth who are eligible to receive federal foster care benefits while in foster care will participate in the federally-subsidized Kin-GAP program.70 The two programs are identical in terms of eligibility requirements, benefits, and other rules.

The five big changes to the Kin-GAP eligibility rules are: (1) youth have to be residing with the relative for only 6 months prior to exiting foster care to Kin-GAP (previously it was 12 months); (2) Kin-GAP benefits are determined and adjusted periodically based on changed needs pursuant to a negotiated agreement (previously, Kin-GAP benefits were frozen at the same amount of what the youth was receiving in foster care the month before exiting to Kin-GAP); (3) youth can continue to receive Kin-GAP beyond age 18 and up to age 19/20/21 if certain conditions are met as discussed in Q41 (previously, Kin-GAP only went to age 18 or 19); (4) Kin GAP now can be paid out of state; and (5) a child can enter Kin –GAP via the voluntary placement agreement process if juvenile court orders a guardianship at the WIC 360 hearing.71

Q41: What are the basic eligibility requirements for a youth to receive Kin-GAP under the California Fostering Connections to Success Act?

A: There are four basic eligibility requirements for a youth to receive Kin-GAP benefits. The youth must (1) have been removed from his parental home and placed into foster care supervised by either the dependency or the delinquency court; (2) reside with an approved relative guardian for at least 6 consecutive months, (3) have a kinship guardianship established with that relative by juvenile court, and (4) have his or her court case dismissed by either the dependency court or the delinquency court at the same time or subsequent to the establishment of the guardianship.72

In addition, prior to the court initiating the guardianship, the relative guardian and the county agency must enter into a Guardianship Agreement setting forth the amount of the payment. This Guardianship Agreement does not have to be

69 Welf. & Inst. Code § 11360 et seq.
70 Welf. & Inst. Code § 11385 et seq.
71 Welf. & Inst. Code §§ 11360 et seq, 11385, et seq ;All County Letter 11-15; All County Letter 11-67
completed prior to the court ordering guardianship for purposes of eligibility for the state Kin-GAP program.\textsuperscript{73}

**Q42: Do all youth who are eligible for Kin-GAP benefits remain eligible after age 18 and up until age 21?**

**A:** No. Kin-GAP benefits terminate at different times depending on what age the youth was when the negotiated Kin-GAP benefits commenced and the special needs of the youth, as explained below.

A youth, regardless of age of entry into Kin-GAP, may continue to receive Kin-GAP up until age 21 if s/he has a physical or mental disability that warrants continuing assistance beyond age 18 and up until 21.\textsuperscript{74}

Youth who do not have a physical or mental disability and who began to receive the negotiated Kin-GAP payment prior to reaching 16 years old are eligible for Kin-GAP benefits after age 18 if they are expected to complete high school or an equivalent program before they turn 19. If they have this expectation, they can continue to receive Kin-GAP until they graduate or turn 19, whichever is sooner. If they do not have the expectation of completion by age 19, Kin-GAP benefits terminate at age 18.\textsuperscript{75}

Effective January 1, 2012, youth who turned 16 before the negotiated Kin-GAP payments commenced may be eligible for extended Kin-GAP benefits beyond age 18, and up until age 20, as long as the youth meets one of participation conditions described in Q3 and signs a mutual agreement.\textsuperscript{76}

**Q43: Do the participation conditions apply to youth in the Kin-GAP program who wish to receive Kin-GAP after age 18?**

**A:** As with youth in foster care, a youth who entered the Kin-GAP program after age 16 can continue to receive Kin-GAP assistance until age 20 as long as the youth is doing ONE of the following:\textsuperscript{77}

1. Completing high school or equivalent program (i.e. GED); OR
2. Enrolled in college, community college or a vocational education program; OR
3. Participating in a program designed to remove barriers to employment; OR
4. Employed at least 80 hours a month; OR
5. Unable to do one of the above requirements because of a medical condition.

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\textsuperscript{73} Welf. & Inst. Code §§ 11364, 11387.
\textsuperscript{74} Welf. & Inst. Code §§ 11363(c)(2), 11386(g)(2).
\textsuperscript{75} Welf. & Inst. Code § 11363(c)(3), 11386(g)(3); All County Letter 11-15.
\textsuperscript{76} Welf. & Inst. Code §§ 11363(d), 11386(h).
\textsuperscript{77} Welf. & Inst. Code §§ 11363(d), 11386(h).
Q44: Kin-GAP doesn’t include ongoing case management and agency supervision. How will it be determined that youth age 18 to 20 in Kin-GAP are meeting one of the five participation conditions?

A: The relative guardian is responsible for requesting the Kin-GAP benefit extension beyond the age of 18, and providing documentation to the responsible public agency supporting that the youth meets one of the five participation criteria. Further, the relative guardian is also responsible for reporting any changes to the responsible public agency when the nonminor former dependent is no longer meeting one of the five participation criteria.78

Q45: How is the amount of the Kin-GAP benefit determined?

A: The amount of the Kin-GAP benefit, as well as the other services and assistance the youth is entitled to receive, is determined through a negotiation between the relative guardian and the county child welfare agency, probation department or Indian tribe. The benefit amount, as well as the additional services and assistance the child will receive, is set forth in a written Guardianship Agreement that can be adjusted periodically, but no less than once every two years, as the needs of the child and the circumstances of the guardian change. The negotiated Kin-GAP benefit cannot exceed the amount of the age-related, state-approved basic foster care maintenance payment and any applicable special care increment that the youth would have received if s/he had remained in foster care. If the youth is a parent of a child placed in the same home, the teen parent rates apply. If the youth is a regional center consumer, the dual agency rates apply.79

Q46: Can a youth who is participating in Kin-GAP and is over age 18 receive the Kin-GAP payment directly?

A: No, the Kin-GAP payment is paid directly to the relative guardian.

Q47: How will the conversion of current state-only Kin-GAP cases to the new federal and state programs happen?

A: The conversion of Kin-GAP cases that existed prior to January 1, 2011 into either the new federally-subsidized or new state funded program began on January 1, 2011. As these Kin-GAP cases come up for their annual review, they are assessed to determine if the youth was receiving a federal AFDC-FC payment prior to entering the Kin-GAP program. If the youth was receiving a federal foster care payment prior to entering Kin-GAP, then the case can be transitioned into the new federal Kin-GAP program (as long as there is documentation of the prior federal eligibility). If the youth was receiving CalWORKs as a dependent placed with an approved relative, the case will be converted into the new state funded Kin GAP program.

78 All County Letter 11-XX (forthcoming)
The county will inform the relative guardian of the benefits of transitioning to the new programs, including the right to negotiate the amount of Kin-GAP assistance and to re-negotiate rates as the needs of the child and circumstances of the guardian change over time. The transition from the current Kin-GAP program to the new federal or state Kin-GAP programs should be seamless for the relative guardian with no disruption in payments.80

Q48: When does the new Kin-GAP program under the California Fostering Connections to Success Act get implemented?

Different provisions of the new Kin-GAP program get implemented at different times.

On January 1, 2011, three things happened: (1) the conversion of state-only Kin-GAP cases into new federal and state Kin-GAP programs began following the annual review schedule of the current Kin-GAP cases; (2) new applications for Kin-GAP benefits are now accepted per the new program rules described in Q34; and (3) youth with a mental or physical condition that warrants the continuation of assistance became eligible to receive Kin-GAP until age 21.81

On January 1, 2012, the provision permitting youth who entered Kin-GAP at age 16 or older to continue to receive Kin-GAP benefits after age 18 and up to age 20 will be implemented.82

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80 All County Letter 11-15.
81 All County Letter 11-15.
82 Welf. & Inst. Code §§ 11363(d), 11386(h); All County Letter 11-15.
On January 8th and 9th, 2008, more than 300 foster youth, former foster youth, caretakers, community-based organizations, employers, and professionals from child welfare, workforce development, education, and probation from across California came together in Sacramento to address employment and career development issues and forge solutions for the nearly 85,000 young people in foster care in California. Sponsored by Casey Family Programs, New Ways to Work, and the Child and Family Policy Institute of California (CFPIC), the summit was the first statewide gathering of its kind.

48 counties were represented at the Summit which featured interactive strategic planning and priority setting sessions, cross-disciplinary county team sessions to develop local commitments and define next steps, and a panel of leaders from Child Welfare, Education, Workforce and Philanthropy who identified opportunities and shared the need for program alignment at the state and local levels. Participants at the summit prioritized a set of recommended actions for legislators, state policy-makers, and local practitioners in the following four Policy Areas to improve outcomes for foster youth:

- Prioritize career development and employment for every foster youth
- Connect youth to education and workforce development programs
- Support emancipating and emancipated youth in their transition to adulthood
- Provide work experience and job opportunities that lead to economic success

The Summit culminated with a hearing at the State Capitol, where the sponsoring partners, local practitioners from around the state, and current and former foster youth shared the following priority actions with members and staff of the State Assembly and Senate. In attendance at the hearing were the following members and staff:

Karen Bass – Chair (D- Los Angeles)
Bill Maze – Co-chair (R- Visalia)
Patty Berg (D-Eureka)
Noreen Evans (D-Santa Rosa)
Loni Hancock (D-Berkeley)

Shirley Horton (R-San Diego)
Dave Jones (D- Sacramento)
Mark Leno (D- San Francisco)
Roger Niello (D- Sacramento)
Nicole Parra (D-Hanford)
Ira Ruskin (D-Redwood City)

Staff representing Senator Pat Wiggins (D-Santa Rosa) and Assemblyman Anthony Portantino (D-Pasadena) were also in attendance,
Foster Youth Career Development and Employment Summit
Priority Actions

Prioritize Career Development and Employment for every Foster Youth

- Develop a consolidation bill that creates a unified vision for transitioning foster youth, brings together the various pieces of existing law that address one or more related foster youth transition issues, and coordinates systems. A cross-disciplinary workgroup including youth should work with the Legislature and create uniform policies and an efficient coordinated service system in which foster youth receive priority for services across departments.

- Ensure that all existing laws directly related to transition issues, career development, and/or employment preparation are fully implemented and resourced appropriately.

- The Child Welfare Council should prioritize the creation of common assessments and outcome measures in the areas of permanence, education, and employment across all systems working with transitioning youth. The Council should formalize Memoranda of Understanding among State Agencies and Departments that define ways to allow for the sharing of data and information about common program participants. Agencies and Departments should be charged with implementing common data systems and reporting cycles to maximize cross-program collaboration.

Connect Youth to Education and Workforce Development Programs

- Actively support cross-program collaboration in order to leverage and link services across systems for foster youth by addressing issues of resource sharing, data alignment and reporting, program design, technical assistance, professional development, oversight, and governance.

- Establish a statewide program in which former foster youth are employed as transition navigators in each county to link foster youth to systems and services and ensure that when youth relocate their services are maintained. (Modeled after the current Disability Navigators)

- Bring together the multiple plans that guide a youth’s transition by creating a system for and requiring a common, youth-centered and youth-led transition plan across all agencies, departments, and programs that work with transitioning youth.
Support Emancipating and Emancipated Youth in their Transition to Adulthood

- Support or establish comprehensive, youth-led transition centers that coordinate existing resources and provide a place for youth to be supported and connected to one another and their community.

- Expand eligibility and resources for career development and employment supportive services and Independent Living Programs to ages 12-25.

- Build on the successes of the THP+ model and create additional transitional housing opportunities. Adjust program eligibility and program participation requirements to allow youth to maintain housing while pursuing the goals of permanence, education (including secondary and post-secondary), and employment. Transitional housing and affordable residential opportunities must be developed on or near community college campuses.

Provide Work Experience and Job Opportunities that Lead to Economic Success

- Encourage the hiring of youth in entry level, career pathway positions through a subsidized, transitional work-experience program in partnership with the private and public sectors, ILP, and Workforce Investment Boards. The program should include the provision of support to worksite supervisors to maximize their participation, youth to build confidence and skills, and foster families to support youth participation.

- Encourage the State Youth Vision Team and the California Workforce Investment Board to develop a statewide “Hire-a-Youth” campaign in partnership with the California Chamber of Commerce and other state-level business groups.

Career development is important for all youth, but it is especially important for foster youth who “age out” of the foster care system at the age of 18. Foster youth are often left to face the transition to adulthood on their own in the face of daunting odds and without the support of family or community. According to a recent study by the Pew Charitable Trust, one in four foster youth is incarcerated within the first two years of leaving foster homes, one in five becomes homeless sometime after the age of 18, only 58% complete high school, and only 3% earn college degrees (compared to 87% and 28% respectively in the general population).

We look forward to working with the Legislature, State and County Agencies, and local practitioners to improve services and programs provided to this group of California’s young people.

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Meeting Results Summary

In October of 2010, New Ways to Work convened 150 professionals from Child Welfare, Workforce Development, Juvenile Justice, and Education along with policy makers, caregivers, and youth to uncover quality practices and policy priorities to be considered in the implementation of AB12. Five issue areas were explored through discussions and presentations, and included Workforce Approaches and Partnerships; Permanence, Career Development and Employment; Supporting Success in Career-Related Post Secondary Education; and The Career Development Continuum and Younger Youth.

The following priorities emerged from the Forum:

**Conduct Foster Youth Pathways to Employment Summits in regions across the state.**
Local practitioners should be engaged with others in their counties and in their region in the same process conducted as a statewide activity in October, 2010. The tools, processes and frameworks are in place to build effective partnerships across systems that will support the career development and employment preparation (and eventual career outcomes) of older youth in care.

**Replicate “Priority Hire” programs in every county of the state.**
A few counties have piloted programs where Foster Youth participate in internship or temporary hire programs with county departments, and are coached through and engaged in the regular county hiring process for permanent positions. In three different counties this process is currently managed by different entities – Workforce Development, County Child Welfare, and ILP. Replication would require documenting the current practices, developing replication tools and materials, and providing training and technical assistance to counties.

**Support the development of Youth Transition Centers in every county of the state.**
Youth-run, youth-led transition centers are active in a number of California counties and are proving to be highly effective in engaging and supporting youth with a variety of services, supports and opportunities, including career development and employment. These centers should be documented and resources provided to incubate and sustain them across the state.

**Develop a statewide peer professional development network** focused on providing older youth in care with career development and employment services. Focus on quality practice and partnerships across child welfare, workforce and education. Model the initiative after the Youth Council Institute, facilitated by New Ways and the California Workforce Association, on behalf of the State Workforce Investment Board.

**Encourage and empower caregivers to support career development and employment activities with the youth in their care.**
Uncovered through the BSC on ILP Transformation, practices that identify, engage, train, include and support caregivers in the delivery of career development and employment supports in the home should be encouraged and intentionally spread throughout the state.
This report, based on the insights and innovations of nine county teams in California, offers a new conceptual model for supporting youth in and transitioning from foster care.

Highlighting Youth-Adult Partnerships and a 360° approach, youth, caregivers, child welfare agencies and their community partners worked together in creating the practice, policy and data strategies brought together in the report. In youth’s words, this hands-on approach “connects us in real ways to all the things we need in life through the people we have relationships with.”

Visit [http://www.co-invest.org/resources/360-ILP-ReportREV11-11-FINAL.pdf](http://www.co-invest.org/resources/360-ILP-ReportREV11-11-FINAL.pdf) to view or download the report. You will find a navigation bar in the right-hand margin of the document and many hyperlinks within the Table of Contents and throughout the document, making this resource easy to navigate and use. There are four distinct sections of the report that may be of interest:

**Part One** is worth a full read – it’s all about policy and practice lessons learned as a result of the Collaborative.

**Part Two** is a great collection of “print and use” practice cards for those involved with youth every day – these are activities that anyone can do immediately to engage youth and support them in their lives, permanency relationships and planning for their futures.

**Part Three** shares strategies and lessons learned from the perspectives of those involved in the Collaborative – county and state team partners, as well as the Collaborative Director and Faculty. Don’t miss the 12 Printable Activity Cards starting on page 103 – these Shared Learning Activities really helped move the Collaborative forward and are great ideas for your own meetings, trainings and collaborative events.

**Part Four** is for those who are interested in the BSC Methodology that was used and adapted to move ILP Transformation forward – there’s a section on the methodology in general, as well as another on lessons learned in using the methodology to support transformation.

**Appendices** include some very helpful resources, such as the Collaborative’s Final Transformation Framework (p.144); a Caregivers Guide to Helping Youth Develop Independent Living Skills (p.150); a Self-Advocacy Curriculum for use with youth, caregivers and others (p.161), a guide to “What Makes a Good Adult Ally” (p. 167), and a “Five Youth Challenge” Guide (p.170) which helps to focus practice on attaining ‘love and belonging for a lifetime’ so that these important practices can be infused in and integrated with all other work with youth system-wide.

*This report and the Collaborative for ILP Transformation were made possible by the leadership and support of the California Child Welfare Co-Investment Partnership, with day-to-day coordination and support provided by Child and Family Policy Institute of California and New Ways to Work. Thank you to all the youth, caregivers, county and community partners whose passion and creativity helped steer the road toward transformation and youth-adult partnerships.*