

California Community Colleges Chancellor's Office



Dylan Ruggles

Youth from Foster Care

Foster Youth Success Initiative (FYSI) Manual: A Guide for Financial Aid Administrators

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Methodology Behind the FYSI Effort

In our effort to provide the most current and comprehensive information in this manual, we conducted extensive research and gathered information through a variety of methods that included:

- An extensive literature review
- Convening FYSI Planning Committee and Statewide Taskforce Meetings
- Convening national, state, and local experts from across disciplines via conference calls as well as personal interviews
- Participating in professional group meetings
- Attending related educational forums
- Surveying current youth in foster care and alumni of care

Literature Review

To gain a better understanding and perspective of the issues related to youth in foster care and alumni of foster care accessing postsecondary education and attaining their educational aspirations, we reviewed literature across the following disciplines:

- Child Welfare
- Probation
- Juvenile Court
- Federal and State Laws, Regulations, and Sub-Regulatory Guidelines
- Higher Education
- K-12 Education
- Child Advocacy
- Alumni of Foster Care Association Publications

FYSI Planning Committee and Statewide Taskforce

A small group of key leaders from both the state and local level representing financial aid and Independent Living Programs (ILP) were brought together to assist in identifying issues and conceptualizing a framework for the FYSI effort. Through the work of the FYSI Planning Committee, we convened a taskforce of experts who represent areas that impact youth in foster care and alumni of foster care who want to pursue postsecondary education. At this meeting, we identified the following:

- Needs of current and former youth in foster care pursuing postsecondary education
- Critical elements for successfully engaging in outreach and in-reach
- Key student support services and off-campus resources
- Strategies for linking the students to these services

Conference Calls

Conference calls were held with national, state, and local experts to identify areas needing clarification and greater understanding for financial aid administrators. Representatives from a variety of educational institutions, advocacy organizations, state government agencies, legislative offices, and national professional organizations (See FYSI Taskforce Members on p. 3) participated in numerous topic-specific conference calls including:

- A clear definition of Ward of the Court
- Verification of foster care status
- Professional judgment and dependency override
- Serving students with disabilities from foster care
- Data elements and reporting
- Best practices
- Accessing national, state, and local resources
- Sensitive communication with students from foster care
- Chafee

In addition to these formal conference calls, we also engaged in numerous personal interviews with key leaders in these same subject areas.

We would like to extend a special acknowledgement to respective FYSI Taskforce members who went above and beyond to champion policy and procedural changes that arose during the conference calls throughout the development of this manual. These unanticipated outcomes resulted from raising the level of awareness of varied policy and procedural issues that impact access to financial aid resources available to this student population.

Professional Group Meetings

We met with Region X Community Colleges Financial Aid Administrators (which is comprised of San Diego and Imperial Counties) to identify areas needing further clarification and issues they would like to see addressed and resolved through FYSI.

Mira Costa EOPS Director, Teresa Cerda, facilitated a special workgroup of MiraCosta College Student Services Directors representing the various departments on campus. Two full days were spent with this workgroup identifying how departments can collaborate to create a more cohesive referral system to better serve students from foster care. These directors were also instrumental in guiding the development of content throughout this manual.

Educational Forums

In addition to our extensive literature review, we gathered information by attending educational forums such as the California Youth Connection (CYC) Conference. CYC is an organization of current and former youth from foster care that engages the community in a variety of advocacy activities including identifying issues and developing solutions in the form of legislative and policy recommendations. CYC has been very successful in a number of areas directly affecting these youth including the passage of legislation concerning educational success.

Surveying Youth

With the assistance of alumni from foster care, we developed a *FYSI Foster Youth Higher Education Survey* specifically to gather the feedback of current and former youth from care for this effort. The survey was disseminated at the CYC conference, by members of the Orangewood Children's Foundation, and by several other taskforce members who work closely with current and former youth from care. The results of this survey speak to the needs of youth in foster care and alumni of foster care as they access higher education. Throughout the development of this manual, we sought guidance and feedback from these youth and young adults. Their responses are presented throughout this document.

How to Use this Manual

This manual was developed for the purpose of assisting California Community Colleges Financial Aid Administrators in better understanding and serving their foster care student population.

Due to the abundance of acronyms and terminology used throughout this manual, we have hyperlinked key words and phrases to the Glossary of Terms. If you are viewing this document via the Internet, simply click on the underlined words to be taken to the Glossary. If you are using a soft copy on your computer, you can quickly look up the definition of terms by holding down *control* and clicking on the underlined words.

The Appendix has a wealth of information, much of which is broken down by county for ease of access. Whenever possible, we have included pertinent references and supplemental materials in the Appendix. Within the Appendix, you will find a special section entitled “Handouts for Youth,” created specifically for you to share with youth.

During the development of this manual, we were fortunate enough to have input from youth in foster care and alumni of foster care. They repeatedly expressed how useful this information would be to other youth and alumni of foster care as many are completely unaware of all the services, resources, and financial aid they are eligible for. Therefore, to maximize the effectiveness of this manual as a tool for assisting youth, we encourage FYSI Liaisons to photocopy and review with youth the following tables:

- Table 3: Federal Financial Aid Eligibility Matrix
- Table 4: State Financial Aid Eligibility Matrix
- Table 5: Institutional Financial Aid Eligibility Matrix
- Table 6: Student Support Services Eligibility Matrix

“Why Do FYSI Liaisons Need to Know This” boxes can be found throughout the manual to serve as a reference point as to how the information provided can assist FYSI Liaisons in better serving students from foster care.

We hope you will find this manual useful as you best support current and prospective students at your respective colleges.

“Successful college experiences are transforming the lives of more and more young adults from foster care! The many lifelong benefits of higher education involvement have seldom been available to these youth. As college support programs and outreach services expand to meet their unique needs, we now have clear evidence that youth coming from foster care can succeed in college. Educators, child welfare professionals, policymakers, and advocates need to continue working together to expand postsecondary education and training opportunities for these youth. It’s about time!”

John Emerson, Casey Family Programs

Historical Background

“How Can You Help Us If You Don’t Know Who We Are?”

By Tramisha Poindexter, Youth from Foster Care

“How can you help?” You may ask, easy for some and for others a harder task.

There are so many ways to start.

But first you can help by helping straight from your heart.

How can you help when you don't know my needs?

How can you help when you don't know me?

Too many papers that seem like a foreign language

“For Free Money for School” for a FAFSA application in exchange with.

But once again how can I complete an application if it seems like a whole new language?

Sometimes you need a guiding light to see the dark path ahead.

But what if you walk in blinded with no helping hand?

So many foster youth want a higher education and a future worth looking forward to.

But the sad part is not making it because you're not aware that an application deadline is due.

I'm not asking for sympathy or all your time.

Just an interpreter there before I sign the dotted line.

Back to the first question mentioned...“How can you help me?”

With support toward a successful future that is meant to be achieved.

Executive Summary

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

Dylan Ruggles, Youth from Foster Care

The California Community Colleges Chancellor’s Office (CCCCO) has recognized that there is a significant deficit regarding youth from foster care attending higher education. Acknowledging this need, they are sponsoring a concerted effort called the *Foster Youth Success Initiative* (FYSI) to bring issues affecting these youth to the forefront and to improve the ability of these youth to access postsecondary education and benefit from the support services that are available but are often unknown to them.

Through the vision of the CCCCCO, and specifically Tim Bonnel, to create a statewide outreach and retention effort to better serve current and former youth from care, the FYSI was established. FYSI was built through CCCCCO leadership and a strong foundation of individuals representing a myriad of agencies and postsecondary educational institutions that have formed a true collaborative effort that has evolved to become a statewide FYSI taskforce. The goals of this initiative are to improve:

- Access to student services and resources
- Access to academic support
- Retention
- Academic performance
- Completion of units
- Completion of programs and degrees
- Transfer rates to baccalaureate

As Tim Christensen, Vice President for Planning & Development for the National Association of Student Financial Aid Administrators (NASFAA), so eloquently stated, “Foster youth and former foster youth are among the most frequently cited as underserved in American postsecondary education.”

“Foster youth have yet to follow the path of low-income persons, racial and ethnic minorities, women, and students with disabilities in having their need for higher education recognized and having concentrated and effective efforts made on their behalf to ensure their access to higher education and their success in higher education”¹. The following statistics reflect this grim reality³:

¹ Wolanin, T.R. (2005). *Higher Education Opportunities for Foster Youth: A Primer for Policymakers*. Washington, DC: Institute for Higher Education Policy, p. v.

- Of the foster youth who aged-out of foster care at age 18 or have spent at least one year in foster care after age 13, there are approximately 300,000 between the ages of 18 and 25, the prime college-going years.
- About 150,000 of these foster youth have graduated from high school and are college qualified.
- Of these college-qualified youth, about 30,000 are attending postsecondary education. This rate (20%) is significantly below the rate at which their peers attend (60%).
- If foster youth completed high school and attended postsecondary education at the same rate as their peers, nearly 100,000 additional foster youth in the 18-25-year-old age group would be attending higher education³.
- Only 30% of the 4,000 youth in foster care emancipated every year in California attend college, and of those only 7% attend a four-year college or university².
- Fewer than 10% of youth in foster care enroll in college and only 1% actually graduate³.

“This is the size of the gap in opportunity for higher education between foster youth and their peers, and it is the magnitude of the policy problem to equalize opportunities for foster youth”³. The FYSI aims to remove some of the barriers that preclude youth in care from succeeding in postsecondary education by raising awareness as to who current and former youth from care are, what constitutes their unique challenges and needs, and how best to support them in accessing financial aid and support services available both on campuses and in the surrounding communities.

With the amount of support, passion, and commitment that this effort has already garnered from child welfare, higher education, legislative, and child advocacy communities, it has the potential to significantly impact the lives of thousands of youth who age-out of foster care each year in California and nationwide.

The FYSI effort is composed of the following components, all of which are supported by this manual:

- Designating a Financial Aid FYSI Liaison to support students in accessing financial resources and student academic services
- Hosting a multi-day training for all FYSI Liaisons
- Establishing a statewide network of FYSI Liaisons
- Establishing a statewide listserv tool for FYSI Liaisons to share ideas, ask questions, and provide mutual support
- Integrating FYSI Liaisons into the existing network of county social services and community services for youth in foster care

The importance of this effort to the lives of youth in care and the value that a college education has is summarized best by Adam J Cornell, JD, who delivered the keynote address at the Child

² AB 2463 (1996). Retrieved October 15, 2006 from http://www.leginfo.ca.gov/pub/95-96/bill/asm/ab_2451-2500/ab_2463_bill_960930_chaptered.pdf

³ *CASA Feedback*. (2005). (Sonoma county newsletter.)

Welfare League of America's *Improving Educational Outcomes for Youth in Care*, a symposium held on February 8, 2002.

"I am both proud and thankful because I know how priceless and necessary education is to a foster child. I spent much of my early life in the care and custody of the state. After more than a dozen public schools, numerous foster homes, and two failed adoptions – the final one which ended in the suicide of my adopted father shortly before my high school graduation – education is what saved me.

The day I graduated from college was the proudest moment of my life. Just a short way down the street, on a sunny May afternoon in front of Healy Hall, I graduated from Georgetown University in 1995. There is little I remember about that day save for the red, white, and blue bunting and the final admonition to us all before we were dismissed as graduates. Father Lawton, the Dean of the College of Arts and Sciences, remarked to us in parting, 'Go forth, you sons and daughters of Georgetown.' It was the day I found a family.

Most of you are defined by your family. 'I am the brother of John' or 'I am the mother of Sarah,' one might say. Your family is the unchanging reference point in which you navigate your life. It is your anchor to windward. Foster children often lack the fixed reckoning of that definition. I did. The day I graduated from Georgetown was the day I knew I had something that no one could ever take away from me. It was two small letters after my name, but those letters have made all the difference in my life.

College was more than an academic learning environment; it was also a social environment. It was a place where I laughed, cried, and found joy in the company of my peers and professors. It was a place where I learned about breaking up and still being friends. It was a place where I learned to become a man"⁴.

Adam J Cornell

During the distribution of the *FYSI Foster Youth Higher Education Survey*, we had the opportunity to speak with many youth in foster care and alumni of foster care about the intent behind this effort. The sincere question "*How can they help us if they don't know who we are?*" posed by Tramisha Poindexter sparked the creation of the poem included in this manual. It is meant to provide readers with a firsthand look at what it feels like to grapple with the many questions asked on applications with no family or friends to provide guidance, moral support, or simply a shoulder to lean on and remind us why this effort is so vital.

⁴ Wolanin, T.R. (2005). *Higher Education Opportunities for Foster Youth: A Primer for Policymakers*, Washington, DC: Institute for Higher Education Policy p. 2.

Glossary of Terms

<u>Term</u>	<u>Definition</u>	<u>Acronym</u>
AB 490 Foster Care School District Liaison	Assembly Bill 490 was passed in 2003 and became effective January 1, 2004. It gives increased responsibility to school districts, county social service agencies, and other child welfare professionals to monitor and support the education of foster youth. AB 490 added some new provisions to the law as well as amending existing laws, mostly in the California Education Code. One of the requirements is that every school district must appoint an educational liaison for foster children. <i>EC § 48853.5</i> ⁵	AB 490
California Department of Corrections and Rehabilitation	Formerly known as the California Youth Authority (CYA), the CDCR is comprised of 33 adult prisons, 13 adult community correctional facilities, and eight juvenile facilities in California that house more than 165,000 adult offenders and nearly 3,200 juvenile offenders. In addition, there are more than 148,000 adult parolees and 3,800 juvenile parolees supervised by the CDCR ⁶ .	CDCR
California Department of Social Services	CDSS provides aid, services, and protection to needy children and adults by strengthening and encouraging individual responsibility and independence for families throughout the 58 county welfare departments, offices, and a host of community-based organizations ⁷ .	CDSS
California Student Aid Commission	The State financial aid organization responsible for administering financial aid programs for students attending public and private universities, colleges, and vocational schools in California. CSAC administers the Chafee ETV and Cal Grant programs.	CSAC
California Youth Connection	CYC is a nonprofit, foster youth advocacy organization led by current and former foster youth.	CYC
California Welfare & Institutions Code	One of the 29 subject-area codes making up California law ⁸	WIC
CalWORKs	The <i>CalWORKs</i> program provides temporary financial assistance and employment-focused services to families with minor children who have income and property below State maximum limits for their family size ⁹ .	Cal WORKS
Child Welfare Services	The governmental agency that responds to cases of child abuse and neglect. The name of this agency differs from county to county and includes Child Protective Services (CPS), Social Services Agency (SSA), etc. For the purposes of the manual, CWS is the term used to refer to this governmental agency.	CWS, CPS, SSA, DCFS, "The System"
Civil Emancipation	Legal process defined under Family Law Code §7120 in which a person under 18 years voluntarily goes to court to be legally released from the custody and care of his / her parents.	Civil Emancipation
Cost of Attendance	The estimated total amount it should cost the student to go to school, including tuition and fees, room and board, allowances for books and supplies, transportation, and personal and incidental expenses. Loan fees, if applicable, may also be included in the COA. Child care and expenses for disabilities may also be included at the discretion of the financial aid administrator. ⁹	COA
County Office of	A program operated by the County Office of Education that accepts students who are expelled, delinquent, foster, homeless, parenting, gang-affiliated, or on probation.	COE-JCCS

⁵ Santa Clara County Office of Education. (2006). *Foster Care and Homeless Education*. Retrieved September 25, 2006 from <http://www.sccoe.org/programs/foster-homeless/page1.asp>.

⁶ California Department of Corrections & Rehabilitation. (2007). Retrieved October 3, 2007 from <http://www.cdcr.ca.gov/Visitors/index.html>

⁷ California Department of Social Services. (2004). *Welcome to the California Department of Social Services*. Retrieved October 8, 2006 from http://www.cdss.ca.gov/cdssweb/AboutCDSS_2321.htm

⁸ Legislative Council of California. (n.d.). *California Law*. Retrieved October 8, 2006 from <http://www.leginfo.ca.gov/calaw.html>

⁹ <http://www.finaid.org/questions/glossary.phtml#c> Retrieved August 14, 2006.

<u>Term</u>	<u>Definition</u>	<u>Acronym</u>
Education Juvenile Court and Community Schools	Teachers have had specific training with at-risk youth, diversity, and professional development in teaching and relating to these youth ¹⁰ .	
Disabled Students Programs & Services	DSPS is a community-college program that provides support services, specialized instruction, and educational accommodations to students with disabilities so that they can participate as fully and benefit as equitably from the college experience as their non-disabled peers ¹¹ .	DSPS
Emancipation	The legal process by which a foster youth's court dependency status is relinquished by the State and the youth becomes legally independent for tax and financial aid purposes. Youth who are aging out of foster care at 18 years of age are often also referred to as "emancipating" out of foster care.	Emancipation
Expected Family Contribution	The amount of money that the family is expected to be able to contribute to the student's education, as determined by the Federal Methodology need analysis formula approved by Congress. The EFC includes the parent contribution and the student contribution, and depends on the student's dependency status, family size, number of family members in school, taxable and nontaxable income, and assets. The difference between the COA and the EFC is the student's financial need, and is used in determining the student's eligibility for need-based financial aid ¹³ . A financial aid administrator can adjust EFC and COA using professional judgment.	EFC
Extended Opportunity Programs & Services	EOPS is a community-college program whose primary goal is to encourage the enrollment, retention, and transfer of students handicapped by language, social, economic and educational disadvantages, and to facilitate the successful completion of their goals and objectives in college. EOPS offers academic and support counseling, financial aid, and other support services ¹² .	EOPS
Financial Aid Administrator	A college or university employee who is involved in the administration of financial aid. Some schools call FAAs "Financial Aid Advisors" or "Financial Aid Counselors" ¹⁴ .	FAA
Former Foster Youth	A youth who was in the foster care system.	FFY
Foster Youth Services	Foster Youth Services (FYS) programs provide support services to children in foster care who suffer the traumatic effects of displacement from family and schools and multiple placements in foster care by ensuring that health and school records are obtained to establish appropriate placements and coordinating instruction, counseling, tutoring, mentoring, vocational training, emancipation services, independent living training, and other related services ¹³ .	FYS
Free Application for Federal Student Aid	Form used to apply for Pell Grants and all other need-based aid. As the name suggests, no fee is charged to file a FAFSA ¹⁵ .	FAFSA
Federal Student Aid	Any form of financial assistance given to college or vocational students that is provided by the federal government; most notably, the Pell Grant and Federal Work Study.	FSA

¹⁰ San Diego County Office of Education (2006). *Juvenile Court and Community Schools*. Retrieved October 3, 2007 from <http://www.sdcoe.net/jccs2/?loc=committees&m=5>

¹¹ <http://www.cccco.edu/divisions/ss/disabled/dsps.htm> Retrieved August 14, 2006.

¹² <http://www.cccco.edu/divisions/ss/eops/eops.htm> Retrieved August 14, 2006.

¹³ California Department of Education (2006). *Foster Youth Services*. Retrieved September 25, 2006 from <http://www.cde.ca.gov/ls/pf/fy/>.

<u>Term</u>	<u>Definition</u>	<u>Acronym</u>
Federal Work Study	A program providing undergraduate and graduate students with part-time employment during the school year. The federal government pays a portion of the student's salary, making it cheaper for departments and businesses to hire the student. For this reason, work-study students often find it easier to get a part-time job. Eligibility for FWS is based on need. Money earned from a FWS job is not counted as income for the subsequent year's need analysis process ¹⁵ .	FWS
Independent Living Programs / Independent Living Skills Programs	Federally funded, county -administered programs throughout the country designed to assist current and former foster youth between the ages of 14-21 with life skills, emancipation preparation, and aftercare services.	ILP / ILSP
Kinship Guardianship Assistance Payment	Kin-GAP is a program developed by the California Department of Social Services (CDSS) to allow relative caregivers the option for a permanent placement of children in long-term foster care. Kin-GAP provides a payment equal to the foster care basic rate, Medi-cal coverage for the child, and eligibility for Independent Living Program services when the child becomes a teen.	Kin-GAP
Non-traditional Schools	CA schools that are other than a traditional, comprehensive school, such as but not limited to, alternative schools, non-public schools, private schools, and / or charter schools.	Non-traditional Schools
On-grounds Schools	CA schools that are located on the grounds of group homes and emergency shelters.	On-grounds schools
Probation Department	The department in charge of supervising people who have been sentenced and placed on probation. People on probation have to follow certain rules that the judge gives them (like participating in a drug program or being home every night after 6 PM) and stay within county limits until their probation is over. Probation officers manage probation cases, including keeping in contact with people on probation and administering court-ordered conditions of release ¹⁴ .	Probation
Professional Judgment	Used by FAAs to adjust the EFC, adjust the COA, or change the dependency status (with documentation) when extenuating circumstances exist. For example, if a parent becomes unemployed, disabled, or deceased, the FAA can decide to use estimated income information for the award year instead of the actual income figures from the base year. This delegation of authority from the federal government to the financial aid administrator is called "professional judgment" (PJ) ¹⁶ .	PJ
Satisfactory Academic Progress	Each school develops its own standards for SAP. A student must make SAP in order to continue receiving federal aid. If a student fails to maintain an academic standing consistent with the school's SAP policy, they are unlikely to meet the school's graduation requirements.	SAP
Student Aid Report	A report that summarizes the information included in the FAFSA and must be provided to the school's Financial Aid Office. The SAR also indicates the amount of Pell Grant eligibility, if any, and the Expected Family Contribution (EFC). Students should receive a copy of their SAR four to six weeks after they file a FAFSA ¹⁶ .	SAR
Substitute Care Providers	A care provider associated with a placement home, e.g., a relative/Non-Relative Extended Family Member, foster parent, or a non-relative guardian. An SCP is the person who is responsible for a child's day-to-day care while he or she is in out-of-home care. ¹⁵	SCP

¹⁴ DataCenter. (April 2003). *It's Your Right to Know: A Research Guide on Juvenile Justice in California*. Retrieved from <http://www.datacenter.org/research/cjca/cjca9.htm> August 14, 2006.

¹⁵ California Department of Social Services. (2005). *CWS/CMS for New Users Glossary*. Retrieved October 2, 2006 from http://www.hwcws.cahwnet.gov/Training/curriculum/NewUser/11_Glossary.doc

<u>Term</u>	<u>Definition</u>	<u>Acronym</u>
Transitional Housing Program for Emancipated Foster/Probation Youth	THP-Plus is a state program created in 2001 to provide affordable housing and supportive services to homeless former foster youth. 17 California counties have approved THP-Plus plans: Alameda, Contra Costa, El Dorado, Fresno, Kern, Lassen, Los Angeles, Napa, Placer, Sacramento, San Diego, San Francisco, Santa Clara, Santa Cruz, San Mateo, Stanislaus and Tuolumne. ¹⁶	THP-Plus
Transitional Living Program	Authorized by the Runaway and Homeless Youth Act; provides grants to local community-based organizations to provide residential care, life skills training, vocational training, and other support services to homeless youth ages 16-21. ¹⁷	TLP

¹⁶ Foster Youth Alliance (n.d.). *Recent Policy Changes in THP-Plus FAQs*.
http://www.fosteryouthalliance.org/documents/THP-PlusFactSheet1_000.pdf Retrieved August 14, 2006.

¹⁷ Williams, C.W. (1999). Statement on Meeting the Needs of Older Youth in Foster Care before the House Committee on Ways and Means, Subcommittee on Human Resources . U.S. Department of Health and Human Services. Retrieved October 24, 2006 from <http://www.hhs.gov/asl/testify/t990309a.html>.

WHO IS A WARD OF THE COURT FOR THE PURPOSES OF FAFSA?

Who is a Ward of the Court for the purposes of FAFSA?

Much confusion surrounds the definition of “ward / dependent of the court” as it is used in the following [FAFSA](#) question.

“Are (a) both of your parents deceased, or (b) are you (or were you until age 18) a ward/dependent of the court?”¹⁸

According to the 2006-2007 FAFSA *Application and Verification Guide* (AVG), “A student qualifies as a Ward of the Court if the court has assumed custody of him or her”¹⁹. The intent behind this question is to determine whether a state agency was responsible for the applicant’s care and custody, so that the applicant not be required to submit financial information concerning his or her parents in order to apply for federal student aid.

In California, there are two basic ways in which an applicant can qualify as a Ward of the Court. First, the applicant may come before the juvenile court due to abuse or neglect, and be placed in a foster home or other out-of-home placement, under [California Welfare & Institutions Code \(WIC\)](#) 300 et seq. In California, these youth are called “court dependents.” Second, some youth who come before the juvenile court because they commit an offense are also placed in foster homes or group homes, pursuant to WIC 602 et seq., and qualify as a Ward of the Court for purposes of the FAFSA. These youth are usually called “delinquents” or “probation youth.”

The 2006-2007 FAFSA AVG goes on to declare that “in some states the court may impose its authority over a juvenile who remains in the legal custody of her [or his] parents; such a student is **NOT** a ward of the court. Also, neither emancipation (when a child is released from control of a parent or a guardian) nor incarceration of a student qualifies her [or him] as a ward of the court”²⁰.

Under California law, there are several situations in which the juvenile court might have authority over a youth who remains in the legal custody of his or her parents. For example, a youth might be found to have committed an offense and put on probation but still be allowed to live at home with his or her parents. This youth is not a Ward / dependent of the Court for the purposes of the related FAFSA question cited above and should not answer “yes” to this question. Similarly, a youth who is incarcerated in juvenile hall or a probation camp but has returned or will return to his or her parents upon release, is not a “ward of the court” for FAFSA purposes.

¹⁸ FAFSA 2006-2007 Application, Question #53, p. 4.

¹⁹ U.S. Department of Education. *FAFSA Application and Verification Guide 2006-2007*. Retrieved June 21, 2006 from <http://www.ifap.ed.gov/sfahandbooks/attachments/0607AVG.pdf>.

²⁰ *Ibid.* (emphasis added)

Guardianships and the FASFA

Some FAFSA applicants may live with a legal guardian instead of their parents. To know whether such youth should check “yes” to the “ward of the court” question on the FAFSA, it is important to consider how the guardianship came about. Sometimes parents, youth, or a third party go to court (in California, the probate court) to have a legal guardian appointed for the child or themselves—for example, if the parents are unwilling or unable to care for the child due to illness, a job overseas, etc. This type of guardianship does not make a youth a “ward of the court” for FASFA purposes.

However, some youth end up in legal guardianships through an entirely different process. When a child is removed from his or her parents due to abuse or neglect and is not adopted, a relative or foster parent may become the child’s legal guardian and the court will create the legal guardianship as the child’s long-term placement. A youth in this type of guardianship should check “yes” to the “ward of the court” question. These youth have been removed by the court from their parents’ custody due to abuse or neglect, and thus are similar to children in foster care. California law explicitly states that the dependency court “retains jurisdiction” over the youth “as a ward of the legal guardianship” even after the court case is closed and the youth no longer has social worker visits, review hearings, etc²¹. It would be inconsistent and contrary to the purpose of the FASFA to require these youth to obtain financial information from their estranged parents.

Also, legal guardianship, like foster parenting and unlike adoption, ends when a youth turns 18 and does not create rights of inheritance, Social Security benefits, etc. This is why FASFA considers adoptive parents’ financial information but not that of guardians or foster parents.

Please see the following Guardianship Scenarios Flowchart for specific examples of youth who would and would not be considered “wards of the court” for the purposes of FAFSA.

²¹ WIC §366.3 and §366.4.

Guardianship Scenarios Flow Chart

Wards of the Court

Scenario A

Alvin was removed from his parents' home and placed in foster care when he was 5 years old due to abuse, neglect, or abandonment. He never reunifies with his parents and the Court creates a legal guardianship with his Aunt Tracy when Alvin turns 8. The court keeps Alvin's court case open until his 19th birthday.

Alvin is a Ward of the Court for the purposes of FAFSA and should mark "yes" to the related FAFSA question both before and after his 19th birthday.*

Scenario C

Carl was removed from his parents and placed with a non-relative caregiver (family friend or foster parent). He doesn't reunify with her parents. The Court creates a legal guardianship when Carl turns 16. The court kept Carl's case open until his 19th birthday.

Carl is a Ward of the Court for FAFSA purposes and should mark "yes" to the related FAFSA question.*

Scenario B

The Court removes Brenda from the care of her parents when she is 9 years old due to abuse, neglect, or abandonment. The Court places Brenda with her grandmother. Brenda's parents fail to complete their case plan and reunify with her. The Court grants Brenda's grandmother legal guardianship when she is 11 years old. The Court closes the court case so Brenda no longer has an attorney or comes to court. However, the Court retains legal jurisdiction over Brenda as a ward of the legal guardianship pursuant to WIC 366.3 and 366.4.

Brenda is a Ward of the Court for FAFSA purposes and should mark "yes" to the related FAFSA question.*

Not Wards of the Court

Scenario D

When Donna was 16, her mom took a job in China for 2 years and went to court to set up a guardianship so Donna could stay with her grandmother. She did this so that Donna's grandmother could make health and education decisions while her mother was living abroad.

Donna is NOT a Ward of the Court for FAFSA purposes and would mark "no" on the related FAFSA question.

However, Donna's circumstances may warrant a Dependency Override.

Scenario E

Elaine's parents ask their family friend, Reshae, to take care of her. Elaine goes to live with Reshae, and her parents give Reshae a letter saying she has the authority to make health and education decisions for Elaine.

Elaine is NOT a Ward of the Court for FAFSA purposes.

However, Elaine's circumstances may warrant a Dependency Override

Green = Youth who would answer "yes" to the related FAFSA question.

Red = Youth who would *not* answer "yes" to the related FAFSA question.

* When a dependency court (i.e., Child Welfare) creates a guardianship over a dependent child and "closes the court case," the court still retains jurisdiction over the child as a ward of the legal guardianship. This is true regardless of whether the court-appointed legal guardian is or is not a relative. The child is therefore a Ward of the Court for purposes of the FAFSA. See CA Welfare and Institution Code Section 366.3 and 366.4.

Understanding Youth in Foster Care

“Over the years, I have represented thousands of children in foster care. To this day, the hardest thing in the world is to meet a child who has no hope for his or her future. It is something you never get used to, and sadly, in my 25-year career, I have met many. We can all make a difference in the lives of these children by believing in them, encouraging them, listening to them, letting them know we do care, and helping them to achieve their dreams. ‘It takes a village,’ as they say, and that is definitely true with our children in foster care.”

Ana Espana, Office of the Public Defender of San Diego

Understanding Youth from Foster Care



"I think it's mostly a matter of respect and financial aid staff being fully informed about what foster care means/is instead of only knowing vague bits and pieces of the system."

-Youth from Foster Care

How Youth Enter the Foster Care / Dependency System

The story often begins with an anonymous call to a child-abuse hotline alleging mistreatment of a youth under age 18. A social worker or police officer is dispatched to investigate, and if evidence of abuse, neglect, and / or abandonment is found, [Child Welfare Services \(CWS\)](#) may petition the Juvenile Court to authorize removal of the youth from his / her home if the social worker feels the youth needs the protection of the Court. Once the youth is declared a dependent of the court, parents have anywhere between 6-18 months to reunify with their youth in most situations.

Youth who are removed from their homes are under the care and custody of the State and may be ordered into any one of the following types of placements²²:

1. The home of a non-custodial parent
2. The approved home of a relative
3. The approved home of a non-relative extended family member (such as a family friend)
4. A foster home
5. A group home
6. A tribal foster home or other placement under the federal Indian Child Welfare Act

These are the typical circumstances through which a youth becomes a dependent of the court. The state then becomes the "parents" and assumes responsibility for the youth. In 2004, there were over 86,000 youth in California foster care²³. Please see Table 2 on p. 36 for descriptions and examples of these placements.

²² California Juvenile Laws and Rules. (2006). WIC 361.2. Thomas/West Publishing, p. 61.

²³ Diaz, J. (Sept. 11, 2005). "Deadbeat State." *San Francisco Chronicle*, p. C4. Retrieved September 1, 2006 from <http://www.sfgate.com/cgi-bin/article.cgi?f=/c/a/2005/09/11/EDGBKEJUOU1.DTL>.

The following is the federal definition of foster care provided in the Code of Federal Regulations 45 CFR §1355.20:

Foster care means 24-hour substitute care for children placed away from their parents or guardians and for whom the State has placement and care responsibility. This includes, but is not limited to, placements in foster family homes, foster homes of relatives, group homes, emergency shelters, residential facilities, child care institutions, and pre-adoptive homes. A child is in foster care in accordance with this definition regardless of whether the foster care facility is licensed and payments are made by the State or local agency for the care of the child, whether adoption subsidy payments are being made prior to the finalization of an adoption, or whether there is Federal matching of any payments that are made.

This federal regulation provides examples of some types of out-of-home placements that would qualify an applicant as a Ward of the Court for the purposes of [FAFSA](#) and for receiving [Federal Student Aid \(FSA\)](#). Dependent or delinquent youth who are placed by the court into an out-of-home placement are considered “wards” for these purposes.

Youth who are either court dependents or delinquents, and placed in out-of-home care pursuant to the federal definition of foster care, should mark “yes” on the FAFSA in answer to the question, “*Are (a) both of your parents deceased, or (b) are you (or were you until age 18) a ward/dependent of the court?*”²⁴

How Youth Enter the Probation / Delinquency System

Of the 86,000 youth in California foster care, 10,630 are in a probation-supervised foster care placement²⁵.

Youth enter the delinquency system because of the alleged commission of an offense. A youth gets arrested and may be referred to the [Probation Department](#) to consider the filing of a [WIC 602](#) delinquency petition. Sometimes the Probation Department determines that there is no need for Juvenile Court intervention and may handle the matter informally. Other times the Probation Department may refer the matter to the District Attorney’s (DA) office where the case is evaluated and it is determined whether or not to file a 602 petition. If the DA decides to file a 602 petition, the youth must go to juvenile court to face the allegations. If the juvenile court determines that the youth is guilty of the allegations, the court may place him on probation.

The majority of youth placed on probation remain in their homes under the care and custody of their parents. Sometimes, the court determines that the most appropriate way to hold the youth

²⁴ FAFSA 2006-2007 Application, Question #53, p. 4.

²⁵ Needell, B., Webster, D., Armijo, M., Lee, S., Cuccaro-Alamin, S., Shaw, T., Dawson, W., Piccus, W., Magruder, J., Exel, M., Smith, J., Dunn, A., Frerer, K., Putnam Hornstein, E., & Ataie, Y. (Jan. 2005). *Probation Supervised Foster Care Highlights from CWS/CMS*. Retrieved September 1, 2006, from http://cssr.berkeley.edu/CWSCMSreports/Highlights/data/CWsupervisedFC_Q2_06.pdf

accountable for his crime and to prevent future violations of the law is to place the youth in an incarcerated setting, i.e., Juvenile Hall, Juvenile Ranch, Probation Camp, [California Department of Corrections and Rehabilitation \(CDCR\)](#).

However, there are circumstances in which the court finds a youth under the supervision of probation cannot be returned home because to do so would be “contrary to their welfare” (similar to finding for court dependents related to abuse or neglect)²⁶. This occurs when the youth’s crime does not warrant being placed into an incarcerated setting. Therefore, a youth may be under the jurisdiction of probation and placed in foster care or a group home.

As with youth in foster care, youth who are on probation and are placed in out-of-home care pursuant to the federal definition of foster care should mark “yes” on the FAFSA in answer to the question, “*Are (a) both of your parents deceased, or (b) are you (or were you until age 18) a ward/dependent of the court?*”

In some cases, a youth may appear to be both a dependent of the court under [WIC 300](#) and a delinquent under [WIC 602](#). In these cases, the court will hold a hearing under [WIC 241.1](#) to decide which system should have primary responsibility for the youth’s care. Regardless of whether an applicant is a dependent, a delinquent, or a dual-status youth, whether he or she should answer “yes” to the Ward of the Court question depends on whether he or she is placed in an out-of-home placement that is within the federal definition of foster care, such as a foster home, group home, a relative’s home, etc.

“Youth living in our foster care system have the potential to triumph over difficult childhoods and become the community leaders of our future. They may invent the next Microsoft in someone's garage, find the cure for a terminal disease, or serve in the highest courts in our land — but none of this will be possible if they are at risk for educational failure. Foster youth deserve the best start in life that we can provide. To do less would be to turn our backs on the future and the young people who ask only for a chance to achieve their potential.”

Miriam Krinsky, Children’s Law Center

²⁶ WIC §636.

Emancipation / Termination of a Juvenile Court Case

The 2006 FAFSA guidance explains that “the key issue for financial aid purposes is that when a child becomes a ward of the court, no parent or other person is financially responsible for the child. Legal guardians and foster parents are not financially responsible for a ward of the court. Adoptive parents, on the other hand, are financially responsible for the child”²⁷.

This guidance is helpful in clarifying when a former foster youth should answer “yes” to the Ward of the Court question. There are several ways in which a California juvenile court case can end. First, a foster youth may be returned to the custody of his or her parents before age 18, or he or she may be adopted. These youth should not answer “yes” and should provide financial information concerning their birth or adoptive parents.

Second, as discussed above, a foster youth may be placed in a legal guardianship, either with a relative or a non-relative such as a foster parent or family friend. Some of these youth may still have an open case and a social worker; other youths’ cases may have been closed long ago. Regardless of whether the guardianship is with a relative or non-relative, or the child welfare case is open or closed, these youth should still answer “yes,” to the Ward of the Court question, since California Welfare and Institutions Code Section 366.3 and 366.4 clearly state that the juvenile court “**retains jurisdiction** over the child as a **ward of the legal guardianship**” even after the court case is closed²⁸.

Third, a youth may remain in a foster home or group home until he or she ages out of foster care and the juvenile court case is closed, which may occur anytime between ages 18 and 21²⁹. These youth should answer “yes.” However, the reference to “emancipation” in the 2006-2007 FAFSA AVG may cause confusion for these youth, because in California this term is used in two different ways. The AVG states that “neither emancipation (when a child is released from control of a parent or a guardian) nor incarceration of a student qualifies her [or him] as a ward of the court”³⁰.

The term “emancipation” as it is used above in the AVG refers to [civil emancipation](#) under California Family Code §§ 7001 et seq., in which a person under 18 voluntarily goes to court to be legally released from the custody and care of his or her parents. Civil emancipation is typically used by youth not in foster care who have moved out of their parents’ homes, have the skills to live on their own, and have a job, an apartment, etc., and want to be able to sign their own lease, car loan, etc. Child actor Macaulay Culkin brought national media attention to using civil emancipation.

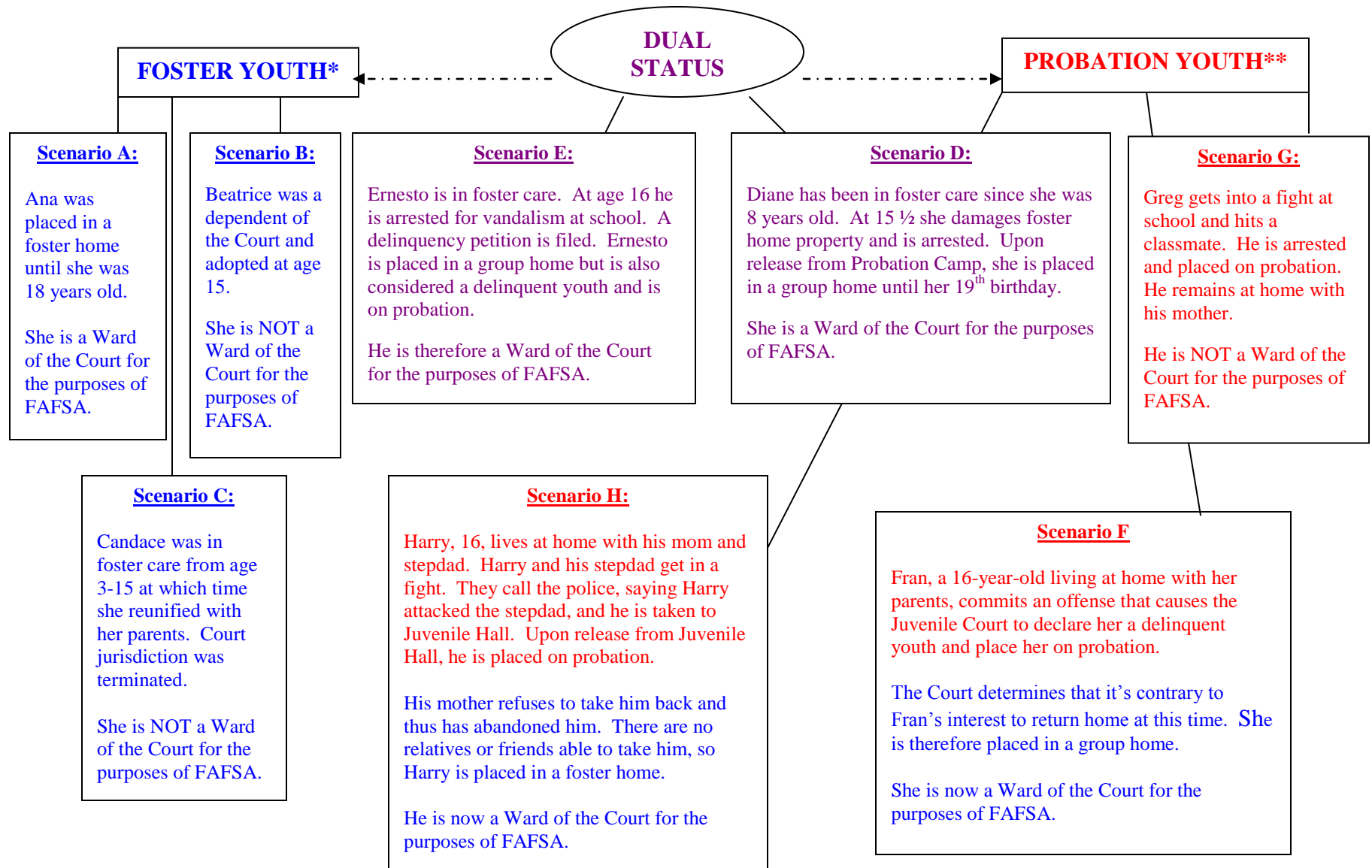
²⁷ Fin Aid (2006). *Ward of the Court*. Retrieved July 30, 2006 from <http://www.finaid.org/educators/pj/wardofthecourt.phtml>.

²⁸ WIC §366.3 and §366.4 (emphasis added).

²⁹ WIC §303 and §391.

³⁰ U.S. Department of Education. *FAFSA Application and Verification Guide 2006-2007*. Retrieved June 21, 2006 from <http://www.ifap.ed.gov/sfahandbooks/attachments/0607AVG.pdf> (emphasis added).

Ward of the Court Scenarios Flow Chart



Please Note:

- * Most counties refer to a Ward of the Court who is a youth under the care and custody of the foster care system as a “court dependent,” “[WIC 300s](#).”
- ** Most counties refer to a Ward of the Court who is a youth under the jurisdiction of probation as a “delinquent,” “[WIC 601s](#) and / or [602s](#).”

For further clarification, we color-coded the flow chart as follows:

Blue = Youth who are in foster care. At this point, the student would be able to answer “yes” to the related FAFSA question.

Red = Youth who are on probation. At this point, the student would NOT be able to answer “yes” to the related FAFSA question.

Purple = Youth who have dual status and would answer “yes” to the related FAFSA question.

TABLE 1: Welfare and Institution Codes: Defining Youth Under the Jurisdiction of the Juvenile Court

WIC Code	Terminology	Definition	Common Misperceptions about Eligibility
300	Court Dependent	A child is a victim of abuse and neglect and the needs of the child and family are such that the intervention of the Juvenile Court is required. The child may be placed by the court in a foster home, group home, relative's home, or in a legal guardianship with a relative or non-relative pursuant to WIC §366.26, §366.3- §366.4.	<p>Myth: A 300 youth has committed a crime.</p> <p>Fact: These youth are victims of neglect, physical and /or emotional abuse, and /or have been abandoned and are in need of protection by the Juvenile Court.</p>
601	Status Offender	This code section concerns youth who are truant from school, violate curfews, or are beyond the control of their parents. It is rarely used and almost never results in out-of-home placement.	<p>Myth: This is a youth who commits an offense and is incarcerated.</p> <p>Fact: These youth are truants from school and remain at home under the care and custody of their parents.</p>

WIC Code	Terminology	Definition	Common Misperceptions about Eligibility
602	Delinquent or Probation Youth	This code section concerns youth who commit a crime and are adjudicated “delinquent” by the Juvenile Court. They may be incarcerated in a juvenile detention facility, returned to their parents on probation, or placed in a foster home or group home if their parents are unwilling or unable to care for them.	<p>Myth: All of these youth are considered Wards of the Court and therefore should answer “yes” to the FAFSA question regarding Ward of the Court status.</p> <p>Fact: They are not considered Wards of the Court as it is intended on the FAFSA unless they are ordered into an out-of-home-placement such as a foster home, group home, relative, or non-relative placement.</p>
241.1	Dual Jurisdiction	Some youth may be both court dependents under WIC 300 because of abuse, neglect, or abandonment and have committed a crime that could lead to delinquent status under WIC 602 . In these cases, the court will hold a hearing under WIC 241.1 to decide which system can best meet the needs of the youth.	<p>Myth: All youth who are both on probation and in the foster care system are 241.1 Dual Jurisdiction youth.</p> <p>Fact: It is up to each county to decide whether or not they choose to develop a protocol allowing a youth be considered Dual Jurisdiction.</p>

WIC Code	Terminology	Definition	Common Misperceptions about Eligibility
707	Youth tried as an Adult	<p>This code section concerns youth who commit serious crimes and it allows the District Attorney to ask that the youth be tried as an adult.</p> <p>If a judge decides to keep a youth in juvenile court, he or she remains a 602 / Delinquent and all Juvenile Court rules mentioned above are applicable.</p> <p>If the judge decides to order the youth to be tried as an adult, then he / she is no longer considered a 602 / Delinquent.</p>	<p>Myth: Some counties have mistakenly conveyed to both youth and FAAs that youth who fall under WIC 707 are eligible to mark “yes” on the FAFSA question regarding Ward of the Court status.</p> <p>Fact: If a judge decides to keep a youth in juvenile court, he/she remains a 602 / Delinquent and all Juvenile Court rules apply.</p>

TABLE 2: Foster Care Placements

Type of Placement	Definition	Example	WIC Code
Emergency Shelter* (short-term or detention facilities)	<p>Emergency shelters are temporary facilities designed to house children / youth while their cases are investigated.</p> <p>Pending results of the investigation, the child / youth is either returned to his or her parents or the court orders Child Welfare Services (CWS) and a placement decision is entered by the judge.</p>	Jessica's neighbor called the police one night after witnessing her mother punch Jessica. Child Welfare Services was notified and the police brought Jessica to the county emergency shelter pending further investigation.	<p>Depending upon the circumstances and / or status of the case, most children / youth who fall under the care and custody of CWS are considered:</p> <p align="center">WIC 300</p>
Relative Placement* (Kinship Care)	The court places a child in the care of a relative.	Tracy is a 6-year-old with a father in jail and a mother addicted to methamphetamines. CWS removed her from her home and placed her with her aunt.	WIC 300 & 602
Non-Relative Placement*	<p>The court places a child in the care of an individual who is not a family member but is usually a family friend or acquaintance.</p> <p>The non-relative receives a monthly stipend to assist with the food, clothing, and medical needs of the child.</p>	<p>Theo, a 15-year-old, returned from school to find the doors locked and his parents gone. The parent's whereabouts are unknown.</p> <p>Theo went to the house of a friend from church and explained the situation to her mother. The mother called CWS and volunteered to take responsibility of Theo. A judge ruled that this was an appropriate placement.</p>	WIC 300 & 602
Foster Family Home*	Foster Family Homes (FFH) provide 24-hour care and supervision in the licensee's family residence for no more than six children. Care is provided to children who are mentally disabled, developmentally disabled, or physically handicapped, children who	Shelly was abandoned by her family. There are no relatives or family friends to care for her so she is placed in long-term foster care in a Foster Family Home.	WIC 300 & 602

Type of Placement	Definition	Example	WIC Code
	have been removed from their home because of neglect or abuse, and children who require special health care needs and supervision as a result of such disabilities.		
Group Home*	Group homes provide the most restrictive foster care and are designed to serve children /youth with significant emotional or behavioral problems. Group homes are staffed by trained professionals.	Candy's FFH is only licensed to care for kids up until age 14. There are no other available FFHs in Candy's county so she is moved to a group home.	WIC 300 & 602
Private Relative / Non-Relative Placement (Voluntary Placement Agreement)	Without ever becoming involved with the Child Welfare System, a child is voluntarily placed with a relative by his or her parent.	Joanna's father abandoned the family and her mother can no longer financially support her and her two sisters. Her aunt volunteers to take Joanna and her sisters in and care for them. A court never intervenes in this situation.	A private relative placement is not the result of government action (a court has not placed the child) and, therefore, the child is NOT a Ward of the Court.

*Title IV-E Eligible Placements

Why Do FYSI Liaisons Need to Know This?

It is very important to have a working understanding of these placements because many students who walk into the financial aid office may not realize that they were in foster care if the court placed them with a relative or family friend. Knowledge of these situations and the ability to elicit the necessary information from the student can make a significant difference in the amount of financial aid they receive and, consequently, their success in college.

Unique Needs and Challenges

When we consider the many personal and system barriers faced by youth in foster care—entering the child welfare system following neglect, abuse, and separation from family; experiencing hardships during care; and lacking a constant adult to provide guidance and support—we start to see why these students have unique needs when it comes to pursuing a higher education and a life of independence.

Youth who have experienced abuse, neglect, and other circumstances resulting in out-of-home placement may need additional resources to reach their full potential. Statistics show that these youth are likely to experience physical and emotional difficulties more frequently than youth in the general population. These include mental health issues, substance abuse, teen pregnancy, homelessness, involvement with the criminal justice system, medical problems, and academic challenges³¹.

Throughout their lives, youth in care are often moved from home to home and school to school, often multiple times during the school year. Their school records and class credits are often lost. One study showed that students who had changed schools at least six times between 1st and 12th grades were 35% more likely to fail a grade than students who did not move or had moved just a few times during the same period of time³². Youth who are moved frequently must begin yet again the arduous task of meeting new friends and teachers. They may even sit out of school for months on end. Such constant change compounds existing mental health issues or educational disabilities and discourages these students from pursuing a higher education.

What's more, youth in foster care do not do well in school and consequently often fail to attain a high school diploma because of factors that are unique to their status as foster youth. These youth generally do not have sustained relationships with caring adults who can provide them with the upbringing and mentoring that would convey to these youth the value of educational attainment and provide them with the skills to translate that value into a reality³³.

"I think it is very important to let our foster youth know that they are not alone, they do not need to go it alone. But we can't expect them to just know this; we need to get out there and assure them that we are ready AND ABLE to help them. And we need to be able to follow through with these assurances by getting our campus service points familiar with and ready for our foster youth. There is nothing worse than getting someone's hopes up and letting them down. These kids have had enough of that in their lives. They don't need it again from us."

Teresa Cerda, MiraCosta College

³¹ *It's My Life (DATE)*. Casey Family Programs, p. 1.

³² Jacobson, L. (2001). Moving Targets. *Education Weekly*, 32. As cited in Espana, A and Fried, T. (2004). The Expanding Role of the Juvenile Court in Determining Educational Outcomes for Foster Children. *Center for Families, Children, and the Law Journal*, vol. 5, pp. 83-94.

³³ Wolanin, T.R. (2005). *Higher Education Opportunities for Foster Youth: A Primer for Policymakers*, Washington, DC: Institute for Higher Education Policy p. 28.

Children and Youth in Foster Care: A Unique Situation³⁴

- State of California is mom and dad.
- Most students from foster care are first-generation college students.
- Youth from care have few, if any, consistent, positive adult role models.
- There is no one to help them navigate the bureaucracy.
- Constant changes in placements and schools have given most youth from care a questionable academic foundation.
- These youth come from childhoods of abuse, neglect, and abandonment where there was little to no stability.
- No one encourages them to go to college so they do not even perceive it as an option. Most of these youth have never met an alumnus of foster care who went to college, let alone one who graduated and is employed in a professional career.
- As court dependents of the foster care system, most youth do not have the opportunity to develop life skills and obtain training.

Challenges That Youth from Foster Care Face³⁶

- Unlike many college students, most youth from care will have to work full time in order to survive since they do not have a safety net of parental support to fall back on.
- It is difficult for these youth to make long-term plans since their lives have been so unstable. Long-term planning assumes one has some control over his or her life – others have controlled the lives of youth from care for a long time.
- While in foster care, these youth are completely dependent upon the system; however, upon emancipation, they are expected to know how to care for themselves and their property, acquire and maintain employment, balance work and school, budget their time and money, and put into play other basic life skills.
- Financial aid forms are an added barrier to these youth because the forms make it challenging to recognize the special circumstances of these youth. The quantity of forms is also overwhelming for most youth, who are often given no personal guidance in how to fill them out. For any youth, this can be a challenge, but even more so for youth from care because they often do not have a caring adult in their life to assist them. In addition, this may be the first time that they have had to disclose their former foster care status.
- Additionally, these youth often lack a permanent address or contact information, as well as access to a phone and the Internet. These barriers make filling out financial aid and college applications equally difficult as well.
- Youth from foster care are frequently intimidated by the financial aid process and are hesitant to ask for help.
- At the time when they need to trust financial aid counselors the most, this may be very difficult. Being in foster care does not promote the trusting of adults – especially those whom you have just met.

³⁴ Perazzo, C. (2006). Strategies for Effective Financial Aid Advising for University Foster Youth. Silicon Valley Children's Fund Supporting Foster Youth Success with Financial Aid Conference, July 28, 2006.

What FYSI Liaisons Can Do to Help

- Having personable support staff who understand the unique challenges and needs of students from foster care and who encourage them in their pursuit of higher education will make asking for help less intimidating.
- When feasible, include [Federal Work Study](#) as part of the student's financial aid packaging. This will make the challenge of balancing a full-time job and school much easier.
- Create a seamless support system and help link foster youth with support services like [EOPS](#), [ILP](#), [CalWORKS](#), disability accommodations, and other services that can make the transition from foster care to independent living much smoother.
- Provide youth in foster care with individual, one-on-one assistance in filling out financial aid and college application forms. This will allow these youth a more comfortable environment in which to ask questions and explain their unique circumstances to ensure that they receive all the financial aid for which they are eligible.
- Provide students with information about financial aid opportunities that may be targeted especially to meet their needs, such as [Chafee Education and Training Vouchers \(ETVs\)](#).

VERIFICATION OF FOSTER CARE STATUS

Verification of Foster Care Status



Some youth in care mistakenly believe that a Ward of the Court refers exclusively to youth under the supervision of the Juvenile Court Delinquency Division (probation youth). Others are confused as to whether or not they were in the foster care system long enough to qualify as a Ward of the Court at the age of 18.

A high percentage of student claims as being a Ward of the Court are made in error because the youth assumes that having a legal guardian makes them one. But as we have seen, **only** when the legal guardian has been ***appointed by the court and the parent's rights terminated*** is the youth considered a Ward of the Court³⁵.

Unfortunately, there are also individuals who try to take advantage of the financial aid system by claiming that they were foster youth when they were not. In order to ensure that situations like this do not occur, verification of foster youth status is a necessity.

As you are aware, according to the FAFSA Application and Verification Guide for 2006-07, “a school must verify any application information that it has reason to believe is incorrect [34 CFR 668.54(a)(3)] or discrepant [34 CFR 668.16(f)]. Students with these applications are considered to be selected for verification by the school even though it may not be verifying the same data as for CPS-selected applications”³⁶.

“To serve these youth, we have to look at each case as unique and to be willing to be creative and flexible. Please don't place a label on them, and don't allow them to be swallowed up again by yet another system that is difficult to navigate. Their successes will fill your heart!”

Carol Smith Davies, Fresno City College

Any youth in the foster care system while under the jurisdiction of [Child Welfare Services \(CWS\)](#) and / or [Probation](#) can verify that they were in foster care by providing any of the written documents listed on the following page.

³⁵ FinAid. (2006). Ward of Court. Retrieved July 14, 2006 from www.finaid.org/educators/pj/wardofthecourt.phtml

³⁶ FAFSA AVG '06-'07, p. 76.

When the [California Department of Social Services \(CDSS\)](#) needs to communicate with County Child Welfare and Probation personnel regarding new policies and procedures, an *All County Letter* is released. Following is an excerpt from *All County Letter* No. 05-32 (See Appendix 2A), which was distributed on November 2, 2005.

This letter was forwarded to all County Welfare Directors, County [Independent Living Programs \(ILP\)](#) Program Managers, County ILP Coordinators, and County Probation Officers. It states that counties must provide youth with “a proof of county dependency status.” The form in which this proof comes varies by county but must include the following information³⁷:

- Youth name
- Date of birth
- Current mailing address and ILP contact number
- County Identification Number (aid payment number used to identify a youth in out-of-home care) or Probation Identification Number
- Dependency / Wardship start date
- Dependency / Wardship termination end date (court date)

This All County Letter is intended to provide counties with protocols for the purpose of standardizing compulsory information and to define county responsibility when preparing a proof of dependency document for youth emancipating from the child welfare system. Manual of Policies and Procedures, Section 31-236(i)(4)(F), states that a youth be provided with “a proof of county dependency status...” which may be used to enable them to apply for sources of post-emancipation financial support including emancipation stipends, Supportive Transitional Emancipation Program (STEP), Transitional Housing Programs, educational scholarships and grants, and health care. While all counties currently comply with this requirement by providing youth with some form of documentation, the type and framework of these documents are varied.

All County Letter No. 05-32

The most common forms of verification that you can use to confirm foster youth status are the following (See Appendix 2B for samples):

- 1. Letter on official county letterhead from the student’s county-of-origin.** This letter *does not* necessarily include information on the youth’s background and / or the circumstances leading up to becoming a Ward of the Juvenile Court. All it must include is confirmation that the youth was in fact a ward of the court until age 18.
- 2. County Foster Care Verification Card**

While the law regarding Title IV programs allows you to request a copy of the student’s court documents, this would be a logistical challenge for youth to obtain as several years may have passed making it difficult for them to contact their former social worker or lawyer. Having to go to the court, know the case number, request records, and wait for these records to arrive can cause serious delays for the student in receiving financial aid. Students may also have sealed

³⁷ State of California, Health and Human Services Agency, Department of Social Services (Nov. 2, 2005). *All County Letter* No. 05-32.

their court documents at age 18 to protect private, sensitive information. The two forms of verification listed above are much more feasible for youth to obtain and provide to you. Therefore, we encourage you to request and accept these forms.

Most County Letters of verification will originate from the ILP Coordinator within the County Social Services Agency and / or Probation Department. Both of these agencies are qualified to provide verification that a youth was in foster care. Please consider this an authentic form of verification. The names of these department and / or program may vary from county to county. For example, in San Diego County ILP is referred to as [Independent Living Skills \(ILS\)](#). Please see the table below, which provides the names of California Social Services Agencies by county.

If a youth provides you with a Dependency Verification Letter from a County Probation Department that states the youth was eligible for, or participated in, ILP this should suffice as verification that the youth was in fact within the foster care system.

According to the California Department of Social Services State Regulations, Manual of Policies and Procedures, Section 31-525.3.31:

.3 Youth shall be eligible for ILP services up to their 21st birthday provided one of the following criteria is met:

.31 Were/are in foster care at any time from their 16th to their 19th birthday. This does not include youth placed in detention facilities, locked facilities, forestry camps, training schools, facilities that are primarily for the detention of youth who are adjudicated delinquent, medical and psychiatric facilities, voluntary placements, wraparound program participants, youth placed pursuant to an individualized education program and guardianship placements in which the youth is not a dependent or ward of the court.

The following is a sample list of job titles of [California Department of Social Services \(CDSS\)](#), County Social Service Agency (SSA), and County Probation – Emancipation Services Division / ILP representatives who are authorized to write an official County Dependency Verification Letter. These job titles may vary by county, and this is by no means an exhaustive list.

- ILSP Coordinator
- ILSP Supervisor
- ILP Coordinator
- ILP Coordinator, Probation ILP
- ILP Supervisor
- ILP Social Worker
- ILS Educational Specialist
- ILP Educational Specialist
- Senior Social Services Supervisor
- Probation Officer

“In the United States, there are over half a million forgotten children in the foster care system. We are their voice and only hope in obtaining a college education.”

Marv SanAgustin, Palomar Community College

A special FYSI Taskforce workgroup composed of representatives from NASFAA, the American Bar Association, Community Colleges Financial Aid Offices, California Foster Care Ombudsman’s Office, CDSS, LA County Probation and DCSF Emancipation / ILP Services, Children’s Law Center, San Diego County Office of the Public Defender-Dependency Section, and County ILP Coordinators drafted the following sample language that may be used for county verification documentation. While the drafting of this standardized language is in the infancy stage, it is our hope that some form of consistency will be agreed upon among all county agencies.

Several county agencies may elect to incorporate this language in correspondence with community colleges. CDSS is also reviewing this language and will consider encouraging counties to adopt it as a standard practice. It is our hope that incorporating standardized language into all currently required county verification documentation will take us one step closer to removing unnecessary barriers to youth from foster care who are accessing postsecondary education.

**Sample “County Ward of the Court” Verification Language
for the Purpose of Federal Financial Aid**

Re: Billy Bob

DOB: 3/25/1980

SSN: 318-80-8223

Current Mailing Address:

County ILP Contact Number:

County Identification Number:

Start Date of Wardship: 8/25/1982

Close Date of Wardship: 3/26/1998

This letter is to confirm that Billy Bob was a “ward of the court” until the age of 18 under Los Angeles County from 8/25/1980 to 3/26/1998. This means that Billy is considered a “ward of the court” for the purposes of answering the FAFSA question regarding, “Are you (a) an orphan or (b) are you (or were you until age 18) a ward/dependent of the court?” Billy was placed in out-of-home care. The Financial Aid Administrator does not need to question the student about their unusually low income since the student’s support comes from the State.

Please Note: The FAFSA Application and Verification Guide states that “**payments and services received from states for foster care or adoption assistance**, under Part A or Part E of Title IV of the Social Security Act” are not to be reported on Worksheet B of the FAFSA (AVG p.17).

Each county within California may have a different name for the agency that administers foster care services. These agencies all fall under the umbrella of the U.S. Department of Health and Human Services (HHS) and, specifically within California, under the [California Department of Social Service \(CDSS\)](#). Therefore, a verification letter from any of these agencies is valid. Below is a table of these variations.

COUNTY	NAME OF AGENCY	ACRONYM	COUNTY	NAME OF AGENCY	ACRONYM
Alameda	Social Services Agency / Children & Family Services	SSA / CFS	Orange	Social Services Agency	SSA
Alpine	Dept of Social Services	DSS	Placer	Health & Human Services / Child Protective Services	HHS / CPS
Amador	Child Protective Services	CPS	Plumas	Dept of Social Services	DSS
Butte	Dept of Employment & Social Services	DESS	Riverside	Dept of Social Services	DSS
Calaveras	Works & Human Services Agency	WHS	Sacramento	Dept of Social Services / Child Protective Services	DSS / CPS
Colusa	Dept of Health & Human Services	DHHS	San Benito	Social Services Agency	SSA
Contra Costa	Employment & Human Services / Children & Family Services	EHS / CFS	San Bernardino	Health and Human Services / Child Protective Services	HHS / CPS
Del Norte	Health & Social Services Dept	HSSD	San Diego	Dept of Social Services / Child Protective Services	DSS / CPS
El Dorado	Dept of Human Services / Child Protective Services	DHS / CPS	San Francisco	Dept of Public Social Services / Child Protective Services	DPSS / CPS
Fresno	Children & Family Services	CFS	San Joaquin	Dept of Human Assistance / Child Protective Services	DHA / CPS
Glenn	Human Resource Agency / Social Services Division / Child Protective Services	HRA / SSD / CPS	San Luis Obispo	Health & Human Services Agency	HHSA

COUNTY	NAME OF AGENCY	ACRONYM	COUNTY	NAME OF AGENCY	ACRONYM
Humboldt	Dept. Health & Human Services / Child Welfare Services	DHHS / CWS	San Mateo	Dept of Children's Services	DCS
Imperial	Dept of Social Services / Child Welfare Services	DSS / CWS	Santa Barbara	Child Protective Services	CPS
Inyo	Health & Human Services	HHS	Santa Clara	Human Services Agency / Family & Children's Services Division	HSA / FCS
Kern	Dept of Human Services	DHS	Santa Cruz	Human Resources Agency / Family & Children's Services	HRA / FCS
Kings	Dept of Human Services / Child Welfare Services Division	DHS / CWS	Shasta	Dept of Social Services / Child Welfare Services	DSS / CWS
Lake	Child Welfare Services	CWS	Sierra	Human Services Agency / Child Protective Services	HSA / CPS
Lassen	Child and Family Services, Lassen Works	CFS	Siskiyou	Dept of Social Services / Child Welfare Services	DSS / CWS
Los Angeles	Dept of Children and Family Services	DCFS	Solano	Dept of Family & Children's Services	DFCS
Madera	Dept of Social Services	DSS	Sonoma	Human Services Dept	HSD
Marin	Health & Human Services / Child Protective Services	HHS / CPS	Stanislaus	Dept of Social Services / Children & Family Services	DSS / CFS
Mariposa	Dept of Human Services	DHS	Sutter	Dept of Social Services	DSS
Mendocino	Dept of Social Services	DSS	Tehama	Child Protective Services	CPS
Merced	Child Welfare Services	CWS	Trinity	Health & Social Services / Child Services	HSS / CS
Modoc	Dept of Social Services / Child Welfare Services	DSS / CWS	Tulare	Human Services Dept	HSD
Mono	Dept of Health & Human Services / Child Protective Services	DHHS / CPS	Tuolumne	Community Services Agency / Child Welfare Services	CSA / CWS

COUNTY	NAME OF AGENCY	ACRONYM	COUNTY	NAME OF AGENCY	ACRONYM
Monterey	Human Services Dept	HSD	Ventura	Welfare & Social Services / Child Protective Services	WSS / CPS
Napa	Dept of Social Services / Child Welfare Services	DSS / CWS	Yolo	Dept of Social Services / Child Welfare Services	DSS / CWS
Nevada	Human Services Agency / Child Welfare Services	HSA / CWS	Yuba	Health & Human Services	HHS

USE OF PROFESSIONAL JUDGMENT

“We want to remember that our children are the most precious gift given and we must support them in their endeavors. Let’s make a promise to stand up for them, protect them, and always be there for them!”

Cheryl Alexander, Orange County Social Services Agency

Use of Professional Judgment



Definition:

The principle of [Professional Judgment](#) allows you as an FAA the authority to make adjustments and compensate for “special circumstances” regarding a student’s financial need on a case-by-case basis.

This includes the authority to make changes to the data elements on the FAFSA used to calculate the [Expected Family Contribution \(EFC\)](#) and individual [Cost of Attendance \(COA\)](#) components, and to evaluate the appropriateness of performing a Dependency Override.

Special Circumstances³⁸

Special circumstances are unforeseen events that make the information provided on the FAFSA not a true indicator of the family’s ability to contribute to the student’s education for the current school year. The Higher Education Act lists specific examples of special circumstances which include, but are not limited to:

- Additional costs incurred as a result of a student’s disability
- Loss of employment
- One-time income

Legislation:

Authority to conduct “Professional Judgment” reviews is granted by sections 479A and 480(d)(7) of the Higher Education Act of 1965.

“Professional judgment is more art than science. It combines common sense with compassion and economics with ethics”³⁹.

³⁸ <http://www.findaid.org/educators/pj/specialcircumstances.phtml> Retrieved June 20, 2006

³⁹ <http://www.findaid.org/educators/pj/principles.phtml> Retrieved June 20, 2006.

DEPENDENCY OVERRIDES

“As a parent with a son in college, I recall the many calls and the constant support in myriad ways. This initiative will provide our foster youth with the vital assistance they need in attaining their academic goals.”

Lupe Humphrey, Office of the California Foster Care Ombudsman

Dependency Overrides



Definition:

Section 480(d) of the Higher Education Act of 1965, as amended, defines an independent student as someone meeting at least one of the following criteria:

- Is 24 years of age or older by December 31 of the award year
- Is an orphan or Ward of the Court or was a ward of the court until the individual reached the age of 18
- Is a veteran of the Armed Forces of the United States
- Is a graduate or professional student
- Is a married individual
- Has legal dependents other than a spouse
- Serves on active duty status in the armed forces for purposes other than training

Additionally, as stated in the May 2003 U.S. Department of Education Dear Colleague Letter GEN-03-07, “an individual who does not qualify as an independent student under one of these six categories may be considered an ‘independent student’ under section 480(d)(7). Under that provision, a student is considered an ‘independent student’ if he or she is a student for whom a financial aid administrator makes a documented determination of independence by reason of other unusual circumstance.” We call such a determination by a financial aid administrator a ‘dependency override’⁴⁰. Please see Appendix 3A for a copy of this Dear Colleague Letter.

Legislation:

Section 480(d)(7) of the Higher Education Act authorizes an FAA to change a student’s status from dependent to independent in cases involving unusual circumstances.

Dependent vs. Independent (Ward of the Court):

Students who are NOT considered “independent” include⁴¹:

1. A student who was a Ward of the Court but was adopted before age 18
2. A student who was a Ward of the Court but was released from that jurisdiction to the custody of his or her parents before age 18.

⁴⁰ FinAid. (2006). U.S. Department of Education Dear Colleague Letter GEN-03-07 May 2003. Retrieved June 20, 2006 from <http://www.findaid.org/educators/pj/gen-03-07.phtml>

⁴¹ FinAid. (2006). Ward of the Court. Retrieved June 28, 2006 from <http://www.findaid.org/educators/pj/wardofthecourt.phtml>

Students who ARE considered “independent” include those:

1. Who were adopted after age 18 but who were a Ward of the Court until age 18.

“The requirements for independent student status are spelled out on the [FAFSA](#). The financial aid administrator may make exceptions on a case by case basis, but will only do so in extreme circumstances, such as a documented adversarial relationship (e.g., evidence of sexual or physical abuse, such as court protection from abuse orders, social worker reports, etc.), abandonment or inability to locate the parents, and the parents both being incarcerated”⁴².

Special Circumstances for Dependency Override

The following are examples of special circumstances presented to financial aid administrators that have been considered on a case-by-case basis for a dependency override.

Special Circumstances for a Dependency Override⁴³:

- An abusive family environment (e.g., sexual, physical, or mental abuse or other forms of domestic violence)
- Abandonment by parents
- Incarceration or institutionalization of both parents
- Parents lacking the physical or mental capacity to raise the child
- Parents’ whereabouts unknown or parents cannot be located
- Parents hospitalized for an extended period
- An unsuitable household (e.g., child removed from the household and placed in foster care)
- Death of custodial parent and student has not had any contact with non-custodial parent for many years

Other circumstances that may also warrant a dependency override stem from the confusion surrounding the FAFSA question. As we have seen, the FAFSA question regarding a student’s status as an orphan or Ward of the Court is problematic for many reasons. One of these is that it “leaves out youth who might have been in foster care for the majority of their life but either reunited with their biological families, were adopted, or emancipated before their 18th birthday”⁴⁴. Consequently, it may be appropriate to evaluate the possibility of a dependency override in situations where these circumstances are present.

We would like to reiterate from the previous section that the term “emancipated” as it is used on the FAFSA refers to [civil emancipation](#) as defined by Family Law Code §7120. To a youth from care sitting in your office, however, [emancipation](#) refers to the process of aging out of the foster

⁴² FinAid. (2006). *Maximizing Your Aid Eligibility*. Retrieved June 20, 2006 from <http://finaid.org/fafsa/maximize.phtml>

⁴³ FinAid. (2006). *Dependency Overrides*. Retrieved June 20, 2006 from <http://www.finaid.org/educators/pj/dependencyoverrides.phtml>

⁴⁴ California Youth Connection. (2003/2004). *One Recommendation at a Time: 2003/2004 Fall Policy Conference Report*, p. 8. Retrieved June 20, 2006 from http://www.calyouthconn.org/files/cyc/PDF/2003_2004%20Fall%20Policy%20Conference%20Report.pdf

care system. Therefore, it might be appropriate to evaluate the possibility of a Dependency Override under Special Circumstances in such a case.

Case Examples:

Sabrina will graduate from high school and will be 18 soon. She is completing her FAFSA but technically can't mark "yes" to "Are (a) both of your parents deceased, or (b) are you (or were you until age 18) a ward/dependent of the court?" She grew up in the and out of the foster care system. She never knew her father, and her mother was a methamphetamine addict. While in foster care, Sabrina was arrested at age 16 for a minor offense and was placed under the jurisdiction of Probation. She completed the conditions of her probation early, was released from Probation, and should have been placed back in foster care. As her case fell through the cracks, she will not be considered a dependent / Ward of the Court when she turns 18.

This is an example of a situation where special circumstances may be considered to support Professional Judgment to approve a Dependency Override due to the fact that Sabrina was raised in foster care but then the system has failed to return her to foster care before she is emancipated at age 18. She has had no contact with her mother for over a year and will soon be on her own.

Adoption and Abandonment

If a student has had no contact with his or her adoptive parents for a prolonged period of time, it is possible to make a case for a Dependency Override under Special Circumstances on the grounds of abandonment. Note: A student's choice to leave or not contact his or her adoptive parent is not considered abandonment. The student does not revert to his or her birth parents in such a situation⁴⁵.

If an adopted student locates his or her birth parents and is now living with them, the adopted student must still use his or her adoptive parents on the [FAFSA](#). Adoption terminates the parental rights of the birth parents. So unless the birth parents adopt the student, they are no longer considered his or her parents⁴⁷.

In order to determine if a Dependency Override would be appropriate in this situation, it must be determined if the move was the result of a documented case of one of the Special Circumstances for a Dependency Override listed above. Otherwise, the petition may be rejected for a Dependency Override as the move out of the adoptive parents' house might have been the youth's choice.

Any support the student receives from his or her birth parents gets listed on Worksheet B. The restriction against including support from one's parents does not apply, as birth parents are no longer considered the student's parents for financial aid purposes⁴⁷.

⁴⁵ FinAid (2006). *Professional Judgment*. Retrieved June 20, 2006 from <http://www.findaid.org/educators/pj/adoption.phtml>

Johnny was adopted at age 3. He regularly fought with his adoptive mother. One day when the fight turned physical, his adoptive mother called the police and had Johnny arrested; he was 13. The adoptive mother claimed that Johnny had serious mental health issues and should be placed in a group home environment because she could no longer handle him. (When a child is adopted, the federal government pays the adoptive parent a monthly stipend. When the child has behavioral issues, the federal government pays 100% for the child to be in a group home).

Johnny lived in group homes for over two years. His adoptive parents were never involved or supportive of him and refused to care for him upon his release from the last group home. They wanted nothing to do with him but refused to let anyone else come into his life. Although they completely abandoned him, they continued to receive federal funds to care for him and consequently refused to relinquish their rights as adoptive parents and return him to the foster care system.

This is another example where Professional Judgment can be used to approve a Dependency Override on a case-by-case basis. In this situation, it can be documented that no emotional or financial support was provided to Johnny by his adoptive parents. Even though Johnny should have been returned to the foster care system, he was not and consequently is not considered a Ward of the Court. Therefore, he is not eligible for [Chafee Education Training Vouchers \(ETV\)](#), ILP, or [Transitional Living Programs \(TLP\)](#).

Runaways

In order to consider a runaway youth for a Dependency Override, the youth must have legitimate, documented reasons to support leaving their home. A disagreement with parents over house rules is not considered a valid reason. There must be special circumstances and each case should be evaluated individually.

Tina was placed into foster care at a young age. At age 12, however, she was reunited with her father who continued to abuse her. Due to the abuse, she became a runaway, and for 6 years (until she reached the age of 18), she stayed on the streets and with friends. Tina never returned to [The System](#) even though she was being abused and was constantly on the run. Because Tina was not in foster care when she turned 18, she is still considered a dependent and is required to complete the parent section if she fills out the FAFSA.

However, based on the circumstances stated here, Tina would be forced to return to an unsafe and abusive environment. Luckily, her college [FAA](#) advised her to get copies of her police and [CPS](#) records and letters of support from supportive adults in her life who were witness to the number of years she had spent on the streets providing for herself. These letters would support why she should be considered an “Independent” on her [FAFSA](#) based on Special Circumstances.

In this case, after reviewing the documentation, the FAA determined that Tina should be granted a Dependency Override.

“Human beings have a resiliency that is amazing and miraculous. Youth in the foster system are no different and will make wonderful contributions to the world in the 21st century. They just have to recognize and identify people who care about them and will help them work through the obstacles we all encounter in life. Never give up!”

Rosalie Hilger, LA Mission College

TABLE 3: Federal Financial Aid Eligibility Matrix

Federal	Type of Aid	Eligibility Requirements
Pell Grant	Need-Based Grant	Awarded to undergraduates who have not earned a bachelor's or professional degree. If a student is eligible for a Pell Grant by having a qualifying low Expected Family Contribution (EFC) between 0-3850, they are guaranteed to receive a grant up to the maximum of \$4,050 for 2006-2007.
		*Youth in Foster Care Yes ___√___ No ___ Maybe ___ **Youth on Probation Yes ___ No ___ Maybe ___√___
Federal Supplemental Educational Opportunity Grant (SEOG)	Need-Based Grant	Awarded to undergraduates with exceptional financial need, i.e., students with the lowest Expected Family Contributions (EFCs). Preference is given to Pell Grant recipients.
		*Youth in Foster Care Yes ___√___ No ___ Maybe ___ **Youth on Probation Yes ___ No ___ Maybe ___√___
Perkins Loan	Need-Based Loan	Financial need is required. This loan is available at participating colleges.
		*Youth in Foster Care Yes ___√___ No ___ Maybe ___ **Youth on Probation Yes ___ No ___ Maybe ___√___
Subsidized Stafford / Direct Loans	Need-Based Loan	Financial need is required.
		*Youth in Foster Care Yes ___√___ No ___ Maybe ___ **Youth on Probation Yes ___ No ___ Maybe ___√___

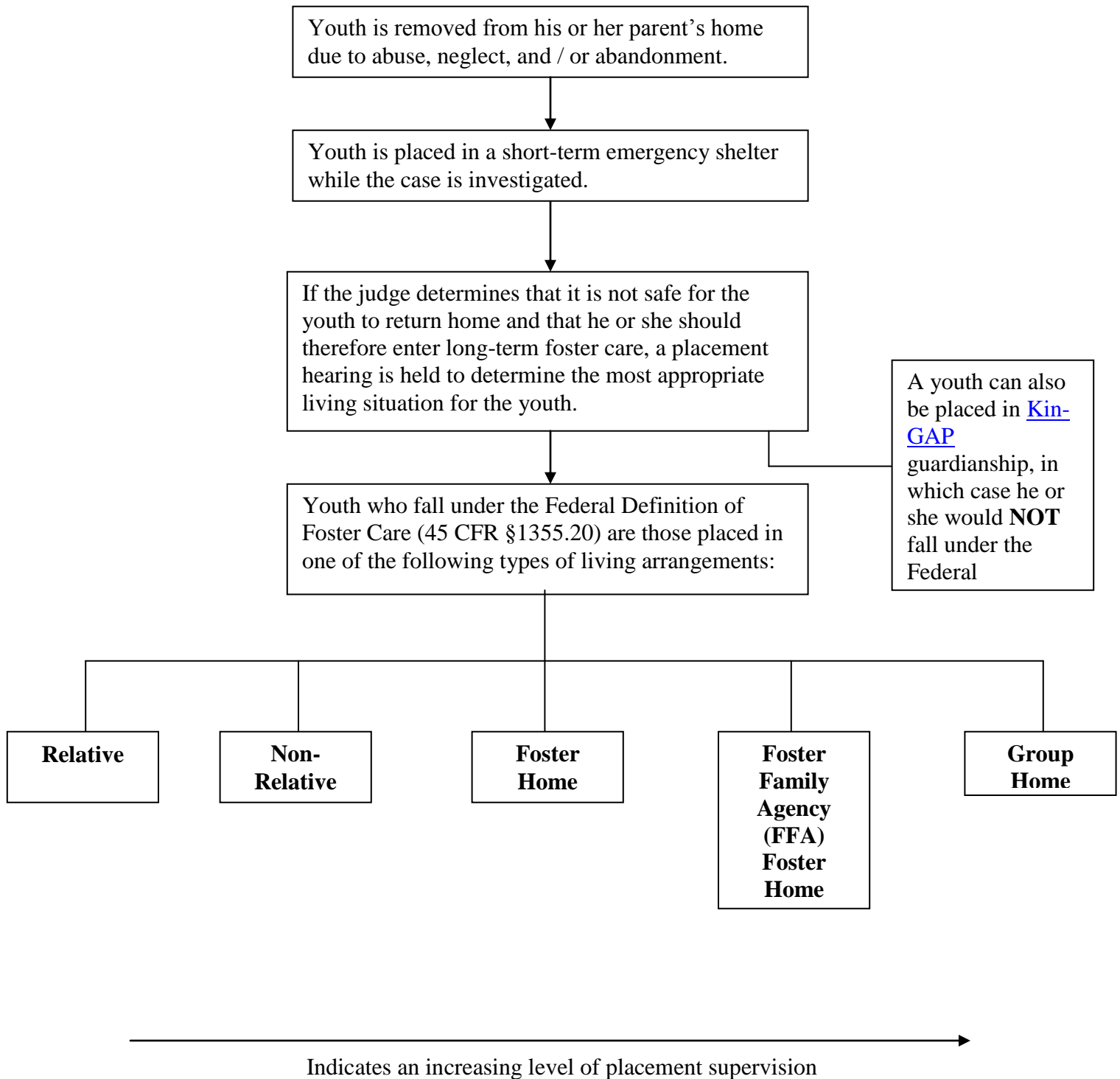
Federal	Type of Aid	Eligibility Requirements
Unsubsidized Stafford / Direct Loan	Loan	All students can apply for this loan, which is available at participating colleges.
		<p>*Youth in Foster Care Yes ___√___ No ___ Maybe ___</p> <p>**Youth on Probation Yes ___ No ___ Maybe ___√___</p>
Federal Work Study	Paid Employment	Provides jobs for students with financial need, allowing them to earn money to help pay educational expenses.
		<p>*Youth in Foster Care Yes ___√___ No ___ Maybe ___</p> <p>**Youth on Probation Yes ___ No ___ Maybe ___√___</p>
Chafee Education and Training Voucher (ETV)	Need-Based Grant For Foster Youth ONLY	<p>The award amount ranges from \$10 to \$5,000 depending on the student's unmet need. The full amount of unmet need, up to the maximum of \$5,000, will be awarded to students meeting the eligibility requirements.</p> <p>To qualify for the Chafee Education and Training Voucher (ETV), youth from foster care must have been in foster care for one day, anywhere in the U.S. between the ages of 16 and 18. Eligible students must apply prior to their 22nd birthday. The student must attend school at least half-time, their course of study must be at least one year long, and they must maintain satisfactory academic progress.</p>
		<p>*Youth in Foster Care Yes ___√___ No ___ Maybe ___</p> <p>**Youth on Probation Yes ___ No ___ ***Maybe ___√___</p> <p>Students who are on probation are not automatically ineligible for the Chafee. This condition by itself does not disqualify them. However, any student who is in detention is not eligible because they must actually be attending a college to receive benefits. A DUAL JURISDICTION youth who is residing in a detention facility is not considered to be in foster care and therefore not eligible for Chafee.</p>

* Youth from foster care are considered “independent” as defined by federal financial aid eligibility. Legal guardians and foster parents are NOT financially responsible for a Ward of the Court, so their income is not considered when calculating the youth’s financial need. Therefore, youth from foster care are often low-income students and qualify for need-based financial aid. Independent students living in “high” cost-of-living areas are less likely to be eligible for grant aid as they need to work to support themselves.

** For probation youth, the answer is “maybe” because the circumstances for each probation youth will vary. National studies reflect that most probation youth come from low-income families. However, a youth may be in the custody of his parents who make \$250,000 per year in income. Therefore, this probation youth would not be eligible for need-based financial aid.

*** A youth who was in the foster care system for at least one day between the ages of 16-18 who then was placed on probation is eligible for a Chafee Grant.

Federal Definition of Foster Care Flow Chart



CHAFEE EDUCATION and TRAINING VOUCHER (ETV) ELIGIBILITY

“There are rare opportunities when you know that whatever good you can do can make such an important difference in a person's life. If the social contract means anything in our society today, working for these young adults is an affirmation of one's humanity.”

Michael McPartlin, City College of San Francisco

Chafee Education and Training Voucher (ETV) Eligibility Information

The Chafee Education and Training Voucher (ETV) Grant Program is a form of Title IV-E funding designed specifically for foster youth. The funds are awarded to the [California Department of Social Services \(CDSS\)](#) and administered by the [California Student Aid Commission \(CSAC\)](#).

Eligibility Criteria

- Students must qualify for California [Independent Living Program Services \(ILP\)](#) any time between their 16th and 18th birthdays. (Students who did not participate in ILP services but were eligible to receive ILP services qualify.)
- Students who were adopted at least one day after their 16th birthday and were ILP-eligible qualify for Chafee.
- New applicants on July 1 of the award year must be:
 - At least 16 years old
 - and**
 - Not have reached their 22nd birthday (if the student's 22nd birthday is on or after July 1 of the award year, the student is eligible).
- Students who have received Chafee awards any time between the ages of 16-21 can continue to renew their awards through their 23rd birthday, but they must have participated in the program prior to their 22nd birthday in order to continue receiving ETV funds until age 23.
- At the time of the publication of this manual, California [Kin-GAP](#) youth are **NOT** eligible for Chafee ETVs.
- Students must attend a college or vocational (Title IV) school that:
 - Disburses Federal Pell Grant Program funds
 - Offers programs of at least one academic year in length
- Students must maintain half-time enrollment status.
- Students must be enrolled in a course of study of at least one academic year.
- Students must maintain [Satisfactory Academic Progress \(SAP\)](#) toward achieving a certificate or degree.
 - This criteria differs from school to school but is generally measured by:
 - Student's cumulative grade point average (GPA)

- Number of credits earned in relation to those attempted
- Maximum timeframe allowed to complete the academic program
- Please note: Chafee awards are **NOT** subject to the following Title IV eligibility requirements:
 - High school diploma or equivalent requirements
 - US citizen or eligible non-citizen requirements
 - Social Security requirements
 - Selective Service requirements
 - Pell over-award or defaulted student loans

Priority Selection Criteria

Selection criteria used for new Chafee Grant awards (at the time of publication of this manual) is as follows:

- **Priority 1:** Students who are **aging out of the foster care program**
- **Priority 2:** Students **with dependents**
- **Priority 3:** Students who have an **unmet need of \$5,000 or higher**
- **Priority 4:** **Submission date** of completed application

Priority requirement for Renewal Chafee Grant awards is to have all components of the application process (See below) completed by the renewal deadline date as designated by CDSS and CSAC.

Application Process

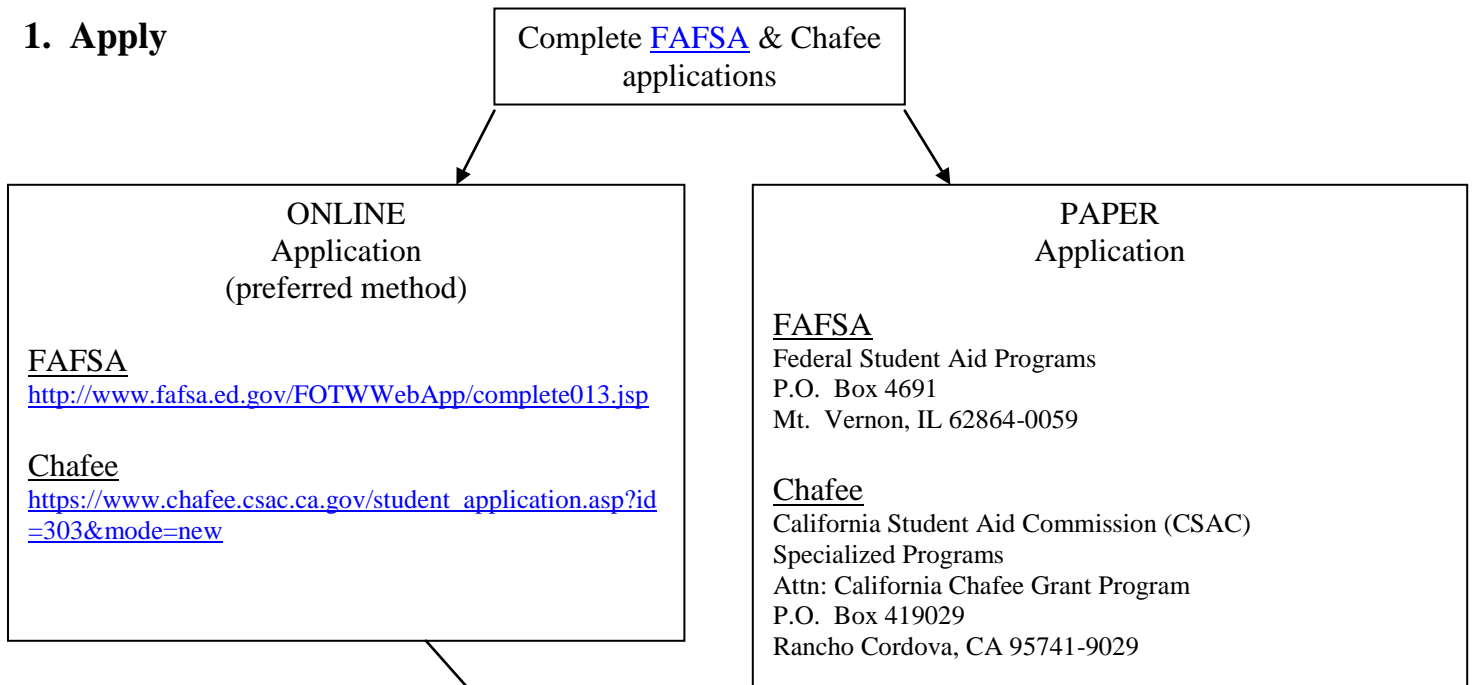
1. Student completes and submits either a paper or electronic form of the Chafee Grant Program Application available at: www.chafee.csac.ca.gov
2. Student files a paper or electronic form of the FAFSA available at www.fafsa.ed.gov (For most California residents, CSAC automatically receives a student's completed FAFSA record from the Department of Education. Out-of-state students must submit a copy of their Student Aid Report to CSAC).
3. CDSS confirms the student's Independent Living Program (ILP) eligibility
 - The college does **NOT** need to verify the student's ILP eligibility regardless of whether the youth is from California or another state. Eligibility is verified by CDSS.
4. Student receives a letter at each stage of the application process. Students may check on the status of their application at <https://mygrantinfo.csac.ca.gov>

5. School receives notification of the student's application status in the following manner:
 - WebGrants schools may download a weekly Chafee Status Roster by School to view a list of student records and their application status. Individual student records can be viewed on the Chafee Grant Application Status Screen.
 - For non-WebGrants schools, CSAC sends a copy of the Chafee Status Roster by School directly to the school.
6. School certifies the student's eligibility. (WebGrants schools report eligibility on the Financial Need Analysis Screen. Non-WebGrants schools report eligibility on a paper Financial Need Analysis Report.)
 - Enrollment status
 - Satisfactory academic progress
 - Financial eligibility
7. Once a student applies for and receives a Chafee award, he or she is no longer required to resubmit a Chafee application each year. [CSAC](#) sends students a notice informing them that they can renew their award and provides them with an Update/Change form to report changes to their contact information (name, address, phone number, email) and school of attendance. To renew for the new academic year, the student must meet eligibility criteria, renew their [FAFSA](#), and have their school submit a Financial Needs Analysis (NAR).

**Please reiterate to students that it is critical for them to let the Financial Aid office and CSAC know if any of their contact information changes. Failure to do so could negatively affect the timely disbursement of their Chafee funds.

Chafee Application Process Flow Chart

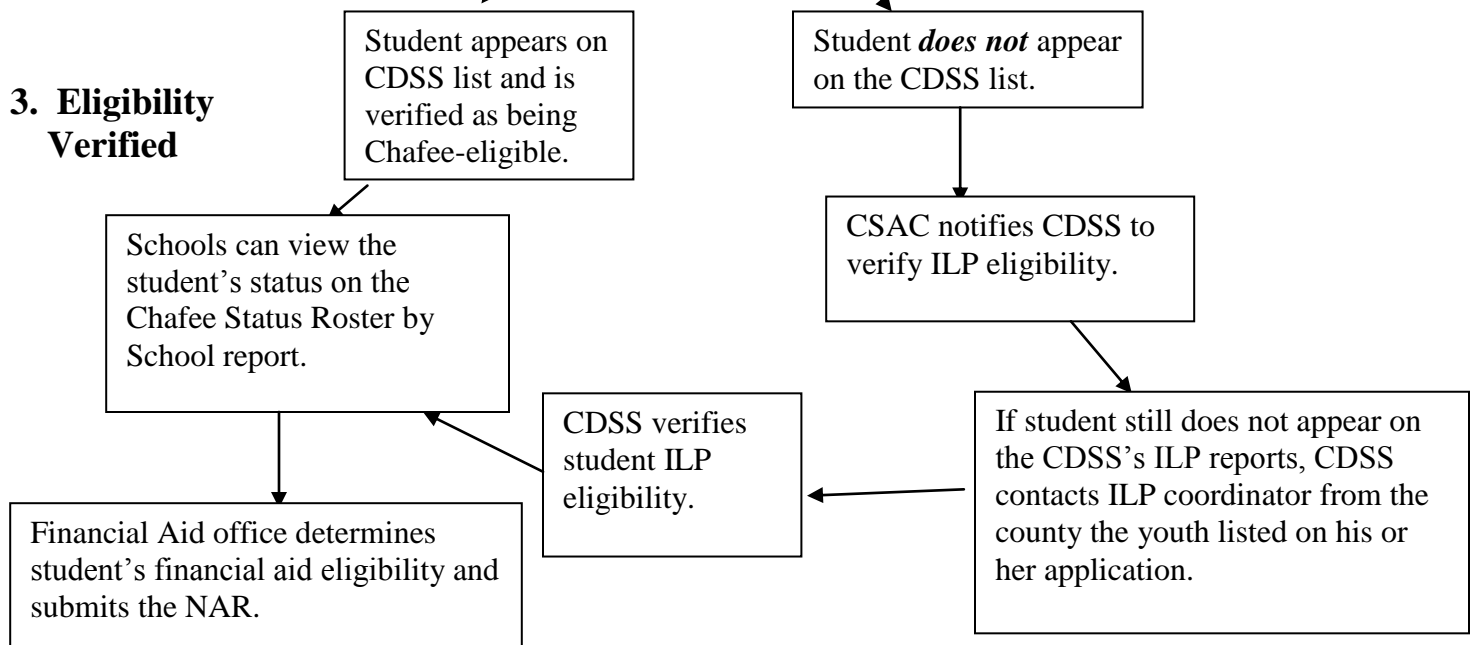
1. Apply



2. Verification initiated through CSAC

CSAC confirms status of students as current / former youth from foster care using their list of ILP-eligible youth provided by CDSS

3. Eligibility Verified



If a youth ages out of foster care in one state and then changes his / her state of residency, which state is responsible for providing a youth with a Chafee ETV?

U.S. Department of Health & Human Services Administration for Children & Families Response⁴⁶	Examples
<p>For a youth in foster care, the State with placement and care responsibility is responsible for providing a voucher to an eligible youth.</p>	<p>A youth in care currently under the placement and care of California would receive a Chafee ETV from California regardless of whether the youth is in a placement in California or in another state.</p>
<p>The State in which an alumnus of foster care resides is responsible for providing such an eligible youth with a voucher.</p>	<p>If a former youth from Nevada's foster care system currently resides in California, the youth should apply for a Chafee ETV in California.</p>
<p>This provision, however, does not apply to an alumnus of care who is already receiving a voucher and moves to another State for the sole purpose of attending an institution of higher education. In that instance, we expect that the youth's original State of residence will continue to provide a voucher to the youth for as long as the youth remains eligible for the program.</p>	<p>If a former Nevada youth receives a Chafee ETV from Nevada and then chooses to move to California solely to attend an institution of higher education, the youth will continue to receive Chafee ETVs from Nevada so long as he or she is eligible. The youth would NOT apply to California for a Chafee ETV.</p>

⁴⁶ U.S. Department of Health & Human Service, Administration for Children & Families (2006). *Independent Living, Related Foster Care Requirements. Child Welfare Policy Manual*. Retrieved September 6, 2006 from http://www.acf.hhs.gov/j2ee/programs/cb/laws_policies/laws/cwpm/policy_dsp_pf.jsp?id=3

Are youth under the supervision of Probation eligible for Chafee?

- If a youth was in foster care at any time between the ages of 16-18 and did something that caused him or her to be placed under the supervision of Probation, he or she is eligible for ILP Services and Chafee.
- Conversely, if a youth was NOT in foster care between the ages of 16-18 and did something that caused him or her to be placed under the supervision of Probation, he or she is NOT eligible for ILP Services and Chafee.
- The only Probation youth who are eligible for ILP and Chafee are those who were in foster care between the ages of 16-18 regardless of whether they were in foster care first or were on probation first.
- Any student who is in a detention facility (e.g., Juvenile Hall or a Probation Camp) is NOT eligible for Chafee because he or she must actually be attending a school to receive benefits. According to the Federal definition of foster care (45 CFR 1355.20), “detention facilities, forestry camps, training schools, or any other facility operated primarily for the detention of children who are determined to be delinquent” are not considered foster care placements. Therefore, a youth who is placed in a detention facility is not considered to be in foster care. If the youth has never been in foster care prior to being placed in the detention facility, Chafee funds cannot be used to serve him or her⁴⁷.

Whether the youth is in foster care solely or is a youth in care on probation, the [California Department of Social Services](#) has recommended the following process for verification⁴⁸:

1. For any student who believes he or she is a dependent Ward of the Court, it is recommended that he or she complete the [FAFSA](#) and Chafee applications on-line. When feasible, FAAs are encouraged to offer assistance in filling out these forms accurately and in their entirety.
2. The online FAFSA and Chafee applications are then sent to [CSAC](#) for verification.
3. If the student is not on the ILP Eligibility Report received from CDSS, CSAC will contact CDSS to verify eligibility.
4. The student should be informed that once CSAC receives his or her application, CDSS verifies the ILP status, and the Financial Aid Office reports his or her financial aid eligibility, CSAC will send the student a letter notifying him or her of their award status.
5. CSAC recommends that schools check the Chafee Need Analysis Roster, using the WebGrants Download Report Screen, every Friday to identify their students. FAAs

⁴⁷ U.S. Department of Health & Human Service, Administration for Children & Families (2006). *Independent Living, Related Foster Care Requirements. Child Welfare Policy Manual*. Accessed September 6, 2006 from http://www.acf.hhs.gov/j2ee/programs/cb/laws_policies/laws/cwpm/policy_dsp_pf.jsp?id=3.

⁴⁸ St. Mary, S. Switzer, V, California Department of Social Service. (August 22, 2006). Personal communication.

should make sure to submit a Needs Analysis Report (NAR) for all students listed on their school roster, whether or not they are eligible for a Chafee Grant⁴⁹.

6. CSAC also recommends that schools check the Chafee Status Roster by School report, using the WebGrants Download Report Screen, every Friday to identify students who have completed various stages of the application process. FAAs are encouraged to counsel and assist the student with the final stages of the application process.

Award Payment Process

1. Checks are distributed to the school and made payable to the student.
2. Award amounts vary from \$10 up to the maximum of \$5,000 depending on the student's unmet need.
3. Award disbursements are prorated based on the number of terms reported by the school.
4. Schools must verify student payment eligibility by confirming that during the payment term, the student is enrolled at least half time, maintains [SAP](#), and demonstrates financial need. (CSAC requests that schools do a quick turnaround on returning checks for ineligible students; checks should be returned within 10 business days of receipt.)
5. One significant benefit of the Chafee Grant Program is that aid received by a youth from foster care through this program may be disregarded in the awarding of other federal student financial aid such as Pell Grants⁵⁰. This means that an ETV can be added to a Pell Grant rather than substituted for it in assembling a larger and more adequate package of financial aid to pay for college⁵¹.
6. CSAC recommends that schools reduce federal student loan and/or federal work-study to allow maximum unmet need for a Chafee Grant award.

Contact Information

For Chafee Grant Program questions, schools can contact:

California Student Aid Commission
(888) 224-7268 #3
specialized@csac.ca.gov
8:00 a.m. – 4:55 p.m. Monday – Friday

⁴⁹ Torres, D, California Student Aid Commission. (August 21, 2006). Personal communication.

⁵⁰ Sec. 477(i) (5) of Part E. SSA Title IV.

⁵¹ Wolanin, T.R. (2005). *Higher Education Opportunities for Foster Youth: A Primer for Policymakers*, Washington, DC: Institute for Higher Education Policy p. 43.

The two analysts that oversee the Chafee program are
Dolores Torres (916-526-7926) and Linda Brown (916-526-7599).

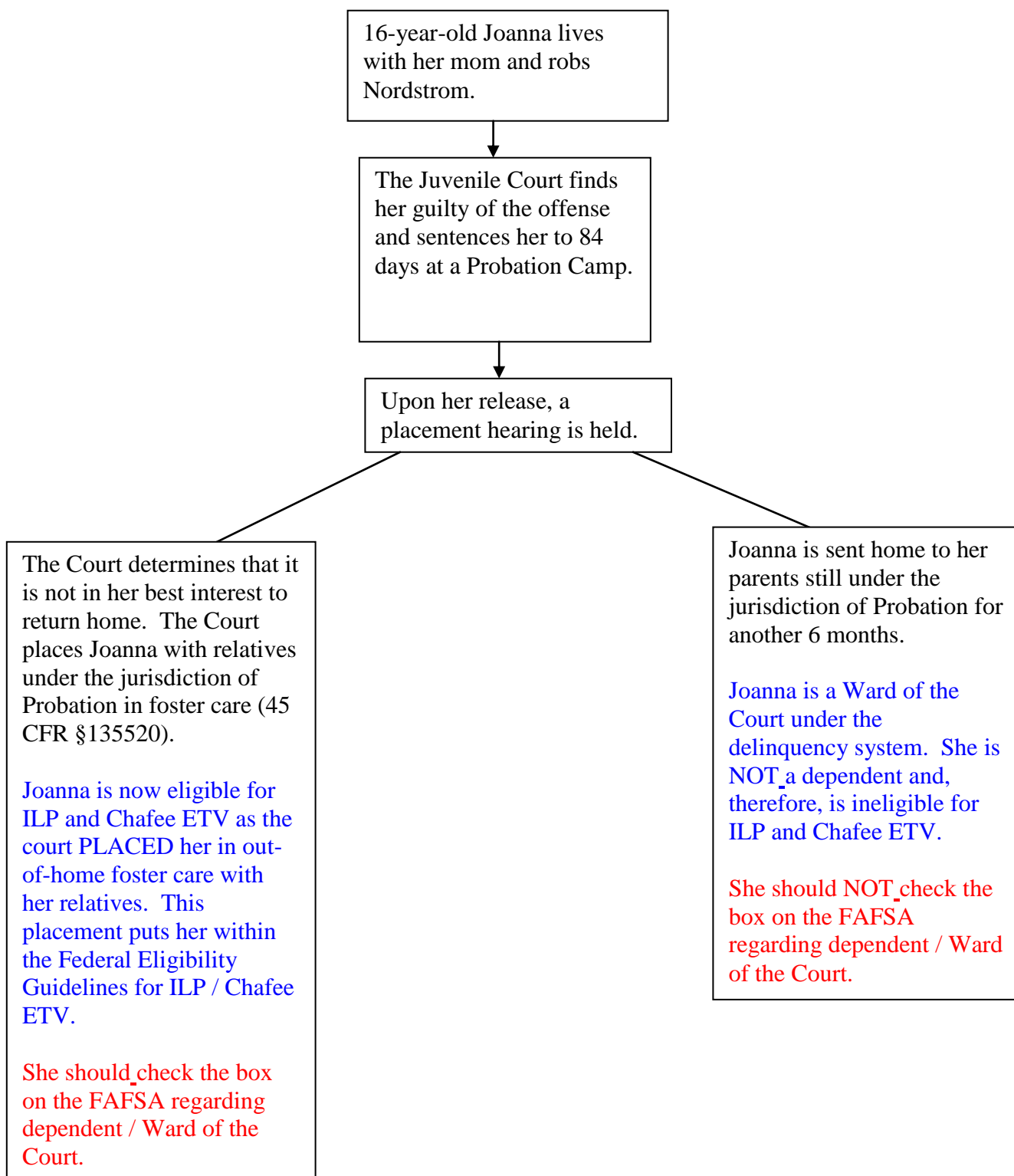
For Chafee Grant Program questions, students can contact:

California Student Aid Commission
(888) 224-7268
studentsupport@csac.ca.gov
8:00 a.m. – 4:50 p.m. Monday – Friday

www.csac.ca.gov
www.chafee.ca.gov

*****It is recommended that FYSI Liaisons inform students to document the date, time, and outcome of a call when they speak to someone regarding their Chafee award. Reference to this documentation may assist them in the maintenance of their award and/or help with resolving issues and concerns.***

Chafee Eligibility Flow Chart 1: The Nordstrom Bandit



Chafee Eligibility Flow Chart 2: Denny's Delinquent

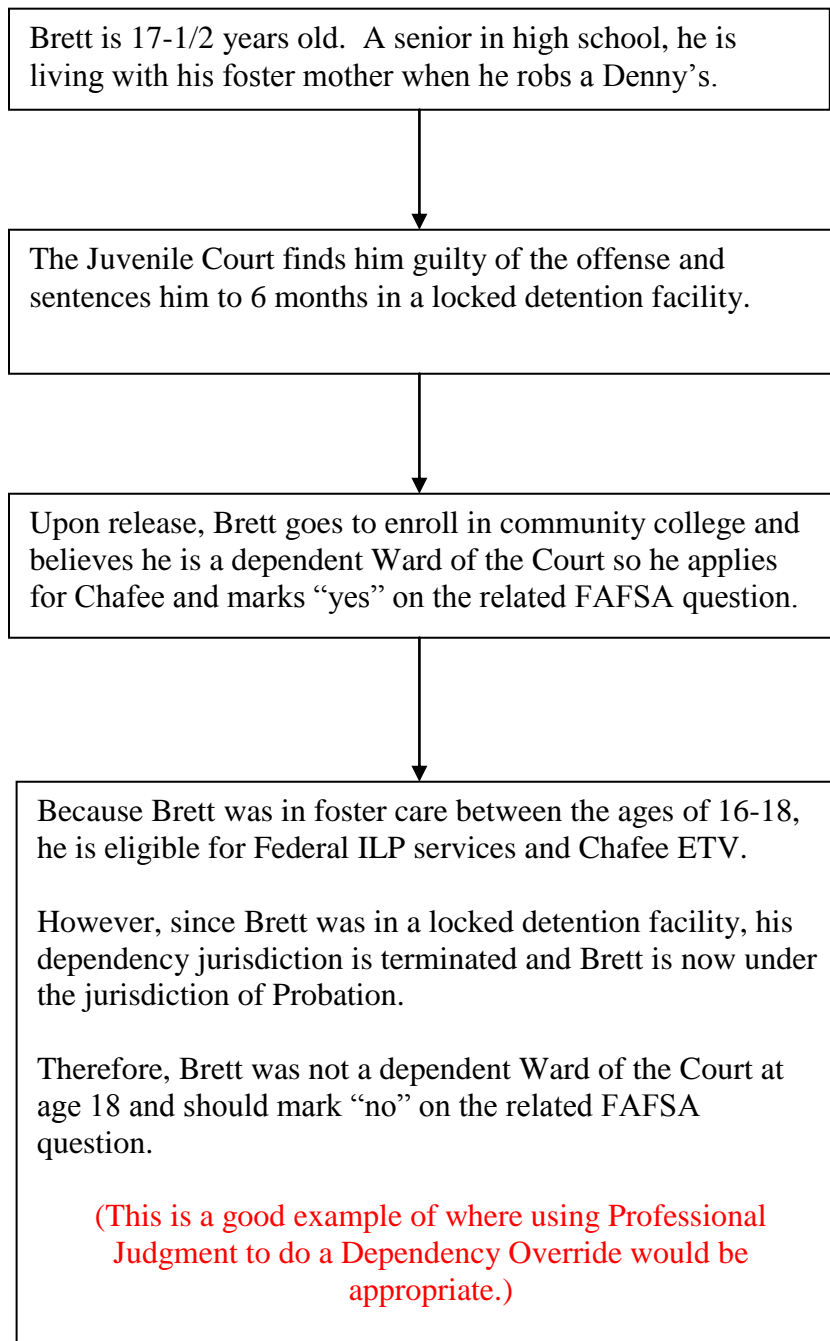


TABLE 4: State Financial Aid Eligibility Matrix

State	Type of Aid	Eligibility Requirements
Cal Grant A Competitive	Merit-Based Grant	For students who are not eligible for the entitlement awards, have a minimum 3.0 GPA, and are from low- and middle-income families. These awards help pay tuition and fees at qualifying schools with academic programs that are at least two years in length. These awards are for students who are planning to attend or transfer to a four-year college / university; the awards are not guaranteed.
		<p>Youth in Foster Care Yes____ No____ Maybe__√__</p> <p>Youth on Probation Yes____ No____ Maybe__√__</p>
Cal Grant B Entitlement	Need-Based Grant	Provides low-income students with a living allowance and assistance with tuition and fees. Coursework must be for at least one academic year. Cal Grant B may be used at a community college as well as a four-year college / university.
		<p>Youth in Foster Care Yes__√__ No____ Maybe____</p> <p>Youth on Probation Yes____ No____ Maybe__√__</p>

State	Type of Aid	Eligibility Requirements
Cal Grant B Competitive	Merit-Based Grant	For students with a minimum 2.0 GPA who are from disadvantaged and low-income families. These may be used at a community college or at a four-year college / university;, they are not guaranteed.
		<p>Youth in Foster Care Yes_____ No_____ Maybe__√__</p> <p>Youth on Probation Yes_____ No_____ Maybe__√__</p>
Cal Grant C	Need-Based Grant	Helps pay for tuition and training costs at occupational or career colleges. A student must enroll in a vocational program that is at least four months long at a California community college, private college, or a vocational school. Funding is available for up to two years, depending on the length of the academic program.
		<p>Youth in Foster Care Yes__√__ No_____ Maybe_____</p> <p>Youth on Probation Yes_____ No_____ Maybe__√__</p>
Board of Governor's (BOG) Fee Waiver	Need-Based Grant	Funded by the State to waive the full amount of the enrollment fee charged to eligible students who are California residents. The BOG Fee Waiver offers three ways for students to qualify to have their enrollment fees waived by the State.
		<p>Youth in Foster Care Yes__√__ No_____ Maybe_____</p> <p>Youth on Probation Yes_____ No_____ Maybe__√__</p>

TABLE 5: Institutional Financial Aid Eligibility Matrix

Institutional	Eligibility Requirements
Academic and Contributed / Endowed Scholarships	<p>Scholarships are often provided by the generosity of foundations, corporations, and individual donors. Generally, scholarships are awarded to students with special qualifications, such as academic achievement, artistic abilities, demonstrated leadership, and athletic talents, or to students who are in particular fields of study, who are from a particular heritage, who are members of underrepresented groups, or who demonstrate a financial need. These scholarships are competitive and not guaranteed.</p>
	<p>Youth in Foster Care Yes____ No____ Maybe__√__</p> <p>Youth on Probation Yes____ No____ Maybe__√__</p>
Institutional Grants	<p>Money provided by the school, in varying amounts and with varying eligibility requirements, which does not need to be paid back. These grants may not be available at all schools.</p>
	<p>Youth in Foster Care Yes____ No____ Maybe__√__</p> <p>Youth on Probation Yes____ No____ Maybe__√__</p>
Institutional Loans	<p>Loans provided through the school; they have varying names, interest rates, repayment terms, eligibility requirements, and stipulations. These loans are not available at all schools</p>

Institutional	Eligibility Requirements
	<p>Youth in Foster Care Yes__√__ No____ Maybe____</p> <p>Youth on Probation Yes__√__ No____ Maybe____</p>
Institutional Work Study	<p>The Institutional Work-Study program at some schools is for undergraduate and graduate students showing a non-need-based eligibility. At other schools, only students who have not qualified for Federal Work Study are eligible. Funding levels vary by institution.</p>
	<p>Youth in Foster Care Yes____ No____ Maybe__√__</p> <p>Youth on Probation Yes____ No____ Maybe__√__</p>
Book / Supplies Vouchers	<p>Some schools (such as City College of San Francisco) offer book and supplies vouchers for eligible CalWORKs and PAES clients. Schools with EOPS programs may provide book / supplies vouchers to EOPS-eligible students.</p>
	<p>Youth in Foster Care Yes__√__ No____ Maybe____</p> <p>Youth on Probation Yes____ No____ Maybe__√__</p>

Institutional	Eligibility Requirements
Guardian Scholars	<p>The Guardian Scholars program is a working partnership between the private sector and public agencies designed to achieve significant synergies that allow schools to support students from foster care effectively and cost-efficiently. To be eligible, students must be current or former youth from care who are:</p> <ul style="list-style-type: none"> • Highly motivated students between the ages of 17 and 23 (or who are legally emancipated, if still a minor) • Qualify for admission to participating colleges and vocational schools • Qualify for "Independent Student Status" under federal financial aid guidelines • Are classified as a California resident • Apply for financial aid by completing the FAFSA by the priority filing date • Incoming students must have earned at least a 2.5 GPA in coursework.
	<p>Youth in Foster Care Yes ___√___ No ___ Maybe ___</p> <p>Youth on Probation Yes ___ No ___ Maybe ___√___</p>
Renaissance Scholars	<p>Students selected for the Renaissance Scholars program are awarded full scholarships. They get assistance with housing and employment, and become part of a peer network of youth from foster care.</p>
	<p>Youth in Foster Care Yes ___√___ No ___ Maybe ___</p> <p>Youth on Probation Yes ___ No ___ Maybe ___√___</p>

General Information on Institutional Financial Aid:

- Varies from school to school.
- Many schools will consider students for their institutional financial aid without the students having to fill out a separate application form. However, they must apply by the necessary deadlines.

TABLE 6: Student Support Services Eligibility Matrix

Please note: Not all of these programs will be available at every school, so FYSI Liaisons are asked to have a listing of their college's support services on hand to review with students.

Program	Services Offered	Eligibility Requirements
Academic Success Center / Learning Assistance Center	<ul style="list-style-type: none"> ▪ Reading, speech, and ESL assistance ▪ Tutoring services ▪ Continuing Education High School, GED, and ABE classes ▪ Vocational programs ▪ Writing Center ▪ Counseling services (career, personal, academic) ▪ Study groups 	<ul style="list-style-type: none"> ▪ Currently enrolled students ▪ Have ability to make youth from foster care a priority
Assessment / Testing Center	<ul style="list-style-type: none"> ▪ Math Placement Testing ▪ English Placement Testing ▪ Ability to Benefit Testing (ATB) 	<ul style="list-style-type: none"> ▪ Currently enrolled students ▪ Have ability to make youth from foster care a priority
Basic / Developmental Skills	<ul style="list-style-type: none"> • Pre-Algebra courses • ESL courses • Pre-university transfer English courses 	<ul style="list-style-type: none"> ▪ Currently enrolled students ▪ Have ability to make youth from foster care a priority
CalWORKS	<ul style="list-style-type: none"> ▪ School tuition ▪ Textbook vouchers ▪ Child care (on or off campus) ▪ Job placement assistance ▪ Counseling and student support 	<ul style="list-style-type: none"> ▪ Both new and currently enrolled students who are receiving cash aid or TANF (Temporary Aid to Needy Families) from County Social Services Department ▪ Youth from foster care with dependents may be eligible. ▪ Foster youth without children are not eligible

Program	Services Offered	Eligibility Requirements
Career / Job Placement Center	<ul style="list-style-type: none"> ▪ Assistance in linking students' college majors and training programs with careers that meet their individual needs. ▪ Provide resources, programs, and workshops to assist students in finding the career of their dreams ▪ Workshops and classes ▪ Career and job search counseling 	<ul style="list-style-type: none"> ▪ New and currently enrolled students ▪ No specific foster youth services or priorities
Child Development Center	<ul style="list-style-type: none"> ▪ Early childhood educational services 	<ul style="list-style-type: none"> ▪ To be eligible for subsidized childcare, a family must meet the state requirements of need and financial status, and the parent must be a student in the college. Students are generally required to be enrolled in a certain # of course units. ▪ Fees for low-income families are determined by State Dept of Education, are on a sliding scale, and are based on age of child, and hours and days of need. ▪ Applicable to youth from foster care with children

Program	Services Offered	Eligibility Requirements
Community Service Learning (CSL)	<ul style="list-style-type: none"> ▪ Provides community / public service placements in non-profit organizations and public schools. ▪ Students receive course credit. ▪ Students are assigned a mentor. ▪ Students are empowered by their ability to make a difference in someone else's life ▪ Provides students with an opportunity to build a closer relationship with their professor. 	<ul style="list-style-type: none"> ▪ In order to participate in CSL, the student must be enrolled in a class with a CSL component. ▪ Students can also participate in a volunteer program without enrolling in specific classes. ▪ Can provide accommodations for youth from foster care as needed (i.e., sending them with a partner so they don't have to go for the first time on their own; figuring out how to navigate to the site on the bus; transportation to certain sites may be available via school van and / or placement can be made on campus)
Computer Lab	<ul style="list-style-type: none"> ▪ Computers ▪ Classroom-related software ▪ Technical assistance 	<ul style="list-style-type: none"> ▪ Currently enrolled students ▪ No specific services or priorities for youth from foster care
Cooperative Agencies Resources for Education (CARE)	<ul style="list-style-type: none"> ▪ Provides single parents receiving public assistance with resources and services while attending college ▪ Child care 	<ul style="list-style-type: none"> ▪ Must qualify for EOPS ▪ Must be at least 18 years old ▪ Must be head of household ▪ Must receive CalWorks/TANF/AFDC ▪ Must have a dependent child under 14 ▪ Must be a CA resident for over 1 year ▪ Must apply for financial aid ▪ Applicable to youth from foster care with children

Program	Services Offered	Eligibility Requirements
Counseling Center	<ul style="list-style-type: none"> ▪ New student counseling ▪ Mental health counseling ▪ Psychological counseling 	<ul style="list-style-type: none"> ▪ Currently enrolled students ▪ Have ability to make youth from foster care a priority
Disabled Students Programs & Services (DSPS)	<ul style="list-style-type: none"> ▪ Learning disabilities testing ▪ Accommodations for students with disabilities ▪ Employment and career services ▪ Class relocation procedure ▪ Credit and non-credit courses ▪ Priority registration ▪ Academic advising ▪ Assistive technology and instructional support ▪ Note-taking assistance ▪ Interpreter services 	<ul style="list-style-type: none"> ▪ Must complete disability verification form and have it signed by a licensed professional who is qualified to diagnose the disability ▪ Have ability to make youth from foster care a priority
Extended Opportunity Programs & Service (EOPS)	<ul style="list-style-type: none"> ▪ College orientation program ▪ Counseling ▪ Priority registration ▪ Book service ▪ Financial aid advising ▪ Tutorial services 	<ul style="list-style-type: none"> ▪ Enrolled as a full-time student but if a student is eligible for DSPS, he or she can be enrolled part-time and still be eligible ▪ Must be eligible for the BOG waiver ▪ Must be a CA resident ▪ Must have fewer than 30 units of degree-applicable credits ▪ Must be educationally disadvantaged as defined by EOPS ▪ Have ability to make youth from foster care a priority

Program	Services Offered	Eligibility Requirements
Health & Wellness Center	<ul style="list-style-type: none"> ▪ Diagnosis of chronic illnesses ▪ Community health resources ▪ Psychological services ▪ HIV testing ▪ Health education information ▪ Immunizations ▪ Laboratory services ▪ Men's and women's health ▪ Tobacco, drug, and alcohol programs and referrals ▪ Dermatology ▪ First aid / minor injuries ▪ Physical exams 	<ul style="list-style-type: none"> ▪ Currently enrolled students ▪ Have ability to make youth from foster care a priority
Language Center	<ul style="list-style-type: none"> ▪ Audio, video, and computer stations with high-speed Internet access to support and complement coursework in foreign languages 	<ul style="list-style-type: none"> ▪ Currently enrolled students ▪ No specific services or priorities for youth from foster care
Library	<ul style="list-style-type: none"> ▪ Library instruction ▪ Ask a Librarian reference and research assistance 	<ul style="list-style-type: none"> ▪ General library reference and research assistance is available to everyone regardless of student status ▪ No specific priority for youth from foster care
Transfer Center	<ul style="list-style-type: none"> ▪ Support and guide students through the university transfer process by providing a variety of services and resources that ensures well-informed options and thorough preparation for successful admission to 4-year baccalaureate granting institutions. ▪ Fairs 	<ul style="list-style-type: none"> ▪ Currently enrolled students ▪ No specific priority for youth from

Program	Services Offered	Eligibility Requirements
	<ul style="list-style-type: none"> ▪ College tours ▪ Counseling ▪ Application workshops • Online resources 	foster care
Tutoring & Academic Support Center	<ul style="list-style-type: none"> ▪ Tutoring services ▪ Learning communities ▪ Online tutoring ▪ Student Success Workshops 	<ul style="list-style-type: none"> ▪ At some schools, students must be enrolled in the classes for which they need tutoring. ▪ Some schools provide general tutoring in any subject. ▪ Have ability to make youth from foster care a priority.
Upward Bound	<ul style="list-style-type: none"> ▪ Federally-funded TRIO program ▪ Assists underrepresented students in achieving postsecondary education goals ▪ Saturday classes ▪ College study skills ▪ Tutoring ▪ Mentoring ▪ Personal education planning ▪ Self-esteem workshops ▪ Assistance with scholarship search and applications 	<ul style="list-style-type: none"> ▪ First-generation college student ▪ Low income based on federal income guidelines ▪ U.S. citizen and / or legal / permanent resident ▪ Demonstrated academic need ▪ Priority for youth from foster care

**SENSITIVE APPROACHES
TO COMMUNICATION
WITH YOUTH FROM FOSTER CARE**

Sensitive Approaches to Communication with Youth from Foster Care



Asking for help is a difficult process for anyone, but for youth from foster care it can be particularly daunting, given their unique backgrounds and life stories. Many are resistant to divulging details about their lives. Even simply acknowledging that they were in foster care can be a challenge because of the stigma that surrounds the foster care system. Although some youth spend only a short amount of time in foster care, many have been “raised” by the system and consequently are tired of being labeled as “foster youth.” For the majority of their lives, being identified as a foster youth has led to negative consequences, stereotyping, and intrusive questions regarding how and why they entered the system. Helping youth from foster care see that in this particular instance it can actually be beneficial and help them get more financial aid is one of the biggest roadblocks that FYSI Liaisons must overcome.

In doing so, it is very important to recognize that we all come into situations with personal biases and preconceptions. As can be seen from the quote below, youth from foster care are very conscious of how they are spoken to, looked at, and treated. Being aware of this and being cognizant of your body language, tone of voice, and that of the student from foster care can help make your interactions with these youth as successful as they can be.

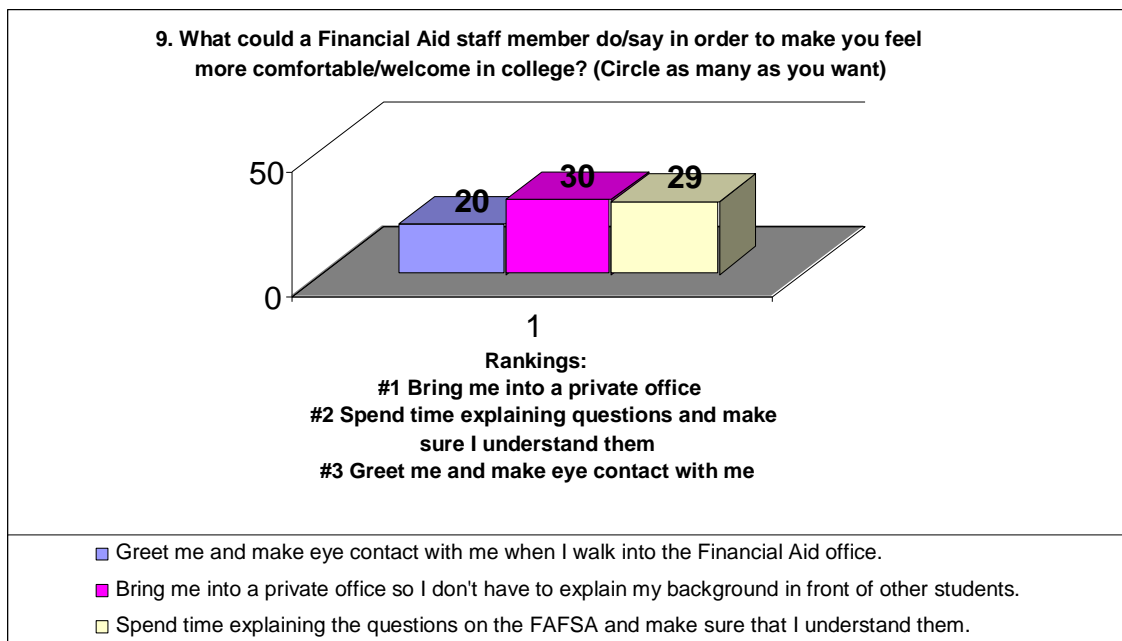
“In my opinion, most [college employees] simply DON'T KNOW what your history was like when they first meet you, which can lead to communication problems / misunderstandings of body-language, personality, and behavior. For example, people who don't know me usually think that I'm ‘mean looking, violent, too defensive, or just some lazy ghetto punk,’ which can lead to them treating me rudely when I go to the financial aid center, not provide me with help because they don't like me, or want to rush my turn in line just because I look like a ‘mean b*@\$h.’ Basically, my life has ‘hardened’ my appearance, and I don't look like a typically professional girl who came from a loving family. Most people can sense that I'm usually NOT treated respectfully, and therefore they automatically treat me that way too...like an ‘annoying nobody who's just taking up space in line for the REAL college students’. I really dislike having to ‘put on a fake happy face’ or ‘dress up in bright cute clothes’ just to be taken seriously, because that's hell a fake and it's just not me.”

Youth from Foster Care

As FAAs, you must elicit certain information in order to do your job and assist students in receiving as much financial aid as they are eligible for. Therefore, it is often necessary to “dig deeper” in order to gather information that the student may not volunteer or know he needs to provide in order for you to best serve him. There is a fine line between “digging deeper” and asking for information that is not necessary when determining financial aid eligibility.

Before getting into the financial-aid-specific questions, it is very important for you to ask the youth questions about whether their basic needs are being met. Please keep in mind that these are very personal issues and ask yourself whether you would feel comfortable discussing this with a stranger. We encourage you to discuss them in a private setting. These are not questions that you would typically ask a student who walks into your office. However, if basic needs are unmet, it is hard to expect anyone to be able to focus on their education. Some questions that you could ask include:

- *Do you have safe and stable housing?*
- *Do you have enough food to eat?*
- *Do you have access to health care?*
- *Do you have reliable transportation?*



The purpose of the following chart is to assist you in walking that line by giving you suggestions as to how to communicate with greater sensitivity and efficiency when working with students from foster care in order to obtain the information needed to fully help them. Several variations on what to say are provided below for your review. Use your discretion in asking as many of the following questions as is appropriate on a case-by-case basis. We went straight to the source and asked alumni of foster care to help us compile the following matrix.

	Information You Need to Know	What to Say	What to Avoid Saying
1	That the student is/was a Ward of the Court at the age of 18.	<p>Have you ever been, or are you currently, in the foster care system?</p> <p>Until what age were you in the foster care system?</p> <p>Did you know that if you were a youth in foster care, you are considered a Ward of the Court?</p>	<p>How could you not know that?</p> <p>How long were you in foster care?</p> <p>Why were you in the system?</p>
2	If a student states she is / was living w/ friend or relative, is she voluntarily living there or was it court-ordered.	Do you know if a judge/court/social worker placed you there?	Why aren't you living with your parents?
3	Who is financially responsible for the student.	<p>If a youth says she is living with her parents, you need to find out:</p> <p>(a) if they are birth / biological parents. If not refer to Questions #1 and #2 above.</p> <p>(b) if she's living with biological parents, are they under the supervision of the court?</p> <p>If YES, then the State is responsible. However, if she is not under court supervision, then her parents are financially responsible.</p> <p><i>Please note: It's important to know this because a student can be under a "reunification plan" and thus living with his/her biological parents while under the supervision of Child Protective Services. In such a case, the parental rights of the biological parents can be terminated and therefore the state is financially responsible.</i></p>	<p>Do your parents buy food and clothes for you?</p> <p>Are your parents in your life?</p> <p>Why not?</p>

	Information You Need to Know	What to Say	What to Avoid Saying
4	If a student is living with her parents, is she under the supervision of Child Protective Services and thus a Ward of the Court?	Have you ever been, or are you currently, in the foster care system? Does a social worker still check in with you?	Do you still have to make court appearances?
5	If there is a question as to the student's independent status, is the student receiving support from biological or adoptive parents.	Do you still live with your parents? If so, are they your biological parents, adoptive parents, stepparents, or foster parents? If not, who do you live with? Friends, other family members, etc? Did a court place you there?	Do you live with your real parents?
6	In order to determine Chafee eligibility, was the student in foster care from his or her 16 th to 19 th birthdays anywhere in the U.S. for more than 1 day.	Were you in foster care in the U.S. for at least 1 day from your 16 th to 19 th birthdays?	When were you in foster care? Why only from that age?
7	In order to determine if the student is eligible for federal financial aid, confirm if the student has a high school diploma. If he or she does not, you should refer him or her to the Testing Center to take the Ability to Benefit Test (ATB).	1. Where did you graduate from high school? 2. Do you have a high school diploma or a high school certificate of completion? 3. Do you have a GED?	Why didn't you graduate from high school?
8	Ask the student to sign a Contract for Information Sharing that allows the FYSI Liaison to communicate with faculty and other Student Support Services staff.	Explain to the youth that in order for you to best support them in succeeding in college, you would like their permission to share information about them with other college student support departments, faculty, and outside agencies. It might be useful if you give the student an example of how EOPS, the Health Center, or another student support services department can help and support them.	We need to be able to talk about you so we can help you. Is that okay?

Verifying Dependency Status

Question from FYSI Liaison: As a youth from foster care, you are entitled to additional money to support your college education. I wish I did not have to ask you this, but we need to show proof that you were in foster care so that you don't have to complete the parent income information on the FAFSA. Do you have or can you get some form of verification?

Student: How do I do that?

Option	FYSI Liaison Response	Student Response	Outcome
Worst	You need to contact your former social worker in the county in which you were in foster care.	<p>Student feels overwhelmed, stupid, and left on his or her own to figure things out.</p> <p>Student has lost touch with social worker, does not remember her name, and has no idea how to get in touch with her or him.</p> <p>Student has no Internet access to look this information up so he or she feels helpless and lost.</p>	Student does not return to the Financial Aid Office nor seek any additional help from other Student Support Services.
Better	If you do not know your social worker, you can contact the county ILP / ILS office. Here is a list of contact names and numbers.	Student feels intimidated and does not feel supported since he or she has no idea what to say or how to ask for proof that they were in foster care	<p>(A) Student is too nervous, overwhelmed, or intimidated to call and does not return to school.</p> <p>(B) Student musters up the courage to call but becomes confused and frustrated trying to contact the right person and is not sure what to ask for. Consequently, he or she returns to the financial aid office with no documentation or incorrect documentation.</p>

Verifying Dependency Status

Question from FYSI Liaison: As a youth from foster care, you are entitled to additional money to support your college education. I wish I did not have to ask you this, but we need to show proof that you were in foster care so that you don't have to complete the parent income information on the FAFSA. Do you have or can you get some form of verification?

Student: How do I do that?

Best	Let's go into my office together and figure out who we need to call. What county did you live in? I'll call the ILP coordinator from that county and explain what we need and then you can get on the phone and give your consent.	Student feels welcomed, comfortable, supported, and less overwhelmed than if he or she had to do this on his or her own.	School and student receive proper verification of dependency status. Student enrolls in school.

*While most of you are aware of this, it is still important to note that the following information is **NOT** necessary to verify a student's foster care status and may unwittingly embarrass or alienate some emancipated youth from care. The following are actual questions that alumni from foster care reported being asked that made them reconsider attending college.

- *Why were you in foster care?*
- *What did your parents do to you?*
- *What was your foster care experience like?*
- *What did you do to get put in foster care?*

Reporting FAFSA Parent Information

If it is not clear that a student is independent and therefore does not need to report information related to his or her parents, then it is necessary to determine if she or he is being supported by adoptive or biological parents.

Option	FYSI Liaison Response	Student Response	Outcome
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Reporting FAFSA Parent Information

If it is not clear that a student is independent and therefore does not need to report information related to his or her parents, then it is necessary to determine if she or he is being supported by adoptive or biological parents.

1	Are you supported by your biological, adoptive, or foster parents?	I live with and am supported by my adoptive parents.	Student must report his or her adoptive parents' information on the FAFSA.
2	Are you supported by your biological, adoptive, or foster parents?	I have adoptive parents, but I do not live with them and they do not support me. *(See example below.)	Student must provide verification from a third party such as a close friend, teacher, mentor, church member, etc., who is familiar with the student's situation and knows that it is unsafe or otherwise unfeasible to contact the adoptive parents to get necessary information. You may consider using professional judgment and conducting a Dependency Override.
3	Are you supported by your biological, adoptive, or foster parents?	My foster parents support me.	Student does NOT need to report foster parents' information, but depending on level of support, this may be recorded under "In-kind" support.
4	Are you supported by your biological, adoptive, or foster parents?	I live with and am supported by my legal guardian.	Student does NOT need to report their legal guardian's information, but depending on level of support, this may be recorded under "In-kind" support.

***Fran explains to the FYSI Liaison that she was in foster care for 3 years (between the ages of 2 and 5) and then she was adopted. She goes on to explain that she was abandoned by her adoptive parents at the age of 14 and placed in a group home. In order to continue receiving government assistance through the Adoption Assistance Program (AAP), Fran’s adoptive parents refused to relinquish parental rights and place her back into foster care. She is now 18, has not had any contact with her adoptive parents in 4 years, and explains it would be detrimental to her health and wellbeing if she has to contact them for assistance or information. Fran is not eligible for any kind of assistance that a youth from foster care would be eligible for (ILP, Chafee, etc). This is an example of a situation where a Dependency Override should be considered.**

“Invest in our youth's education today to ensure their tomorrow.”

Margaret Mack, CA Workforce Investment Board

**EXISTING POSTSECONDARY
PROGRAMS, PRACTICES, AND
COLLABORATIVES
SERVING YOUTH FROM FOSTER CARE**

Existing Postsecondary Programs, Practices, and Collaboratives Serving Youth From Foster Care



"Colleges, states, and federal programs must do more to ensure youth from foster care not only can enter higher education but also can persist toward completing a postsecondary-education program once they arrive on campus."⁵²

As this statement suggests, outreach to youth from foster care is vital to ensuring their success in pursuing higher education. Part I of this section highlights existing programs that are considered “model programs and / or practices” in the areas of outreach and service provision.

During the development of this manual, we learned of many exciting efforts underway at colleges across California. Three of these efforts are highlighted in the following section with the hope that you may find ideas to incorporate into your respective campus programs and services. The highlighted colleges are:

1. **City College of San Francisco (CCSF)** – Has developed an extensive outreach and support program for former youth in foster care.
2. **MiraCosta College** – Like CCSF, MiraCosta maximizes existing programs, services, and efforts on- and off-campus to serve youth from foster care.
3. **Cuyamaca College** – Has established a comprehensive protocol to assist and support youth from foster care in accessing financial aid and applying for Chafee.

Part II touches upon current efforts underway in California colleges and / or universities striving to reach out and support current and former youth from foster care in succeeding in postsecondary institutions.

Part III provides information on existing postsecondary collaboratives serving students from foster care.

⁵² NASFAA (2006). *College Access, Financial Aid, and College Success for Undergraduates from Foster Care*.

I. Model Community College Programs and Practices

City College of San Francisco (CCSF) Guardian Scholars

Program Description:

City College of San Francisco (CCSF) Guardian Scholars is a program of services intended to serve students who are alumni of foster care by:

- Identifying key service referrals early.
- Providing guidance to allow the applicant to move as quickly through the process as possible so that the application can be reviewed expeditiously.
 - Enrolling students in a 1-unit class in which they participate in two Saturday workshops to prepare them for the college experience. This course covers topics such as how to budget, Chafee ETV Grants and how to apply for them, academic planning, etc. It is also a way to expedite the EOPS application process by having the students work with two financial aid academic counselors to complete applications during the first workshop and then go through the EOPS orientation during the second workshop. This ensures that the students' applications are completed and turned in to the appropriate person.
- Within the guidelines of the EOPS mission statement, they agreed to state that Guardian Scholars students have priority access to their limited services.
- Incorporating appropriate academic planning and anticipation of known service issues for emancipated youth from foster care.
- Building as many strategic partnerships as can be identified in the region to support these young adults realizing their vocational or academic goals at CCSF or in transferring to other academic institutions.

What Makes It Successful:

- Foster Youth Advisory Committee (FYAC)
 - Representatives from EOPS, CALWorks, Latino Services Network, AmeriCorps, Financial Aid, Career Center, and other related student service providers comprise the FYAC.
 - FYAC helped to establish on-campus partnerships and make youth from foster care a priority for services in departments such as EOPS.

- Community Partnerships and Referrals
 - CCSF works closely with San Francisco County ILSP, which identifies youth aging out of the foster care system. CCSF then does phone or letter follow-up to expedite the student's application for admission and financial aid or just to let him or her know that CCSF is available as a possible institution to attend.
 - CCSF also does regularly scheduled financial aid application workshops on site at ILSP classes.
 - This strong partnership with County ILP has opened doors to other partnerships such as that with Larkin Street Youth Services and First Place Fund for Youth to whom CCSF refers students for THP-Plus housing and rent subsidy assistance.
 - CCSF is also exploring housing partnerships with transfer sites such as San Francisco State, UC Santa Cruz, and Cal State East Bay.
 - CCSF is in communication with County Human Services to establish a work study program just for Guardian Scholars students.
 - This strength and number of partnerships is a key component of what makes this program successful.

- Outreach
 - CCSF does outreach to follow up on those students listed on the Chafee rosters who are not admitted or enrolled to determine if the student is planning to come to CCSF and what assistance they need.
 - CCSF is in the process of establishing a consistent outreach program with San Francisco Unified School District that will enable them to work with the District Foster Care Liaison to reach out to youth from foster care.

- Emphasis on academic and vocational goals (opportunities rather than challenges)
 - CCSF's Financial Aid Office just hired a part-time academic counselor with a child welfare background to work exclusively with Guardian Scholars students to assist them in building academic vocational plans, to follow up to ensure they are accessing necessary student support services, and to advocate for them in school.
 - CCSF has hired several work study students to serve as informal mentors and contact points for Guardian Scholars students.

- Statewide advocacy on Chafee issues — another measure of success.
 - CCSF is hoping to get onto Assembly Member Bass's Subcommittee on Foster Youth to represent postsecondary institutions in advocating for legislative attention and action to make change for youth from foster care.

As successful as CCSF's Guardian Scholars program is, a major challenge that they continue to face is getting youth from care to show up to events, workshops, and classes. Utilizing techniques such as personally contacting the student as a reminder, providing food at the event, and sympathetically scheduling the event time have not been perfect solutions. Until these youth have a fairly stable housing situation, this challenge will be difficult to overcome.

Existing Tracking Mechanism:

- Excel spreadsheet that tracks the following data:
 - Name
 - Phone
 - Email
 - Financial aid status (has the student applied, has funding been awarded, etc.)
 - Chafee ETV status
 - EOPS status
 - Academic progress standing
 - Housing referrals
 - Notes (constantly updating this field because circumstances change from week to week: ILP confirmation pending, follow-up to complete financial aid file, student not enrolled, Chafee issues, etc.)

This spreadsheet was initiated in the CCSF Financial Aid Office to specifically track financial aid-related concerns. EOPS has since taken over the spreadsheet to focus more on student service issues.

For more information, contact:

Michael McPartlin
Administrative Analyst
(415) 239-3682
mmcpartl@ccsf.edu

MiraCosta College Student Services Support Team Collaboration

The MiraCosta Student Services Council has been formalizing commitments to provide services above and beyond what is already offered to current and former youth from foster care who come into the various departments.

The Student Services Council is comprised of all Student Services Department Managers, Directors, Deans, and the Vice President of Student Services as well as Non-Credit Division Members, Faculty, and Instructional Services Staff. See MiraCosta College's Student Services Support Team Chart on p. 100.

For example, Health Services has committed to helping those students from foster care who have timed out of MediCal to reapply for aid; they will be adding a question to the Health Services Intake Form pertaining to foster care status that will then prompt them to inquire about eligibility for MediCal assistance. MiraCosta has found that if each department in Student Services adds a similar question to their intake form, they can get a commitment from that department to offer more personalized services for this unique disadvantaged student population.

College Connections Foster Youth Services: As a collaborative effort, the MiraCosta Financial Aid Office and EOPS have put together resources to establish a youth foster care component shared by the two departments. As a result of this collaboration, they have hired a special contact person, Counselor Jaymie Gonzaga. For the last five years under Jaymie's leadership, MiraCosta College EOPS and Financial Aid have hosted College Connections Foster Youth Conference during the spring semester. Jaymie is also responsible for doing outreach at the group homes and ILP classes held on the Oceanside campus.

MiraCosta College Extended Opportunity Programs and Services (EOPS)

What Makes It Successful:

MiraCosta College's EOPS faculty and staff have made a serious commitment to encourage and assist students in reaching their educational and career goals.

- Counselors are professionals who are sensitive, caring, and knowledgeable about every possible barrier that may present itself to the student who has a history of being disadvantaged.
- Available resources include but are not limited to grants, book vouchers, meal cards, gas cards, bus passes, print cards, parking stickers, student identity cards, tutoring, peer advisors/mentors, priority registration, academic skill building workshops, and assessments for appropriate course sequence placement.
- The goal is to provide the student with the support and tools to navigate his or her way through the postsecondary system, to access

the appropriate services in a timely manner, and to transition out of the college into either a career or transfer to a university as a junior.

Existing Tracking Mechanism:

In addition to PeopleSoft, EOPS uses a tracking shadow software called SARS GRID, SARS Call, and SARS Tracking, which allow individual programs or departments to customize data tracking pertinent to their needs.

For more information, contact:

Teresa Cerda
Director of EOPS
(760) 795-6680
tcerda@miracosta.edu
www.miracosta.edu/eops

Jaymie Gonzaga
Counselor, Alumnus of Foster Youth
(760) 795-6680
jgonzaga@miracosta.edu
www.miracosta.edu/eops

MiraCosta College's Student Services Council Chart

Writing Center	Admissions & Records Veterans	Retention Services Tutoring & Academic Support Center	Campus Police	Assessment	EOPS CARE CalWORKs
Institute for International Perspectives	<p style="text-align: center;"> MiraCosta College STUDENT SERVICES COUNCIL is a gathering of department heads, managers, and liaisons from Instructional Services, Student Services, Non Credit Services, and Computer Services. </p>				Service Learning
Career Studies & Services					Health Services
Academic Information Services Liaison					Non-Credit, High School Diploma, ESL Counselor
Athletics					School Relations/ Diversity Recruitment
Counseling					Associated Student Government Student Activities
VP of Student Services	Dean of Admissions, Assessment & Student Aid Programs	Dean of Counseling & Special Services	DSPS	Financial Aid	University Transfer Center

The campus contact for youth from foster care, Jaymie Gonzaga, reports to the Financial Aid Director and the Director of EOPS.

While an informal referral process exists between the departments and services on the Council, our goal is to build a formal structure that creates a smooth flow of access for our students from foster care.

Cuyamaca College Chafee Processing Protocol

After learning about the challenges that alumni from foster care encounter when applying for financial aid and the CA Chafee Grant, the Cuyamaca College Financial Aid Office created the following procedures about a year ago and have refined and improved them to increase the likelihood of alumni from foster care receiving financial aid at Cuyamaca College.

Application Procedure I

- Every student who applies for financial aid at Cuyamaca College is asked via our intake form “Were you in foster care?” at the time of initial contact with the financial aid office.
- Our intake personnel are instructed to ask any student answering “Yes” to this question to see, as immediately as possible, the Chafee Grant Coordinator or the student’s financial aid advisor.
- If the student cannot meet with the Chafee Coordinator / advisor, the student is given and asked to complete the Chafee Grant Application and an appointment is scheduled for the student to meet with the Chafee Coordinator.
- When the student meets with the Chafee Coordinator/advisor, he or she is personally greeted and welcomed to the college (either on the first visit or at the scheduled appointment). A summary of financial aid in general and the Chafee Grant specifically is discussed with the student. Questions are answered and the student is assured and encouraged.
- If the student has not applied for the Chafee Grant, the Chafee Coordinator/advisor goes to the online Chafee Grant application during the appointment and assists the student in completing the application.
- If the student has not completed the FAFSA application, the Chafee Coordinator/advisor assists the student in completing the paper worksheet and takes the student to one of the lobby computers. The Chafee Coordinator/advisor sits with the student while the student begins to complete the online FAFSA application. If necessary, the Chafee Coordinator/advisor stays with the student during the entire session. If the student is comfortable filling out the application on the computer, the Chafee Coordinator/advisor asks to be contacted when the application is complete.
- The Chafee Coordinator/advisor goes over additional paperwork and requirements with the student to complete the student’s financial aid file with the emphasis on completing as much as possible while the student is in the office. The student is given a checklist of all that has been accomplished and

all that is still pending at the end of the appointment with the Chafee Coordinator/advisor.

- The student is taken to the EOPS office (in the same building) and is introduced as a “college connection” student to an EOPS Peer Advisor or staff member. The student is encouraged to complete and turn in the EOPS application at that time.

Application Procedure II

- A Chafee Grant Packet (Chafee Grant Application, Chafee Brochure, etc) is taken to every Financial Aid Night, high school classroom visitation, or other recruitment venue facilitated by the Cuyamaca College Financial Aid Office.
- The CA Chafee Grant is explained and any participants who self-identify as current or former youth from foster care are asked to complete the paper Chafee Grant Application. The Chafee Coordinator/advisor assists the participant in completing the forms and collects them when completed.

Application Processing

- The Chafee Coordinator is given all paper Chafee Grant Applications. The Chafee Grant Application is checked for accuracy, legibility, and completeness and is immediately faxed to CSAC.
- The student’s financial aid file is noted with dates/forms completed. The Chafee Coordinator and the student’s advisor confer regarding the student’s application and follow up.
- Applications submitted online and faxed paper applications are checked weekly via Web Grants reporting by the Chafee Coordinator.
- Once the Chafee Grant Application has been received by CSAC, any missing items are noted and taken care of by the Chafee Coordinator. For example, if a processed FAFSA is needed by CSAC, as soon as Cuyamaca College is sent the SAR electronically, a copy is printed and faxed to CSAC.
- Applications are checked weekly via Web Grants reporting by the Chafee Coordinator until the application is complete.
- The student’s financial aid file is also checked weekly by the Chafee Coordinator until the application is complete.

Needs Analysis

- Once the student's Cuyamaca College financial aid application is complete and the student's Chafee Grant application is complete, the student's Need Analysis information is entered online via Web Grants.
- CSAC uses the Need Analysis information to determine the student's eligibility for the Chafee Grant.
- The student's Chafee Grant may be reduced or denied due to lack of funds by CSAC. CSAC and the Department of Social Services determine the priority and distribution of Chafee Grant funds.

Selection/Disbursement

- Student and school are notified of the student's Chafee award.
- Checks and disbursement forms arrive on campus 2-3 weeks after disbursement is noted on Web Grants. Checks are disbursed once per semester (or in a lump sum if grant is approved in the spring).
- The Chafee Grant Coordinator verifies eligibility for the Chafee Grant, calls/e-mails students receiving the grant checks and meets with students to have them complete the disbursement forms. This is an opportunity to discuss how things are going with students, provide additional support, and compliment good grades (or suggest tutoring). Students are then directed to the cashier's office to sign for and receive their Chafee Grant check.

For more information, contact:

Ray Reyes
Assistant Financial Aid Officer
(619) 660-4206
Ray.Reyes@gcccd.edu
<http://www.cuyamaca.edu/>

II. Current Postsecondary Programs Striving to Serve Youth from Foster Care

LA Mission College Foster & Kinship Care Education Program

Program Description:

LA Mission College Foster & Kinship Education and Independent Living Programs is an example of the type of programs that exist throughout California community colleges. They consist of several programs that are available for training parents and youth in the foster system. These programs make various trainings available to the participants. For the youth, the Independent Living Program (ILP) consists of 30 hours of life skills classes, including planning for education, managing money, community resources, and social skills.

What Makes It Successful:

The staff is knowledgeable, caring, and willing to work with students outside of class as well as during class time. If students need assistance with LA Mission College registration, financial aid, book purchases, or special programs, staff will walk them through the process to be sure that their needs are met.

Existing Tracking Mechanism:

- Paper-based filing system

For more information, contact:

Rosalie Hilger
LA County Regional Coordinator for FKCE & ILP Programs
(818) 364-7736
hilgerr@yahoo.com
<http://www.lamission.edu>

Foundation for California Community Colleges Foster Youth Mentoring Program

Program Description:

The Foster Youth Mentoring Program is an AmeriCorps project administered by the Foundation for California Community Colleges at 11 community colleges. Campus program coordinators recruit and engage community college students to serve as mentors to assist youth in foster care and alumni of foster care (mentees) in successfully transitioning from foster care and into community college and/or postsecondary education/training in general. Mentors provide 1:1 and group mentoring. Members help the youth from care assess their strengths and weaknesses, develop an action plan, and assist them in achieving the plan.

Mentoring services include providing/facilitating educational support, helping youth find and secure stable housing and health services, developing employment readiness skills and finding employment, providing emotional support, life skills development, financial literacy, and assisting mentees who are enrolled in community college gain access to financial aid and other important student support services to help them achieve their educational/vocational goals. The program is integrated with the community college-operated Independent Living Skills Program and the Foster Youth Success Initiative, and it also links to K-12 Foster Youth Services programs.

The following schools participate:

City College of San Francisco
Compton College
Diablo Valley College
Fresno City College
Lassen College
LA Mission College

LA Southwest College
Merced College
Modesto Junior College
Santa Ana College
Yuba College

What Makes It Successful:

The Foster Youth Mentoring Program is a dynamic service-learning program with the goal of supporting the success of youth in foster care and alumni from foster care. AmeriCorps members make a commitment to provide 450 hours of service and make a one-year commitment to the program. Members are eligible for a \$1,250 AmeriCorps education award upon successfully completing their commitment. Members provide 6-10 hours of mentoring per week and receive extensive pre-service and on-going training. Training is provided in the form of for-credit courses. Members are eligible to receive a living allowance for their service and/or reimbursements for program-related expenses.

Existing Tracking Mechanism:

- Excel spreadsheet
- Paper-based filing system
- AmeriCorps member enrollment is tracked and monitored through a web-based reporting system.

For more information, contact:

Hillery Gladden
AmeriCorps Program Coordinator
(916) 325-8563
hgladden@foundationccc.org
www.foundationccc.org

Renaissance Scholars and Guardian Scholars Programs

Renaissance Scholars and Guardian Scholars (GS) are unique programs designed specifically to assist and support youth from foster care. While these programs were initiated within the CSU and UC systems, they are now expanding into many community colleges as well. The naming of the program is left up to each college. Those that choose GS are connected to an initiative spearheaded by the Orangewood Children's Foundation. There are currently 20 official GS schools and several more that are in the initial planning stages of program implementation. The Council of Colleges both in Orange County and in San Francisco are connected to GS while Renaissance Scholars at Cal Poly Pomona and UC Santa Cruz are "homegrown" programs with no ties to outside organizations.

Renaissance Scholars

Program Description:

Renaissance Scholars is a comprehensive program that enables former foster youth to attend one of the nation's finest universities and successfully complete a bachelor's degree. They provide a broad range of services and experiences that support the youth's university transition and success, enabling them to be educated and engaged citizens who go on to lead productive and meaningful lives. They emphasize learning, demonstrate resiliency, encourage and model wellness, act with integrity, exemplify personal and social responsibility, and cherish relationships with others.

What Makes It Successful:

Renaissance Scholars supports its students by providing access to the following broad range of services: financial assistance, housing, counseling, health care, Summer Bridge (transitional program), academic advising, tutoring, life-study skills seminars for first-time freshmen, and various opportunities for leadership development.

Existing Tracking Mechanism:

- Excel spreadsheet
- School-generated database
- Paper-based filing system

For more information, contact:

Outreach-related questions:
Sara Pernillo Vargas
(909) 869-4306
sipernillova@csupomona.edu

Starting a program on your campus:
Jenny Vinopal
Program Coordinator
(909) 869-4690

Guardian Scholars

Program Description⁵³:

The Guardian Scholars program is a comprehensive program of financial aid, life coaching, mentoring, housing, and personalized attention. It enables emancipated youth from foster care to successfully engage in attending a college, university, or vocational school that fits their educational preparedness, degree objectives, and long-term career goals.

The Guardian Scholars model is designed to provide each student with individual attention and access to supportive resources to assist him or her in achieving academic success. No one sector is able to provide the unique ingredients of this program. So, the success of the endeavor is predicated upon a team effort that joins the educational institution, the donors, and the mentors. Scholars receive a great deal of individual attention, have access to a variety of educational supports, receive assistance with housing, are linked with a mentor, and are encouraged to become part of a community of learning. Combining education with life skills development and loving support differentiates this program from other scholarships.

Four key components:

- Financial aid
- Program support
- Housing
- Mentoring

For more information, contact:

Diana LaMar
Higher Education Liaison
714) 619-0200 ext. 233
dlamar@orangewoodfoundation.org

⁵³ Orangewood Children's Foundation. (n.d.). *Guardian Scholars Program Description*. Retrieved September 20, 2006 from <http://www.orangewoodfoundation.org/docs/GS-ProgramDescr.pdf>

III. Higher Education Collaboratives

Northern California University Foster Youth Consortium

Established in November 2005, the mission of the Northern California University Foster Youth Consortium is to provide a forum for post-secondary professionals who are involved in providing and creating support programs for current and former youth from foster care who want to achieve a college education. The consortium encourages intercampus program development and collaboration and creates an arena to share information and resources to better serve youth from care⁵⁴.

Participating universities include:

CSU East Bay	UC Davis
CSU Monterey Bay	UC Santa Cruz
CSU Sacramento	San Francisco State
CSU Stanislaus	San Jose State

Southern California University Foster Youth Consortium

See above description.

Participating universities include:

- Cal Poly
- CSU Fullerton

Council of Colleges

Honoring Emancipated Youth (HEY) serves as a catalyst agent for collaborations among higher education institutions to support youth from foster care. Through the HEY Education Workgroup, HEY and their partners meet regularly to create effective, collaborative strategies to address key education issues for these youth. Each quarter, HEY also convenes the Northern California Council of Colleges, comprised of colleges and universities providing support services to alumni from foster care on their campus.

For more information, contact:

Sara Razavi
Program Associate, Honoring Emancipated Youth (HEY)
United Way of the Bay Area
(415) 808-4435
srazavi@uwba.org
www.heyssf.org

⁵⁴ San Jose State University CME Society. (n.d.). *Collaborations*. Retrieved August 21, 2006 from <http://www.sjsu.edu/cmesociety/Collaborations/>

Region X Collaboration

Program Description:

The community colleges in Region X have an established partnership among their financial aid offices and EOPS departments to blend resources in order to develop outreach materials specifically targeting youth from the foster care system. An example of this was a brochure informing youth from foster care about the available resources and services offered through financial aid, EOPS, CARE, and other support service programs.

College Connection

Program Description:

College Connection is a partnership between community colleges and the San Diego County Office of Education Foster Youth Services Program. MiraCosta College, Cuyamaca College, Palomar College, and other Region X community colleges financial aid offices and / or EOPS departments work together to bring youth in foster care and alumni of foster care to campuses. College Connection events are designed to reach out to youth and expose them to campus life and the myriad opportunities available to them there.

FYSI COMMUNITY COLLEGE SELF-EVALUATION TOOL

FYSI Community College Self-Evaluation Tool On the Effectiveness of Current Outreach and Retention Programs for Students from Foster Care

To increase the number of current and emancipated youth from foster care who enroll and successfully complete postsecondary education

HOW TO MAXIMIZE USE OF THIS TOOL:

We recognize that many college campuses do extensive outreach to disadvantaged students; however, youth from foster care often slip through the cracks. Therefore, programs must be strategically planned to seek these youth out and to shepherd them through the college enrollment process, and to connect them to support services that can assist them in succeeding in college. With respect to the various levels of funding and resources that each community college has, this document outlines three levels of service that can be used to initiate, build upon, or improve an existing outreach effort targeting students from foster care. These recommendations are designed to stimulate ideas on how your campus can best serve current and potential students from foster care. We encourage you to establish your own FYSI program according to the unique needs of your student population, surrounding community, and available resources.

Through the efforts of CCCCCO's Statewide FYSI Taskforce, the following standards have been established to promote continuity across CA community colleges choosing to participate in this much needed outreach and retention effort. As a youth from foster care Dylan Ruggles stated, *"Without outreach, this manual is only able to affect a small portion of the foster care population that needs assistance."* The "good practices" laid out in this document are the minimum components that we would hope to find in every Foster Youth Success Initiative effort.

The purpose of this document is threefold:

1. To serve as a baseline for evaluating the effectiveness of your current efforts while providing a benchmark towards which your program can ultimately strive even if you have no existing program specifically targeting youth from foster care or regardless of the stage of development your program is in.
2. To serve as a guide for building your own program from its inception. With the minimum amount of resources, you can still successfully reach out and support current and emancipated youth from foster care. You can mix and match the various strategies into your own program.
3. To serve as a working action plan by adding columns to include a timeline for achieving the desired goal and designating who is responsible for the implementation of each activity.

Chronological Outreach Steps	Program Goals	Types of Outreach Activities		
		Good Practice	Better Practice	Best Practice
In-reach (for students already on campus)	Identify youth who are in foster care as they apply to your college	<input type="checkbox"/> Add supplemental question to application to find out if youth is or was ever in foster care.	<input type="checkbox"/> Identify the youth and send out a postcard asking the youth to call the FYSI Liaison for more information about how your college can support them.	<input type="checkbox"/> FYSI Liaison follows-up personally with the youth. <input type="checkbox"/> Add the question into the Supplemental Services data field.
Date initiated				
Date completed				
Date evaluated				
Responsible parties				
In-reach (for students already on campus)	Identify current students from foster care.	<input type="checkbox"/> Develop an understanding among Student Support Services department / offices as to who will take the lead when a youth from foster care comes to your college looking for assistance. (a designated contact who will guide them through the process who is familiar with foster care and the services that these youth need).	<input type="checkbox"/> Provide training to Student Support Services (Admissions and Records, Financial Aid, Health Services, Counseling) staff on the unique needs of youth from foster care and how best to sensitively communicate with them.	<input type="checkbox"/> Add a specific question to each department's log-in / sign-in sheet / service application / data form asking <i>"Are you or were you ever in foster care or have you ever worked with a social worker?"</i> Explain that answering "yes" to this question could get the youth additional services.
Date initiated				
Date completed				
Date evaluated				
Responsible parties				

In-reach (for students already on campus)	Identify current students from foster care.	<input type="checkbox"/> Serve those students who self-identify on the FAFSA. <input type="checkbox"/> Serve those students who self-identify on a supplemental college application. <input type="checkbox"/> Serve those students who were in foster care for whom a Dependency Override is approved.	<input type="checkbox"/> Appoint a designated staff person who identifies students from foster care on the front end. <input type="checkbox"/> Work with other campus departments to identify students from foster care and encourage them to take advantage of the FYSI effort.	<input type="checkbox"/> Appoint a designated staff person who identifies students from foster care on the front end, and connects them with an academic counselor, mentor, or student ambassador who guides them through the process.
Date initiated				
Date completed				
Date evaluated				
Responsible parties				
In-reach (for students already on campus)	Reach out to and raise awareness of alumni from foster care who currently attend your community college.	<input type="checkbox"/> Saturate campus with posters, fliers, college newspaper articles, and other outreach materials. <input type="checkbox"/> Establish and / or strengthen relationship with other foster youth-oriented programs on campus (ILP, FKCE, foster youth mentoring programs, etc) to determine existing outreach	<input type="checkbox"/> Work with staff to utilize existing resources for outreach. <input type="checkbox"/> Identify and utilize means for communication to all faculty and departments to raise awareness about FYSI.	<input type="checkbox"/> Hire alumni of foster care using Federal Work Study funds to provide outreach. <input type="checkbox"/> Host an FYSI Training to inform faculty and staff of the unique needs and challenges faced by students from foster care.

		<p>efforts that may serve youth from foster care and form partnerships.</p> <p><input type="checkbox"/> Identify on-campus services, resources, and departments that serve underserved students and / or specifically target the foster youth population and establish an Advisory Group (if there is not one in place already serving foster youth) with representatives from each department</p>	<p><input type="checkbox"/> Utilize “Flex Activity” / Staff Development time and funds</p>	
Date initiated				
Date completed				
Date evaluated				
Responsible parties				
In-reach (for students already on campus)		<p><input type="checkbox"/> FYSI Liaisons email faculty requesting time for classroom presentation including information on Chafee.</p>	<p><input type="checkbox"/> Expand presentation to inform students of available resources and services for youth from foster care.</p>	<p><input type="checkbox"/> FYSI Liaison coordinates with Retention Services to present an FYSI Flex workshop to faculty and staff.</p>
Date initiated				
Date completed				
Date evaluated				

Responsible parties				
In-reach (for students already on campus)	If you do not have a Community Service Learning (CSL) program on campus, start one!	<input type="checkbox"/> Host a campus-wide volunteer day that will bring faculty members, staff, and students together for a day of service.	<input type="checkbox"/> Identify faculty members who currently offer a community service component in their courses or may be interested in adding one.	<input type="checkbox"/> Institute a formal CSL program with a staff contact person to coordinate activities and establish relationships with off-campus sites.
Date initiated				
Date completed				
Date evaluated				
Responsible parties				
In-reach (for students already on campus)	If you have a Community Service Learning (CSL) program on campus, inform students from foster care about it.	<input type="checkbox"/> CSL hosts a campus community service project that brings faculty, staff, and students together while promoting the program and services provided.	<input type="checkbox"/> Students enroll in a service learning course and have positive community learning experiences	<input type="checkbox"/> Students enroll in a CSL course. CSL students do their service learning project as Teacher Assistants in ILP classes.
Date initiated				
Date completed				
Date evaluated				
Responsible parties				
Immediate Outreach ILP eligible youth (16-21 yrs old)	Identify where youth from foster care reside and / or attend school.	<input type="checkbox"/> Identify and contact ILP Coordinators and / or FYS Coordinators to learn where youth from foster care in your area reside and attend school.	<input type="checkbox"/> Schedule presentations for youth at group homes, TLPs , non-traditional / on-grounds schools	<input type="checkbox"/> Bring youth to campus for an FYSI event. (<i>See Starting Your Own FYSI Effort on p.128 for details about how to host such an</i>

				<i>event.)</i>
Date initiated				
Date completed				
Date evaluated				
Responsible parties				
Immediate Outreach ILP eligible youth (16-21 yrs old)	Reach out to youth from foster care currently not attending your community college	<input type="checkbox"/> Bring together college EOPS and financial aid leaders in your region to maximize resources (e.g. develop FYSI outreach materials).	<input type="checkbox"/> Work together with your region FYSI and EOPS leaders to convene FYSI targeted outreach efforts and rotate campuses that host events on a quarterly basis.	<input type="checkbox"/> Follow-up with the youth from foster care who request contact to assist them with application completion via phone, email, or in person.
Date initiated				
Date completed				
Date evaluated				
Responsible parties				
Immediate Outreach ILP eligible youth (16-21 yrs old)	Increase enrollment of youth from foster care in Career and Technical Education Programs (CTE)	<input type="checkbox"/> Identify where the foster youth are in the community and distribute informational materials	<input type="checkbox"/> Identified faculty present CTE programs at non-traditional schools (e.g. on-grounds group home schools).	<input type="checkbox"/> FYSI Liaison can coordinate with CTE faculty to expose youth from foster care to the variety of career programs available.
Date initiated				
Date completed				
Date evaluated				
Responsible parties				
Immediate	Inform youth of	<input type="checkbox"/> Work with FYS	<input type="checkbox"/> Work with AB 490	<input type="checkbox"/> Host an FYSI Event

<p>Outreach</p> <p>ILP eligible youth</p> <p>(16-21 yrs old)</p>	<p>available postsecondary opportunities and motivate them to pursue these options.</p>	<p>Coordinators and / or AB 490 Liaisons to identify secondary, non-traditional and JCCS schools with the highest concentrations of youth from foster care and organize on-site presentations at these schools.</p> <p><input type="checkbox"/> Once you've identified the district(s) and JCCS schools with the highest populations of foster youth, work with AB 490 Liaison and Special Education Director(s) as well as your DSPS coordinator to distribute FYSI, DSPS, and other college materials. Begin to organize presentations at these sites.</p>	<p>Liaison(s), JCCS, and Special Education Directors to coordinate presentations to demystify the college process for students in Special Education classes.</p> <p><input type="checkbox"/> Adults working with and / or caring for youth from foster care.</p> <p><input type="checkbox"/> Youth from foster care and alumni of foster care (such as those at group homes, ILP/ILS classes, Transitional Living Programs, on-grounds schools, CYC Meetings, and other youth forums).</p> <p><input type="checkbox"/> Follow-up with youth and / or adults.</p> <p><input type="checkbox"/> Provide FYSI referral network contact lists to County FYS Coordinators, ILPS, and Community partners with</p>	<p>to introduce youth from foster care and alumni of foster care with disabilities to the DSPS office to meet staff, learn about the services, and complete applications. (<i>See Starting Your Own FYSI Effort on p. 128 for details about how to host such an event.</i>)</p> <p><input type="checkbox"/> Follow-up with youth and/or adults working with and / or caring for youth from foster care.</p>
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			outreach materials explaining FYSI.	
Date initiated				
Date completed				
Date evaluated				
Responsible parties				
Transition to College	Increase enrollment of youth from foster care in Tech-Prep Articulated courses.	<input type="checkbox"/> Make the list of articulated courses at the high schools that youth from foster care are attending available to Social Services , ILP , probation, and Substitute Care Providers .	<input type="checkbox"/> Work with Tech-Prep and FYS representatives to coordinate presentations in the community to social workers, probation officers, ILP coordinators, SCP, children's advocates	<input type="checkbox"/> Work with Tech-Prep and FYS or JCCS representatives to coordinate presentations to youth from foster care at non-traditional / on-grounds schools
Date initiated				
Date completed				
Date evaluated				
Responsible parties				
Transition to College	Bring students to campus and assist them through the process of completing applications.	<input type="checkbox"/> Identify someone within each department (EOPS, Financial Aid, Admissions & Records, Tutoring, DSPS, Counseling, Health Service, Student Activities) who is committed to serving as a liaison to understand students	<input type="checkbox"/> Form a Triage Team with committed leaders from key departments to provide a comprehensive services plan for students from foster care.	<input type="checkbox"/> Guide students around campus and introduce them to each department liaison who will be monitoring their comprehensive services plan.

		from the foster care population)		
Date initiated				
Date completed				
Date evaluated				
Responsible parties				
Transition to College	Support youth as they make the transition from not being in school to enrolling in college.	<input type="checkbox"/> Raise awareness of and encourage youth to participate in intercession transition programs.	<input type="checkbox"/> Ensure that youth have a campus contact such as an academic counselor, EOPS personnel, or faculty member who will help the students navigate through and succeed in school	<input type="checkbox"/> Link youth to an existing transition program / intercession class, or create your own Bridge-like program geared specifically to current and former foster youth <input type="checkbox"/> Follow-up with youth.
Date Initiated				
Date Completed				
Date Evaluated				
Responsible Parties				
Intake	Completely package the student with financial aid.	<input type="checkbox"/> Youth from foster care are dealt with in the same way that general population students are served	<input type="checkbox"/> Provide youth from foster care with guidance to a computer lab to complete the FAFSA and Chafee.	<input type="checkbox"/> Provide youth with a private space to explain their stories and receive one-on-one guidance on how to fill out the FAFSA , Chafee , and other applications. <input type="checkbox"/> Have computer terminals available

				<p>in the financial aid office for students to use to complete the FAFSA, Chafee, and other online applications. Let students progress on their own, while being available to answer questions as needed. Ensure students complete the applications before leaving the office.</p> <p><input type="checkbox"/> Work with FYSI Advisory Group to organize and coordinate FYSI Training</p> <p><input type="checkbox"/> Utilize Flex Activity / Staff Development time and funds to host a FYSI workshop.</p>
Date initiated				
Date completed				

Date evaluated				
Responsible parties				
Intake	Refer students to on-campus student support services.	<input type="checkbox"/> Inform students about student support services and where they are located. Academic Counseling Admissions Adult Re-entry Assessment Basic Skills Campus ILP Career Assessment and Counseling Child Care DSPS EOPS Faculty Health Services Housing Matriculation Personal Counseling Transfer Services Tutoring Women's Center	<input type="checkbox"/> Provide direct referrals to students along with a contact name and phone number. Academic Counseling Admissions Adult Re-entry Assessment Basic Skills Campus ILP Career Assessment and Counseling Child Care DSPS EOPS Faculty Health Services Housing Matriculation Personal Counseling Transfer Services Tutoring Women's Center	<input type="checkbox"/> Schedule an appointment for the student and when feasible walk with him or her to make the in-person introduction. Academic Counseling Admissions Adult Re-entry Assessment Basic Skills Campus ILP Career Assessment and Counseling Child Care DSPS EOPS Faculty Health Services Housing Matriculation Personal Counseling Transfer Services Tutoring Women's Center
Date initiated				
Date completed				
Date evaluated				
Responsible parties				
Intake	Follow up to on-	<input type="checkbox"/> Wait for student to	<input type="checkbox"/> Call / email resource	<input type="checkbox"/> Call / email student

	campus Student Support Service referral	contact you.	contact to determine if the student received the referred service	following scheduled appointment to ensure the student received the services needed.
Date Initiated				
Date Completed				
Date Evaluated				
Responsible Parties				
Intake	Referrals to off-campus service providers	<input type="checkbox"/> Provide student with service provider contact name and number.	<input type="checkbox"/> Call / email the service provider while the student is in the financial aid office to let him or her know that the student will be coming for assistance	<input type="checkbox"/> Call / email the service provider while the student is in the financial aid office to let him or her know that the student will be coming for assistance. Talk with the student to make sure that he or she understands where the off-campus office is and how to get there via his or her preferred mode of transportation (print out directions, assist in getting a free bus pass, etc.).
Date initiated				
Date completed				
Date evaluated				
Responsible parties				

Intake	Follow-up to off-campus service provider referrals	<input type="checkbox"/> Wait for student to contact you	<input type="checkbox"/> Communicate with service provider to determine if the student received the referred service.	<input type="checkbox"/> Communicate with student following scheduled appointment with service provider and call / email resource contact to determine if the student received the referred resource.
Date initiated				
Date completed				
Date evaluated				
Responsible parties				
Intake	Provide ongoing support to students	<input type="checkbox"/> Refer students to appropriate office for assistance.	<input type="checkbox"/> Provide hands-on assistance to connect students to identified support services and student clubs.	<input type="checkbox"/> Host regular weekly / monthly meetings with students to check on their progress.
Date initiated				
Date completed				
Date evaluated				
Responsible parties				
Matriculation	<p>Step 1: Apply to college</p> <p>Step 2: Placement testing (Eng & Math)</p> <p>Step 3: Orientation-to-</p>	<input type="checkbox"/> Inform the student that he or she needs to go to the following offices in this order: <ul style="list-style-type: none"> ▪ Admissions ▪ Placement / Testing Center ▪ Academic Counseling 	<input type="checkbox"/> Connect students to liaison within appropriate department (Admissions, Placement / Testing, Counseling)	<input type="checkbox"/> Walk over to the office with the student or make an arrangement for the student to meet with a specific individual.

	college seminar			
	Step 4: Academic counseling			
Date initiated				
Date completed				
Date evaluated				
Responsible parties				
Graduation	Assist student in transferring to a four-year university, obtaining a Certificate of Completion / Skills Certificate, or receiving an Associate's degree	<input type="checkbox"/> Notify students with 24+ degree-applicable units of the application process for AA degree, transfer, and certification by: <input type="checkbox"/> Sending them a checklist with each form listed along with deadlines. <input type="checkbox"/> Sending a letter again for 50+ units. <input type="checkbox"/> Send congratulations card and encouragement for participation in commencement ceremonies. Let them know you will be there to cheer them on as this is a family and friend event.	<input type="checkbox"/> Call students and set up counseling appointment over the phone for AA, transfer, and certification application process. <input type="checkbox"/> Assist students with four-year scholarship applications.	<input type="checkbox"/> Encourage students to apply for commencement by providing necessary forms and associated fee waivers. <input type="checkbox"/> Encourage students to participate in commencement and if feasible and appropriate, acknowledge their accomplishments (e.g. commencement regalia – via bookstore voucher, bookstore gift certificate, or with donated regalia).

Date initiated				
Date completed				
Date evaluated				
Responsible parties				
Graduation	Assist students with job placement assistance.	<input type="checkbox"/> Provide students with information on offices and departments on- and off-campus that help students locate potential employment opportunities	<input type="checkbox"/> Link students with One Stops (when available) and Employment Development Department (EDD) contacts <input type="checkbox"/> Link students to classes on employment preparation / training / resume writing / interviewing <input type="checkbox"/> Assist the youth with seeking paid internships to implement his or her certificate program.	<input type="checkbox"/> Assist students in scheduling appointments with job placement agencies / offices as well as with job interviews.
Date Initiated				
Date Completed				
Date Evaluated				
Responsible Parties				
Early Outreach 7th-9th graders	Raise awareness of and expose youth from foster care to	<input type="checkbox"/> Develop age-appropriate outreach materials for FYSI students.	<input type="checkbox"/> Distribute outreach materials to FYS Coordinators / AB 490 Liaisons for	<input type="checkbox"/> Work with community partners and schools, to have a financial aid officer and

(13-15 ½ yrs old)	financial aid resources and college opportunities available to support them.		disbursement within (JCCS) , schools, CWS and Probation .	EOPS representative co-present at existing community meetings to adults working with youth from foster care (social workers, ILP Coordinators , SCPs).
Date initiated				
Date completed				
Date evaluated				
Responsible parties				
Early Outreach 7th-9th graders (13-15 ½ yrs old)		<input type="checkbox"/> Identify and establish relationships with FYS Coordinator and / or AB 490 Liaisons . <input type="checkbox"/> Work with FYS Coordinators and / or AB 490 Liaisons to identify secondary schools with the highest concentrations of students from foster care and organize on-site presentations at these schools.	<input type="checkbox"/> Through established relationships with FYS Coordinators and / or AB 490 Liaisons, identify key contacts within your local CWS to disseminate outreach materials	<input type="checkbox"/> Organize and coordinate FYSI events for youth in foster care ages 14-18, with FYS Coordinators, JCCS , and Social Services, and other community partners for these youth to visit campuses, meet with Financial Aid Administrators and other campus department personnel, learn about available resources and programs, and overall experience college life. <i>(See Starting Your Own FYSI Effort on p. 128 for details about how to host such an event.)</i>

Date Initiated				
Date Completed				
Date Evaluated				
Responsible Parties				

STARTING YOUR OWN FYSI EFFORT

“There are many opportunities as well as challenges that people in financial aid offices face in serving former foster youth. As we begin this dialogue, we know resources are limited on many campuses. Our goal is to identify where partnerships can be formed and what actions can be taken within the financial aid office once the full scope of needs and resources are identified.”

Michael McPartlin, City College of San Francisco

Starting Your Own FYSI Effort: Key Strategies for Developing Campus and Community Support Networks



On-Campus Connections

Of the youth surveyed during the development of this manual, 60% indicated that they had been in the “system” for more than 5 years. Upon aging out at 18, many of these youth are ill equipped and lack the necessary skills to maneuver their way through the numerous campus offices and processes necessary to access support services and assistance. They repeatedly conveyed their sense of discouragement when they had sought assistance at postsecondary institutions.

Through no fault of their own, youth in foster care become dependent upon the system in which they are raised because their freedom is limited and their environments are controlled as opposed to the general population of youth living in a stable home who are afforded the “normal” experiences of life, which include navigating high school systems, getting around town, making appointments, working, and simply interacting with their peers and others in social settings.

“As to services, most of the things I need I don’t know how to get to. There’s a missing link between what I need and the people who can give it to me.”

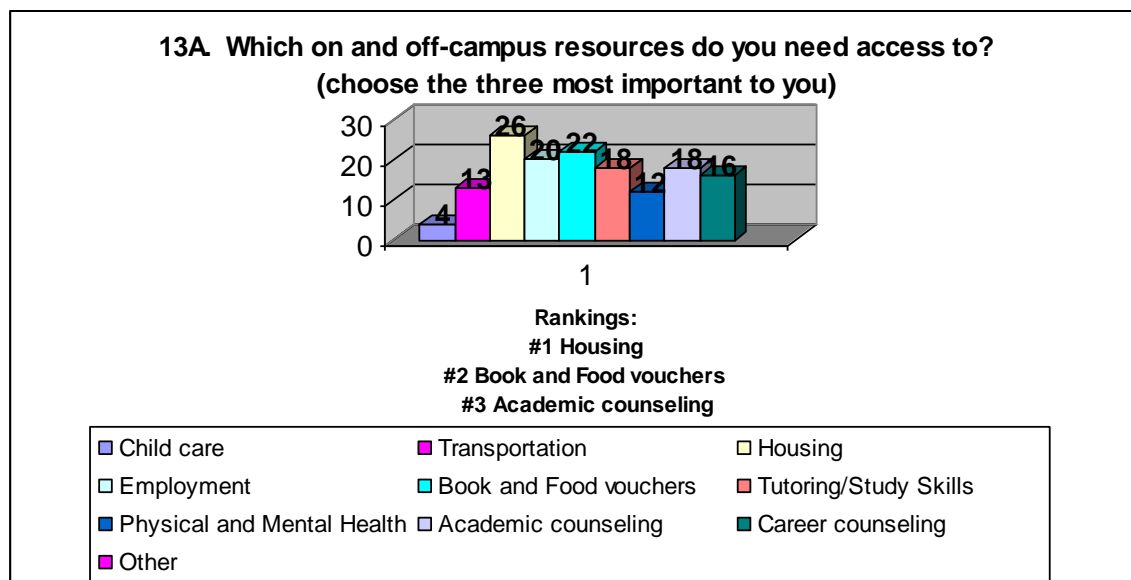
San Jose State University former youth from care

YOU -- Are the Missing Link

A 1999 needs-assessment survey given to alumni from foster care at San Jose State University found that the following are needed services that these youth were unaware even existed.⁵⁵

- Psychological and legal counseling
- Career planning
- Faculty mentoring
- Student leadership training
- Health insurance
- Pre-college advising for support programs
- Pre-college advising about majors
- General advising once admitted

⁵⁵ Hines, A.M., & Merdinger, J. (1999). *Services/Program Needs of Former Foster Youth at San Jose State University: Results of a Needs Assessment Survey*. San Jose, CA: San Jose State University.



Your role as an FYSI Liaison is pivotal to the success of these youth enrolling and completing higher education. Therefore, we need to limit the number of people that these youth must interact with to get the help they need.

Here's What You Can Do...

- ✓ Identify one individual on your campus who will serve as a conduit for any issues relating to students from the foster care system.
- ✓ Identify which departments can serve these youth.

"The counseling services saved me when I had my major breakdown my first year at San Jose State University (SJSU). I've never had health insurance."

SJSU youth from foster care

Independent Living Programs (ILP) and Foster Kinship Care Education programs (FKCE) are just two examples of programs designed specifically for these youth. ILP programs generally aim to help youth foster care between the ages of 16 and 21 make the transition to self-sufficiency by providing workshops on daily living and life skills, survival skills, employment and education, housing, and money management. FKCE programs play a vital role in providing licensed foster parents and relative caregivers with the training and education that will help them in meeting the multifaceted and often complex needs of the children in their care⁵⁶.

⁵⁶ California Community Colleges Chancellor's Office. (2006). *Foster & Kinship Care Education*. Retrieved October 6, 2006 from http://www.cccco.edu/divisions/ss/fostercare/foster_child.htm#importance

On-Campus Departments			
Academic Counseling	Career Center	EOPS	Library
Admissions and Records (Registrar)	Career Counseling	Faculty	On-Campus ILP Coordinators**
Assessment / Testing Center	Child Care	Foster Kinship Care Education*	Outreach
Bookstore – may be able to provide vouchers for books and supplies	Computer Lab	Health Center	Personal Counseling
Cafeteria / On-campus restaurants – may be able to provide meal vouchers	DSPS	Job Placement / Employment	Tutoring

*64 California community colleges have Foster Kinship Care Education programs on campus. See Appendix 6C for a list of FKCE coordinators.

**48 California community colleges have college ILP programs on campus. See Appendix 6B for a list of college ILP contacts.



Find a champion for FYSI students within each department so that they have a direct link to the service they need.

- It is much less intimidating for a youth to have the name of someone specific whom they can contact and who will be familiar with his or her situation and special needs.
- By identifying a FYSI champion within each applicable department / program, these staff members can guide and support the youth in understanding what is available and help him or her access the services offered through those departments.



Work with your Student Services Counsel / Management Team to collaborate in a focused way and provide the most comprehensive and efficient means for ensuring students access to the services they need to succeed in postsecondary education.

- Try to engage faculty in this process as they can be a valuable referral source. Students often confide in their professors personal issues related to physical health, mental health, finances, academics, etc., that they need help with.

With respect to the varied sizes of each campus, available resources, and student populations, below is an example of an FYSI Network referral process that you can establish within the guidelines and practices of your campus.



Identify existing programs and services designed for (a) underserved students and / or (b) specifically youth from foster care.

1. Give the student information about the program, service, or department being referred.
2. Initiate contact with the program, service, or department FYSI champion.
3. Explain how the student can get to the office or walk the student to there and make a personal introduction to the contact.
4. Ask the respective department contact to follow up with you if the student from foster care does not follow through to receive the service.
5. Make a note on the student's FYSI Student Progress At A Glance form that you made the referral and whether the service was received as soon as this is feasible.

Establishing a FYSI Network referral mechanism such as reduces the amount of work a student has to exert in order to access needed services.

Below is a sample referral form used by San Diego Mesa College. If you do not have an effective referral process in place already, it might be useful to adopt a form such as this one.

Mesa Student Referral Form

Date: _____

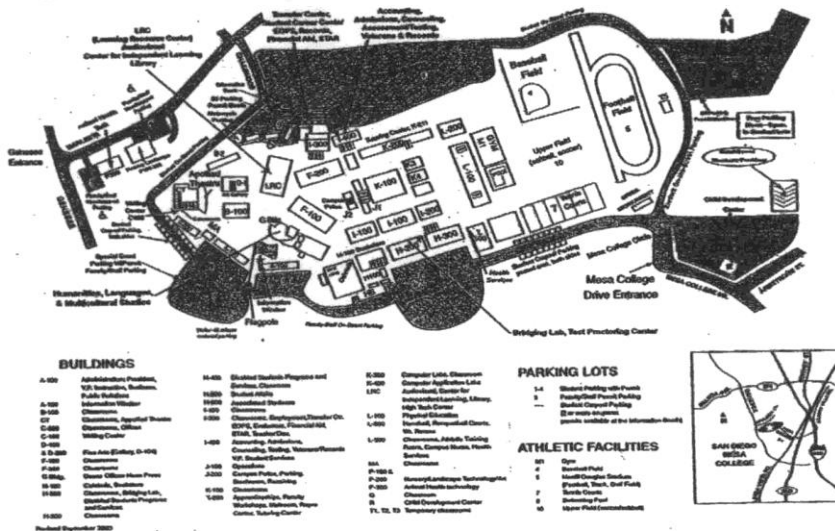
Last, First _____

Referred by/from _____

- | | |
|-----------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> Admissions: I-400; 619-388-2682 | <input type="checkbox"/> Health Services: L-504; 619-388-2774 |
| <input type="checkbox"/> Testing/Assessment: I-425; 619-388-2718 | <input type="checkbox"/> Learning Resources Center & Library: LRC; 619-388-2695 |
| <input type="checkbox"/> Child Development Center: R Bldg; 619-388-2812 | <input type="checkbox"/> Records and Veterans Services: I-400; 619-388-2805 |
| <input type="checkbox"/> Computer Lab: K-400; 619-388-2880 | <input type="checkbox"/> Student Employment/Career Services: I3-202 Bldg; 619-388-2777 |
| <input type="checkbox"/> Counseling Center: I-430; 619-388-2672 | <input type="checkbox"/> Transfer Center: I3-202 Bldg; 619-388-2473 |
| <input type="checkbox"/> Disabled Students Programs and Services: H-202; 619-388-2780
619-388-2974 TTY | <input checked="" type="checkbox"/> Tutorial Programs and Services:
— Tutoring Center: K-211; 619-388-2898 |
| <input type="checkbox"/> Extended Opportunity Programs (EOPS): I3-101; 619-388-2706 | — Writing Center: C-108; 619-388-2570 |
| <input type="checkbox"/> Evaluations: I3-201 Bldg; 619-388-2680 | — STAR: I3-101; 619-388-2706 |
| <input type="checkbox"/> Financial Aid Office: I3-100 Bldg; 619-388-2817 | — Bridging Lab: K-202; 619-388-2869 |

Comments/Follow-up: _____

MESA COLLEGE CAMPUS • 7250 Mesa College Drive, San Diego CA 92111-0995 • 619-388-2900 • www.sandiegomesacollege.net





Get the Word Out! Here's how...

- Posters
- Flyers
- Newspaper articles
- Radio commercials
- Presentations
- On-campus events
- Word-of-mouth messages

This will help raise awareness and visibility of the FYSI program across campus, and encourage personnel from other departments as well as faculty to refer students to the financial aid office so that they can get in touch with the FYSI Liaison. In the Appendices, you will find sample outreach posters and Flyers that you can adapt to suit your community college's resources and services.



Coordinate FYSI Training for Campus Personnel and Faculty

Engage in on-campus cross-training to raise awareness of the unique needs of students from foster care and how collaborating across departments maximizes available resources and improves the chances of these youth accessing the services they need.

- Use faculty flex time to provide the FYSI training.
- Conduct or work with others to present FYSI at faculty department meetings.
- Coordinate FYSI presentations during student events.



Host FYSI College Events

FYSI College events enable youth from foster care to learn about the FYSI program as well as the available classes and resources that your community college has to offer.

Some examples of activities you can include in your FYSI on-campus event are:

- Small-group financial aid presentations where youth can actually fill out the applications and forms.
- Ways to link youth to an academic counselor to help them create a class schedule.
- Presentations from on- and off-campus service and resource providers
 - EOPS
 - DSPS
 - Bookstore
 - Academic Counseling
 - Health Center
 - Housing
 - Work-study / Career Center
- Scavenger hunt where youth have to collect clues from various locations on campus to familiarize themselves with the locations and services provided there
 - Children's Center (where available)
 - Library

- Career Center
- Health and Wellness Center
- Bookstore
- Youth panel of alumni from foster care
- Faculty / Administration / Student Support Services panel
- Campus tour
- Mock classes
- Meetings with academic counselor to create a mock class schedule and go through the registration process



When Available, Encourage Youth to Participate in a Bridge-type Program

Summer bridge-type programs allow students an opportunity to build relationships and support networks before school even starts. This often makes the transition from the foster care system or living on their own to community college much smoother.

“It’s normal for students from all backgrounds to be anxious about the social, educational, and environmental challenges they face as they enter postsecondary education. They may be accepted at a school or program and then not register for classes or go to school on the first day. Students from foster care face the added challenge of knowing that they do not have a safety net of support to help them. Continued encouragement and support, especially during the enrollment process and first several weeks, is very important. Helping students connect to caring adults at the postsecondary program is critical”⁵⁷.



Develop a contract / agreement in compliance with Family Educational Rights and Privacy Act (FERPA) that alumni from foster care can sign giving their permission for the financial aid office to share information with other Student Support Services and faculty. Sample information sharing contracts can be found following this section.

- Explain to the youth that in order for you to best support them in succeeding in college you need their permission to share information about them with other departments, faculty, and community partners.
- Information-sharing among those faculty and staff who come into daily contact with students from foster care creates an on-campus support system to oversee the success of these students so they don’t fall through the cracks.
 - For example, a counselor might know that the student has something going on in his or her life and if he is able to share this information with the faculty member he or she might be more understanding of why the student has missed numerous classes.
 - Another example is a student who comes to a faculty member and confides that she is couch surfing because she wasn’t able to pay her rent

⁵⁷ Casey Family Programs. (2006). *It’s My Life: Postsecondary Education and Training*. Seattle, WA: Casey Family Programs, p. 134.

and was evicted. With an information-sharing contract in place, this faculty member could then discuss this situation with student support services personnel who might be able to help this student find stable housing.



CSUSM Guardian Scholars
Contract Agreement

I, _____, agree to the following conditions of the CSUSM Guardian Scholars Services. I will:

- Maintain an overall GPA of 2.5 or higher.
- Maintain enrollment in at least 12 units of coursework.
- Maintain continuous enrollment (unless a formal leave of absence is granted).
- Participate in bi-weekly one-on-one meetings with the Cal State San Marcos Guardian Scholars Liaison.
- Participate in all aspects of the program including attending monthly meetings and special events as long as I receive a minimum of two-weeks notice prior to the scheduled events.
- Allow monitoring of my college records and academic performance by Cal State San Marcos Guardian Scholars Liaison.
- Abide by all college standards for appropriate conduct and community behavior.

In addition, I agree to the following items to ensure my individual academic success:

- 1.
- 2.
- 3.

Cal State San Marcos Guardian Scholar

Date

Cal State San Marcos Guardian Scholars Liaison

Date





Return to: Guardian Scholars Program
P.O. Box 6830 PLN-120
Fullerton, CA 92834-6830
(714) 278-7441 / Fax (714) 278-7445

GUARDIAN SCHOLARS AUTHORIZATION TO RELEASE PERSONAL INFORMATION
PRINT CLEARLY AND USE BLACK INK

One purpose of the Family Educational Rights and Privacy Act ("FERPA") is to protect the privacy of information concerning individual students by placing restrictions on the disclosure of information contained in an individual student's educational record. By signing this release, you consent to allow the staff members in the Guardian Scholars Program at California State University, Fullerton to review and discuss any information contained in your educational records related to or impacting your participation in the Guardian Scholars Program with school administrators, instructors, social service staff members, and foster care administrators or their staff members.

Your consent to release begins at the time of application to the University and/or the Guardian Scholars Program. The Release remains in effect until you graduate from California State University, Fullerton or officially leave the program. You may send a written letter revoking this release to the staff of the Guardian Scholars Program prior to leaving the university.

HOW WILL THE RELEASE BE USED?

There may be situations where we need to request or relay information related to your application or participation in the program. This Release allows us to discuss your personal information with university staff members as well as the social service agencies familiar with your case history. In addition, this Release grants authorization to the Guardian Scholar staff to request information from your instructors and your academic department related to your class participation and grades. Finally, this Release allows the Guardian Scholars Program to discuss your educational record with professionals who are studying the issues related to former foster youth. Individuals other than University staff members will sign a statement confirming that your information will be handled in a manner that does not permit identification of your personal situation. In all cases, your information is handled with confidentiality; your information will be destroyed when the data is no longer needed to document your activities at California State University, Fullerton.

MAY I RESCIND THIS RELEASE?

To rescind this release, please send a written statement to the Guardian Scholars Program that includes your:

- Full name

- Date of birth
- Social Security number
- Statement to rescind the request (please include an effective date)
- Signature and date

WHAT IF I HAVE ADDITIONAL QUESTIONS?

Guardian Scholars staff are available to answer your questions during normal business hours. You can reach the Guardian Scholars Program by calling (714) 278-7441.

CERTIFICATION:

By signing this release, I understand that information contained in my educational records related to or impacting my application and participation in the Guardian Scholars Program may be released to or forwarded by the Guardian Scholars staff with my FULL CONSENT. I have signed this release for the purpose of coordinating my participation in the Guardian Scholars Program. I understand that this release will remain in effect until I am officially removed from the program or I graduate from California State University Fullerton. I understand I can withdraw this authorization by sending a written letter revoking this release to the Guardian Scholars Program prior to that date. I understand that this release exempts staff in the Guardian Scholars staff from adhering to confidentiality statements I may have signed regarding my educational records at California State University, Fullerton. I certify that all of the information reported on this form is true, complete and accurate.

Student's Signature

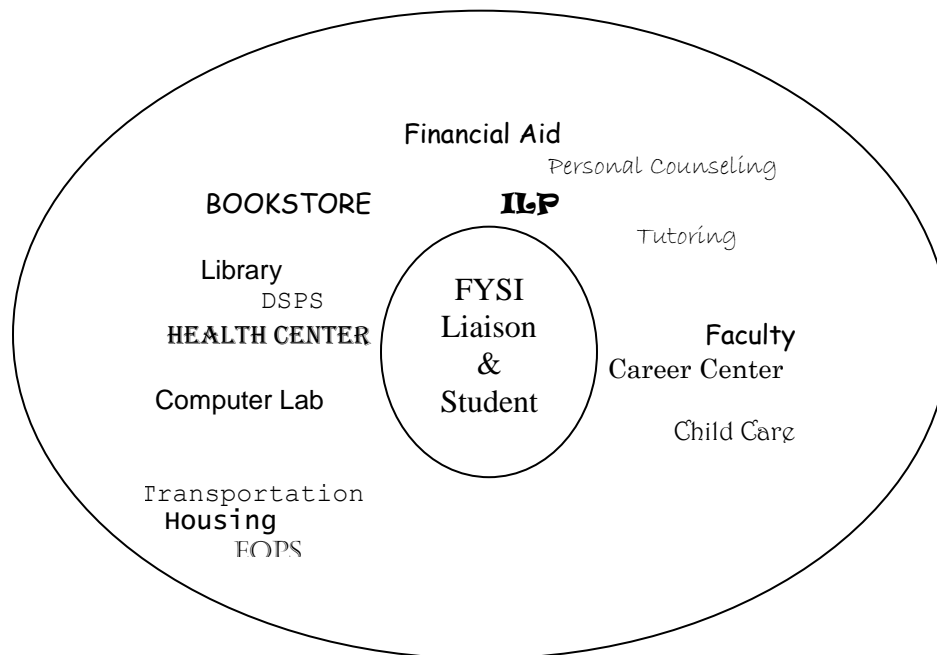
Print Student's Name

Student's Social Security #

Date (mm/dd/yyyy)

“With parents often playing a key role in guiding successful students to these services, we can not assume students from foster care will know about or use these services. For most first-generation college students, other caring adults must provide guidance, advocacy, and support if students are to succeed at the postsecondary level”⁵⁸.

The diagram below reflects the variety of available resources and services that can support youth in realizing their educational aspirations. As mentioned above, it is important to ensure that youth truly understand the scope of what each area has to offer them and how to access these support services.



Off-Campus Connections



Identify possible off-campus partners

Build on existing relationships with these partners or work on establishing new ones:

- County Offices of Education – Foster Youth Services Programs
- School District Foster Care Liaisons
- County ILP coordinators
- Transitional Living Programs (TLP)
- Employment agencies / One Stop shops
- Transportation services
- Health / MediCal Office
- Housing
- Food / clothing assistance (food bank, Salvation Army, Goodwill, etc.)

⁵⁸ Casey Family Programs. (2005). *Postsecondary Education and Training Persistence, Retention, and Program Completion for Students from Foster Care* (Draft). Seattle, WA: Casey Family Programs.



Get the Word Out! Here's how...

Partner with County Offices of Education, school districts, local community programs, and agencies such as the following to help get information about the FYSI program to the students who can benefit the most from participation:

- County ILP coordinators
- Local Transitional Living Programs / Group homes
- Foster family agencies
- Emergency shelters for youth
- County newsletters
- Court Appointed Special Advocates (CASA)
- AmeriCorps Mentor Programs
- Guardian Scholars

Helpful Hints:

- We recognize that community colleges each have their own geographical boundaries for doing outreach. However, it is important to note that youth in foster care move from placement to placement and may reside in an area not because that is where they're from but because this was the most suitable placement for them at the time. Therefore, it is advantageous for you form partnerships with the other FYSI liaisons in your county so that you can refer students to the campus that best fits their needs.
- Work with County Child Welfare services, specifically their ILP programs, to determine which districts have the highest populations of youth in foster care in order to maximize your outreach efforts. County Child Welfare agencies have the knowledge, resources, and interagency links necessary to enhance college access for these youth.
- Partnering with ILP / ILS can open doors and allow for great opportunities to present at existing community forums in partnership with County Child Welfare.
 - Substitute care providers – Group homes, foster parent associations, foster family agencies, kinship / guardian
 - Probation department
 - Internal Child Welfare meetings
 - County Commissions on Children, Youth, and Families
 - Transitional Living Programs
 - Advocacy agencies and community service providers
 - County Offices of Education –Foster Youth Services and Juvenile Court and Community Schools (JCCS)



Participate in cross-trainings between Child Welfare Services, Probation, and the community college so that you understand each other's systems as they relate to serving students from foster care and how you can more effectively work together.



Be familiar with laws relevant to postsecondary education for current and emancipated youth from care (many of these are highlighted in this manual) to support your efforts.

Campus personnel working with youth formerly in foster care should obtain a copy of Casey Family Programs *It's My Life: Postsecondary Education and Training* and NASFAA's *College Access, Financial Aid, and College Success for Undergraduates from Foster Care*⁵⁹ to familiarize themselves with what undergraduates from foster care need to access and succeed in college. The following recommendations for assisting these youth in succeeding in higher education are from *It's My Life: Postsecondary Education and Training*. They are based on both the research on access to postsecondary education for under-represented youth in general and on research and practice with youth in foster care⁶⁰.

1. Foster high academic aspirations.
 - Hold high academic expectations.
 - Help students take charge of their own education.
 - Encourage students to connect career dreams with postsecondary education plans.
 - Introduce youth to role models and encourage positive peer relationships.
2. Encourage long-term planning for postsecondary education.
 - Help students connect with a mentor.
 - Help students build an academic portfolio.
 - Help students start exploring options for postsecondary education.
 - Help students enroll in college preparation programs.
 - Discuss preparation for postsecondary education at IEP and Section 504 meetings for students with disabilities.
3. Stress rigorous academic preparation.
 - Help students reach grade-level skills in reading and math.
 - Make sure students develop good study skills.
 - Help students develop rigorous academic plans.
 - Monitor students' academic progress closely.
 - Advocate for stable, high-quality educational placements for students.
 - Promote appropriate, rigorous educational programs for students with disabilities.

⁵⁹ Davis, R.J. (2006). *College Access, Financial Aid, and College Success for Undergraduates from Foster Care*. Washington, DC: NASFAA.

⁶⁰ Casey Family Programs. (2006). *It's My Life: Postsecondary Education and Training*. Seattle, WA: Casey Family Programs, pp. 1-3.

4. Support students in taking standardized tests.
 - Help students prepare for standardized tests.
 - Help students register for and get to standardized tests.
 - Track student performance on state exit exams.
 - Get an updated educational assessment for students in special education.
5. Support students in choosing, applying for, and enrolling in postsecondary education.
 - Discuss with students the wide range of postsecondary education and training opportunities.
 - Help students match postsecondary programs with their goals and skills.
 - Help students submit a strong application.
 - Assist students in making acceptance decisions and enrolling.
6. Help students apply for and get adequate financial aid.
 - Make sure students have a mentor to help them apply for financial aid.
 - Help students explore their financial aid options.
 - Help students apply for financial aid, including scholarships.
 - Help students finalize their financial aid packages.
7. Engage young adults who have missed out on postsecondary preparation.
 - Help young adults see the importance of postsecondary education and how it can be a reality.
 - Help young adults improve basic skills and study skills.
 - Encourage young adults to evaluate the pros and cons of a GED.
 - Give young adults options for getting a high school diploma.
 - Offer guidance and support for postsecondary enrollment.
8. Help students adjust to and complete their college or training program.
 - Help students transition to the postsecondary program.
 - Help students identify a mentor for their postsecondary education.
 - Make sure students know about support services and access them as needed.
 - Help students adjust academically.
 - Help students adjust personally and socially.
 - Help students successfully complete their postsecondary program.

FYSI LIAISON ROLES & RESPONSIBILITIES

“There is no silver bullet, no perfect formula that guarantees success for the youth we serve. However, I have observed over the years one critical element that exists in the stories of the young people who were able to overcome tremendous challenges, pick up the pieces of their lives, and go on to achieve both modest and great things. The one common denominator among those who succeeded is someone who at some point in their lives said ‘Yes! instead of ‘No’ and ‘You can! instead of ‘You cannot’.”

Jed Minoff, Los Angeles County Probation Department

FYSI Liaison Roles & Responsibilities



“I would think that if each campus had one liaison to work solely on foster youth, there would be more foster youth attending college and more graduating. I went to CSULB and I had no social support present for me. I created great relationships but I had entered college knowing no one! CSULB was my college of choice because of the education there, but it might have been better if I had made friends so that on my first day at a huge institution, I would not have felt so alone or scared. Now my only mission is finding an occupation related to improving the child welfare system.”

Youth from foster care

While it is our hope that financial aid administrators will either self-identify to be the FYSI Liaison or designate a member of their staff to be the lead in working with youth from foster care, it is important that all financial aid office staff have basic knowledge about working effectively with this student population. It is our hope that the designated FYSI Liaison will provide other staff with initial training and ongoing information and assistance.

It may appear that you are being asked to go above and beyond the expected duties and responsibilities of an FAA; however, your knowledge of campus-wide support services for students will make an important difference in their lives. You truly can change the life of students who come from foster care experiences.

“As a foster youth, I have come across very few people in my life that go above and beyond what it means to care. My financial aid advisor was one of those people and she played an important role in my road to success. With the help and encouragement of Mrs. Jones, I was awarded a \$14,000 transfer scholarship, which will help me pay for school when I transfer to San Jose State University”⁶¹.

- Vanessa Payne, youth from foster care and SVCF YES Scholar

⁶¹ Silicon Valley Children’s Fund. (2006). Supporting Foster Youth Success with Financial Aid Conference Binder.

Create a Warm and Welcoming Financial Aid Office Environment

“I was laughed at and basically kicked out of the financial aid office the first time I went and tried to get help. I wanted to just give up and stop asking for help, but my internal drive forced me back. Luckily, I finally connected with the right person who understood me and took the time to answer my questions without making me feel like I was wasting her time. If it hadn’t been for her, I would have dropped out of school and never gone back.”

Youth from foster care

According to comments from youth from foster care who are attending or have completed college, the number-one factor in their decision to attend school was their first experience with the financial aid office.

A positive first impression of the financial aid office and its employees is vital to establishing a relationship and to successfully retaining the student from foster care in school. These students are often intimidated about the daunting financial aid process with all the forms to fill out, questions to answer, and negative implications of unintentionally providing incorrect or insufficient information. Additionally, it is difficult for anyone to approach a stranger and ask for help, much less for someone who has been hurt time and again by those entrusted to protect them.

For those students from foster care who *do* have the courage to walk into the financial aid office with the intention of getting help, if they are not immediately made to feel comfortable, then they will most likely turn around and walk out. While many students are intimidated about starting college, youth from foster care tend to have a heightened sensitivity to verbal and non-verbal communication.

Many of these youth come from situations where they were made to feel unwelcome, couldn’t trust the adults in their lives, and were punished for speaking up and asking questions. Consequently, these students from foster care are unlikely to reach out for help with financial aid and additional support services. Therefore, creating a warm, inviting, positive, relaxed atmosphere is essential.

This can be accomplished by employing the following strategies:

Strategies for Serving FYSI Students

- **Have informational brochures and flyers clearly labeled and available on a “serve yourself” basis** (laid out on tables, posted on bulletin boards, etc) so that students from foster care who are not comfortable asking for help can peruse the information on their own and then, hopefully, call and set up a private appointment for further information. Include with these materials a FYSI brochure that has a tear-off portion for students who

do not feel comfortable verbalizing their circumstances but would like additional assistance and follow-up from financial aid.

- **Train all financial aid office personnel from student workers to the director to be attentive, warm, and welcoming – SMILE ☺.**
- **Create a more personal atmosphere for the student** – Financial aid offices are often crowded with students who need help and students from foster care often feel like just a number, as if they might get lost in the shuffle.
- **Try to ensure** that the FYSI students are immediately put into contact with the FYSI Liaison so that they do not have to re-tell their story.
 - ◆ This will also allow the FYSI Liaison to greet returning students by name and show a personal interest in their well-being. This will make the student feel more comfortable about confiding private information and asking for help and may significantly impact his or her decision to go to your college.
- **Convey to the student that he or she is not the only student from foster care on your campus.** Help him or her to see that there is a community of support out there if he or she is interested in becoming involved.
- **Raise awareness** of the FYSI program through an outreach poster campaign.

Determine If the Student Should Take the Ability to Benefit Test (ATB)

During the process of ascertaining whether a student is eligible for financial aid, it is necessary to determine if the student has received a high school diploma. While every college has its own process for asking a student to take the Ability to Benefit Test (ATB), it is important to recognize that this might be just the first step in determining what other services the student might need. It is important to put into place a referral mechanism with academic support services for students who may not pass the ATB in order to get them the support they need and to reduce the likelihood that they will fall through the cracks.

Below are two sample ATB protocols from community colleges in Southern California.

MiraCosta College

If the Financial Aid Office sees on the student's admissions application that he or she is not a high school graduate, they will confirm this by reviewing the FAFSA. The student is then notified and advised to contact the Testing Center about taking the ATB. If the student does not pass the ATB after the second attempt, he or she is then referred to EOPS who enrolls him or her in a stand-alone program called Plato, which helps the student brush up on skills and prepares him or her to pass the ATB on the third or subsequent attempt.

Cuayamaca College

When determining whether a student has received a high school diploma, the financial aid office uses the information provided on the student's admission's application. They then compare that answer with what is reported on their FAFSA. So, if a student reports that he or she has a high school diploma or GED on both applications, then the file is processed as normal. The information from the Student Record System is loaded into the financial aid system nightly. Cuayamaca's system automatically checks the answers and the student's financial aid file is flagged if the high school diploma question conflicts between the two systems. If the answer

conflicts between the two applications, clarification is requested from the student and the student is asked to correct the answer on the incorrect application.

Assist Students with Successfully Completing the FAFSA and Other Financial Aid Forms

“For me, going into college I didn’t feel confident or skilled enough to fill the necessary forms out completely. I often missed out on important services due to incompletely filling out and felt alienated from outside off-campus services that could have been available.”

Youth from foster care

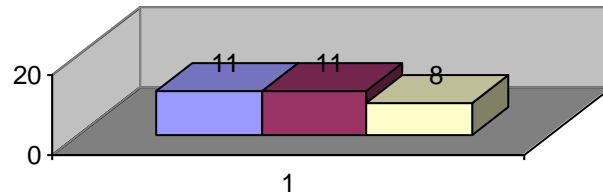
Please be conscious of the fact that many students from foster care may be at a lower literacy level than other students as many of them have experienced multiple changes in school placement, which has resulted in their being 2-3 grade levels behind their peers.

- Clearly and slowly review FAFSA questions that pertain to the following topics:
 - Definition of Ward of the Court
 - Independent vs. dependent student status
 - Income verification and Title IV-E funds
- Be sure that the student knows that he or she should file the FAFSA as an independent student if appropriate.
- Review how important it is that students from foster care report any address changes to the financial aid office so that they can receive their funding when it is disbursed.
- Make students aware of the fact that their FAFSA will be processed much sooner if they fill it out online. Whenever possible, walk the student over to an available computer and show them how to get onto the FAFSA website, apply for a PIN, and complete the application. Make sure they know where they can access computers at school or in the community. (Please see the Accessing National, State, and Local Community Resources section p. 170 for a link to a list of public libraries.).
- Explain the concept of Satisfactory Academic Progress and how it can affect their financial aid.

As you know, the FAFSA and many other financial aid documents are complicated, confusing, and filled with jargon and legalese. Most youth from foster care do not have parental guidance or any other knowledgeable adult mentor from whom they can seek assistance in filling out these forms. Taking the time to make sure that the student understands what is being asked and that he or she completes the FAFSA correctly will make the process much less overwhelming for the student.

If Community College Financial Aid Offices had a special staff person to help you, what are the MOST IMPORTANT things you would like this person to do for you?

Top 3 Ranked Responses from Emancipated Foster Youth



- Help fill out applications
- Connect me with on-campus support services
- Connect with off-campus services

Connect Students with On- and Off-Campus Resources

On-Campus Resources

- Identify a contact person at all appropriate campus offices / departments.
- Provide students with a name, contact number, and e-mail address for the office they are being referred to.
- Take a personal interest in actually linking them to a department liaison.
- Follow up to remind students of upcoming appointments and check in after the fact to make sure that they followed through with their appointment and were provided with the necessary services and / or resources.

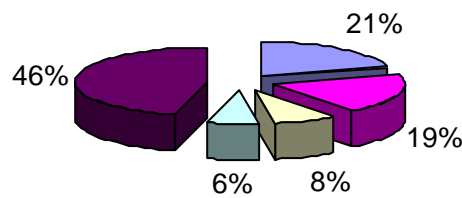
If you are linking students to an office / department on campus, when feasible it's best to walk the student to the office and introduce your point of contact to the student. This has numerous positive benefits:

- It makes the student feel less intimidated because you are there to make initial introductions.
- It demonstrates your care and concern and makes the student feel encouraged and supported.
- It familiarizes the student with the campus.
- It ensures that the student's needs are met and that you are able to provide immediate support if further assistance is needed.

Off-Campus Resources

- Establish contact with off-campus service providers to ensure that the service the student is seeking is still available and to inform the service provider that the student will be contacting him or her.
- When directing students to an off-campus resource, make sure that they have directions that are compatible with their mode of transportation and that they understand how to navigate the public transportation system, if necessary.

13. How can the FYSI Liaison help you connect to other Support Services both on- or off-campus



- Explain Support Services and how they can help me
- Provide me with a specific contact person and phone number that I am referred to
- Set up appointments while still there in the office
- Follow up with contact person or me to make sure I received the services I needed
- All of the above

Provide Hands-on Financial Aid Guidance to FYSI Students

- Use the Foster Youth Scholarship Resources section of this manual, which highlights grants and scholarships geared toward serving this student population.
- Offer to provide hands-on assistance in completing scholarship applications.
- Double-check to make sure that the student has filled out the FAFSA and other applications completely to ensure that he or she has applied for everything that he or she might even remotely be eligible for.
- Maximizing the amount of funding that students from foster care receive will help to alleviate some of their financial burden and allow them to focus more on their education.
- Explain to students that they are not obligated to accept any loan awarded to them and encourage them to use loans only as a last resort if they cannot fund their education with grants, scholarships, and other sources that do not need to be repaid. If loans are necessary, make sure that students understand the specifics of loan repayment, timelines, and the repayment obligations if they drop out⁶².
- If students do need to take out a loan, encourage them to pay it back upon receipt of their Chafee funds to avoid having to make high-interest payments.
- Remind FYSI students that you are always available to answer any questions they might have and to assist them with completing scholarship or outside resource applications. This will alleviate the burden of their having to ask for your help, which many youth from foster care are reluctant to do.

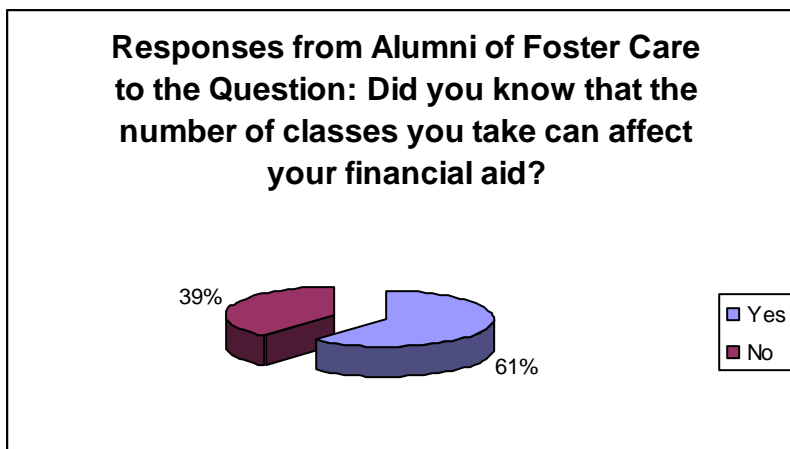
⁶² Casey Family Programs. (2006). *It's My Life: Postsecondary Education and Training*. Seattle, WA: Casey Family Programs, p. 106.

Discuss Satisfactory Academic Progress and How the Number of Classes / Credits Affects Financial Aid

Because most youth from foster care have no choice but to rely upon substitute care providers to tell them when to eat, sleep, go to school, etc., it is often difficult for them to learn how to manage their time.

With the State as their “legal parent,” most of these youth have never been given the opportunity to manage their money, have a bank account, and learn other life skills that their peers may experience. Thus, it is that much more important to take the time to review and discuss these types of issues with youth from foster care.

Students from foster care who attended on-grounds schools at group homes are most likely not prepared for the study workload associated with community colleges. For example, most high school students living in group homes who attend on-grounds school do not have homework, do not switch classrooms, and do not attend college fairs. On the whole, they are not exposed to more normalized high school experiences. Therefore, it is in the student’s best interest for you to discuss what a manageable class schedule might be and how dropping classes, failing classes, and skipping classes can affect their financial aid. It is also beneficial to discuss with student at this point that seeking out tutoring services early on instead of waiting until the last minute when they are in over their heads and about to fail is an excellent strategy for success.



Assist Students with Time Management and Scheduling

Opening up dialogue regarding the student’s job situation and home life allows you to make recommendations for what type of schedule will work best for him or her. This is also a prime opportunity for you to discuss how best to create a schedule that will maximize his or her time on campus and not interfere with other obligations such as work or family.

If your school or program offers time management workshops or classes that help students become familiar with postsecondary communities, encourage students to attend. Introduce them to another student who is taking the workshop or who has benefited from one, so they learn firsthand how it can benefit them.

Arrange for a Campus Tour and Assist Students in Locating Classrooms

Now that the student has created his or her schedule, it would be ideal if you could arrange for another adult or student ambassador to give an individualized tour of the college campus to point out classroom buildings, support offices, cafeteria, library, or other on-campus places to study or to simply hang out with their peers between classes.

While researching and reviewing literature for this manual, we came across a simple strategy referred to as the Three C's⁶³, which was suggested for effective financial aid advising to university students from foster care.

The Three C's

- Connection
 - Meet one-on-one with each student.
- Caring community
 - Be an advocate for your students.
 - Offer support services.
- Communication
 - Keep in contact.
 - Reach out to each other and local youth from foster care.

⁶³ Perrazo, C. (2006). *Strategies for Effective Financial Aid Advising for University Foster Youth*. Silicon Valley Children's Fund Supporting Foster Youth Success with Financial Aid Conference, July 28, 2006.

SERVING YOUTH FROM FOSTER CARE WITH DISABILITIES

As I saw Michele telling me how hard it is to go to school and work full time, her eyes filled with tears. “It is so hard, so hard”, she kept saying and all I can think of is what if my child was in her shoes. What do I say, how do I help her, and how do I ease the pain and frustration?”.... While I had so many emotions running through my mind, I was also telling myself that these kids have been shuffled enough and yet they find the courage and strength to keep going. “WE” need to find better ways to not only assist these students but also reach out to them and lend them a helping hand. That extra step may actually make a huge difference in somebody’s life.

Some of the things I think we can do to help our youth access the resources and support they need to succeed in realizing their dreams are:

1. Clarification of who is a Ward of the Court and who is entitled to funds
2. Increase outreach
3. Empower our foster youth in order to meet the challenges of success through education and their right to know
4. Provide networking, support groups, mentors, and an alumni association
5. Support programs to assist them with
 - Living accommodations
 - Job placement
 - Child care
 - Transportation
 - Counseling / tutoring

Tatianna Elejalde, Contra Costa College

Serving Youth from Foster Care with Disabilities



Why Do You Need to Know This?

- Explaining to youth from foster care how receiving supplemental services in college is different from the services offered in secondary school is very important. Youth need to know that they must self-advocate in order to receive the services they need.
- Emphasize that the youth must self-advocate or seek out services for themselves. Try to explain to these students that most of these services may have been provided to them by their high school, but in college they have to seek them out on their own. [Disabled Students Programs & Services \(DSPS\)](#) will not seek these youth out – they must initiate the contact.
- Finally, you must determine if the student has any disability-related expenses necessary to ensure the attainment of his or her educational goals (for example, purchasing an adapted computer) because these may be taken into consideration to adjust the student's cost of attendance⁶⁴.

Linking Students with Disabled Students Programs & Services (DSPS)

In addition to the stigma attached to being in the foster care system, some current and former youth from care also have disabilities that impact their ability to succeed to their fullest academic potential. As such, they feel that an additional label is placed upon them that makes them different from their peers when they are “singled out” to receive special education services. The stigma these youth have experienced has left such strong impressions on them that they would often rather act out in class and be removed than be embarrassed and made to feel stupid for being “singled out” to receive much-needed services. What most youth, substitute care providers, and social workers do not know is that not all the services provided in secondary school are available to students in postsecondary education.

⁶⁴ George Washington University Health Resource Center. (2006). *Creating Options: 2006 Financial Aid for Individuals with Disabilities*. Retrieved August 2, 2006 from http://www.heath.gwu.edu/files/active/2006_creating_options..pdf

The 2001 study *Education of Foster Group Home Children: Whose Responsibility Is It?* found that approximately one-half of youth living in group homes receive special education services, with one-fourth being educated in nonpublic schools⁶⁵.

When a child has exceptional needs that cannot be met in a public school setting, that child may be educated in a nonpublic school at public expense. Each nonpublic school must provide “appropriate special educational facilities, special education or designated instruction and services required by the individual with exceptional needs when no appropriate public education program is available.” According to the State Department of Education, there are 369 nonpublic schools certified in California. Approximately 15,000 California students are educated each year in nonpublic schools located both in California and in other states⁶⁶.

A. Tips for Sensitive Communication to Determine If a Student Has Disability-Related Needs

Since most emancipated youth from foster care who have disabilities either do not ask (because of their past experiences) or do not know to ask for services, the best way to support them in accessibility services is to determine whether they have a disability and encourage them to contact DSPS. One method of ascertaining whether a student could benefit from DSPS is to include a question on an existing standardized intake form asking if he or she would like more information about DSPS.

NOTE: Due to frequent placement changes and the emotional trauma associated with being in the foster care system, some youth have been over-identified for special education services in order for them to get the attention and academic support that they need. In these cases, the youth who come into the office may simply be underprepared and do not necessarily require DSPS services but instead could benefit from referrals for academic support, tutoring, basic skills, general counseling, remedial coursework, and/or [EOPS](#) to catch them up.

From an intake form, you can get a better sense of which FYSI students might need assistance in connecting with DSPS. If the student has not filled out the intake form or if you do not have an intake form and you suspect that he or she might benefit from DSPS but are afraid to speak up, you should ask questions such as those listed in the following section.

Questions You Can Ask to Determine If Referral to DSPS Is Needed

The purpose of the following sample questions is to determine whether or not a youth could benefit from a referral to DSPS services. They are listed from the most general to most direct so that if you ask a question at the top of the list and do not feel you have adequate

⁶⁵ Parrish, et al. (2001). *Education of Foster Group Home Children: Whose Responsibility Is It?* Study of the Educational Placement of Children Residing in Group Homes. Retrieved September 13, 2006 from www.cde.ca.gov/fg/fr/se/documents/fosteryth.pdf.

⁶⁶ Schwab Learning. (2006). *Facts on California Nonpublic, Nonsectarian schools*. Retrieved November 27, 2006 from http://www.schwablearning.org/message_boards/view_messages.asp?thread=18915

information to make a referral, you can select a more direct question from further down the list.

Depending on the student you are working with and his or her comfort level in disclosing this information, you should only need to ask 2-3 questions. Please take a moment to inform the youth of the purpose for asking these questions and that he or she is not obligated to answer them.

1. *Have you ever heard of Disabled Students Programs and Services (DSPS)? Would you like more information on how it can help you or a friend succeed in college?*
2. *Is there anything that you feel gets in the way of your learning (e.g., difficulty seeing the board, hearing the teacher, concentrating, taking notes, or understanding what you've just read)?*
3. *Did you ever have one-on-one help in high school?*
4. *Did you ever have an Individualized Education Plan (IEP) or Transition Plan when you were in school?*
5. *Were you ever in any type of classes that were smaller in number or you were told were special classes?*
6. *Do you have any health problems that you feel DSPS could assist you with (e.g., asthma or a heart condition that makes it hard for you to run between classes)?*
7. *Were you in a WorkAbility 1, Resource Program Class (RSP), Pull-Out Class, or a Special Day Class (SDC)?*
8. *Has anyone ever told you that you may have Attention Deficit Disorder (ADD), Attention Deficit Hyperactive Disorder (ADHD), or Oppositional Defiance Disorder (ODD)?*
9. *Have you ever attended a group home or nonpublic school (NPS)?*

Explain What DSPS Is

Participation in DSPS is entirely voluntary and students must request DSPS. Unlike in the K-12 system where schools are required to seek students out who may benefit from these services, in the higher education system, DSPS does NOT seek such students out. Therefore, it is very important that you encourage students to take advantage of the resources that can help them recognize and capitalize on their strengths.

- The services that students may have received in high school vary from those they can expect while in college. The following is a table outlining the primary differences between the services provided to K-12 students through the Individuals with Disabilities Education Improvement Act (IDEA) and Section 504 of the Rehabilitation Act, and what college students can expect from the Americans with Disabilities Act (ADA).

For Your Information...

What Is the Individuals with Disabilities Education Act (IDEA)?

The Individuals with Disabilities Education Act (IDEA) is a United States federal law, 20 U.S.C. § 1400 *et seq.*, most recently amended in 2004, meant to ensure "a free appropriate public education" for students with disabilities, designed to their individualized needs in the Least Restrictive Environment. The act requires that public schools provide necessary learning aids, testing modifications and other educational accommodations to children with disabilities. The act also establishes due process in providing these accommodations⁶⁷.

What Is a Section 504 Plan?

In K-12, if a child does not qualify for special education but has a mental or physical impairment that substantially limits one or more major life activities, including learning, that child may qualify for special help in a regular classroom setting under section 504 of the Rehabilitation Act of 1973 (29 USC 794) under the Office of Civil Rights.

Just a few examples of the special accommodations that can be made are allowing the child extra time to take a test, giving them fewer questions to answer for homework, or seating the child near a positive role model.

Note: All youth from foster care and/or youth under the supervision of Probation exiting an institution are eligible for a Section 504 plan.

What Is the ADA?

The Americans with Disabilities Act (ADA) prohibits discrimination against people with disabilities in employment; state and local government activities; public accommodations; public transportation; telecommunications; and public services.

Title II of the ADA prohibits discrimination on the basis of disability in state and local government services by state and local governmental entities, whether or not they receive federal funds. This includes public school districts. Virtually all public school systems receive federal funds, and public education is a government service. Both statutes require school districts to provide a free appropriate public education (FAPE) to students with disabilities protected by those laws⁶⁸.

⁶⁷ Wikipedia (2006). *Individuals with Disabilities Education Act*. Retrieved September 29th, 2006 from http://en.wikipedia.org/wiki/Individuals_with_Disabilities_Education_Act.

⁶⁸ The Peer Project. (2006). *Section 504, the Americans with Disabilities Act, and Education Reform*. Retrieved October 11, 2006 from <http://www.wrightslaw.com/info/section504.ada.peer.htm>

Grade K-12 IDEA Plan	Grades K-12 504 Plan	College 504 & ADA⁶⁹
Success more of a right	No guarantee	No guarantee of success. Student responsible for own success.
District identifies responsibility.	Parent provides documentation of disability.	Student provides documentation of disability and need for accommodation.
Free evaluation of disability	Parent's responsibility	Student's responsibility
District develops Individual Education Plan (IEP).	Parent/School develops education plan.	Student identifies accommodations and academic needs.
Entitled to services identified on IEP	Services determined by education plan	College services not automatic. Each college develops eligibility and service policy.
District ensures that the IEP is implemented.	District, parent, and student are responsible. The education plan is implemented	Student responsible for own progress
Teacher advocates.	Parent and student advocate.	Student advocates for self with assistance and collaboration with DSPS.
Fundamental alterations to program of study permitted as identified on IEP	Fundamental alterations to program of study permitted as identified on 504 plan	None Allowed: Accommodations may not alter fundamental nature of course or impose an undue burden on an institution.
Personal services: e.g., transportation, personal attendant, nurse	None provided	None provided

⁶⁹Region X Community Colleges. (2005). *IDEA Comparison to ADA/504*. Retrieved August 2, 2006 from <http://www.sdmesa.sdccd.cc.ca.us/dsps/idea-504.cfm>

Showing the student the following table, can provide examples of some of the differences between what he or she can expect in college versus high school.

In High School	In College
<ul style="list-style-type: none"> ▪ The state must identify, locate, and evaluate all children with disabilities in the state who need special education and related services. To do so, school districts are required to conduct "Child Find" activities. ▪ A school professional or other responsible adult in the child's life may ask that the child be evaluated to see if he or she has a disability. 	<ul style="list-style-type: none"> ▪ Student <u>must</u> self-advocate for services and contact DSPS in order to receive services.
<ul style="list-style-type: none"> ▪ It is not uncommon for a student to be pulled out of a traditional classroom setting to receive Special Education Services, and thus, students often express feelings of being "singled out." ▪ Other students may receive individualized support in their classroom, which also makes them feel uncomfortable and "singled out." 	<ul style="list-style-type: none"> ▪ Student has the option of taking classes specifically designed to accommodate their disability (e.g., Special Service classes, American Sign Language classes, etc) and/or a service is incorporated into their regular class (e.g., note taker, alternative media, etc) ▪ Some students may choose to enroll in these specifically designed classes due to their academic interest in the subject as opposed to their need.
<ul style="list-style-type: none"> ▪ Individualized Education Plan (IEP) <ul style="list-style-type: none"> ○ Describes the goals the team has set for the child for the school year, as well as any special supports that are needed to help achieve those goals. 	<ul style="list-style-type: none"> ▪ Student Educational Contract (SEC) / Student Education Plan (SEP) <ul style="list-style-type: none"> ○ A plan that addresses your specific needs as a student with a disability. ○ Specifies the support services and classes that are identified and agreed upon by both you and a DSPS Specialist as necessary to meet your specific educational needs. ○ Must be established upon initiation of DSPS services. ○ Shall be updated annually by you and a DSPS Specialist to review services and determine whether you have made progress toward your stated goals.

Explain the types of services the student can receive through DSPS and how you think he or she could benefit from going to see your contact there.

- DSPS offers supportive services for students with a wide range of disabilities. The disabilities include limitations in mobility, vision, hearing and speech, learning disabilities, psychological conditions, and developmental disabilities. Other qualifying individuals may have educational limitations as a result of an acquired brain injury, or health problems such as arthritis, diabetes, seizure, or cardiac conditions.

B. Explain the Types of Services the Youth Could Receive from DSPS

Explain to the student that if he or she were eligible for special assistance and services during middle / high school, he or she may be eligible for similar or additional services in college. Services vary from college to college, but the following lists of services are typical of what a student would find at a California community college.

Standard services offered statewide:

- Priority registration and assistance
- Academic, vocational, and personal counseling
- Test-taking accommodations (extra time, distraction-free environment, etc)
- Assistive technology
 - Example: Use of a tape recorder for lecture
- Alternate format materials
- Note-taking assistance
- Interpreter services
- Mobility assistance
- Liaison with faculty, staff, community agencies
- Job development / placement
 - Example: Workability, One Stop shop
- Learning disabilities assessment (offered in different ways at each campus)

Optional services offered at some colleges:

- Specialized courses
- Tutoring
- Specialized seating
- Special parking

Reassure the student that he or she will not be singled out or put in Special Ed classes if he or she requests assistance from DSPS.

The following page provides sample accommodations that eligible students may receive from DSPS. You may want to photocopy this page and provide it to students as a tool for increasing their knowledge of the wide range of services available to them if they qualify.

“In the K-12 system of education, and in the world, we the people, label the other individuals around us. We label them because it allows us to then “set them aside.” Once labeled they are out of sight, out of mind. We no longer have to deal with their behaviors, good or bad. For example, a student misbehaves in class, again and again and again. After sending the student to the office, the teacher runs into the assistant principal who explains to the teacher that the student is a “special ed student,” is “emotionally disturbed,” and is a “foster child.” The teacher thinks to herself, “Oh, no wonder!” The labeling of the child now allows the teacher to dismiss him from her mind.

The relevance of this for our foster youth going on to college is this:

Up until the time when the foster student goes to college and starts living on their own, the foster child has been constantly in the presence of someone who is PAID to be with them. The foster parents, the teachers, the therapist, the reading specialist, the medical personnel, etc. After a while, after being labeled and realizing that everyone has to be paid to be with you, an individual (or a foster child) begins to feel “de-valued.” A de-valued person does not believe in themselves and will not have the confidence to ask for what is theirs, like monetary grants, accommodations, class changes, teacher changes, etc.

To be a student with special needs AND also be a foster child is a double whammy!”

Angela Hawkins, Sweetwater Union High School District

Examples of Accommodations for Qualified Students⁷⁰

The services and resources listed below are samples of what may be offered from college to college.

LOW VISION

- Large print handouts, signs, equipment labels, overheads
- TV monitor connected to microscope to enlarge images
- Class assignments in electronic format
- Computer with enlarged screen images
- Seating where the lighting is best
- Print magnifiers
- E-text, scan and read software

BLINDNESS

- Taped Books and tests
- E-text, scan and read software
- *Audio-tape, Braille, or electronic lecture notes, handouts, texts*
- Describing visual aids
- Raised-line drawings and tactile models of graphic materials
- Computers with optical character readers, voice output

HEARING IMPAIRMENTS

- Interpreters, real-time captioners, assistive listening devices
- Note takers

SPECIFIC LEARNING DISABILITIES

- Specialized classes to learn strategies to help in regular classes
- Note takers and/or audio-taped class sessions
- Taped books
- E-text, scan and read software
- Extra exam time; alternative testing arrangements
- Computers with voice output, spelling checkers, grammar checkers.

MOBILITY IMPAIRMENTS

- Note takers
- Scribes
- Extra exam time, alternative testing arrangements
- Classrooms, labs, field trips in accessible locations

⁷⁰ Solano Community College. (2003-2004). *Disability Services Program Student Handbook*. Retrieved August 22, 2006 from www.solano.edu/counseling/DSP_Handbook/DSP%20Student%20Handbook%202003-2004-Rev1rp.doc.

- Adjustable tables and chairs, lab equipment located within reach
- Computers with special input devices (e.g., voice, alternative keyboards)

HEALTH IMPAIRMENTS

- Note takers, audio-taped class sessions
- Extra exam time, alternative testing arrangements

PSYCHOLOGICAL DISABILITIES

- Liaison with teachers, campus and community services
- Note takers and taped lectures
- Test taking facilitation
- Tutoring

C. Incorporate These Concepts into Your Daily Practice – Alternative Protocols for Referring Youth to DSPS

At this developmental stage, most youth do not want to accept or recognize that they have a disability. Therefore, it is very important to recognize and respect their comfort level. That may require using a “back door” approach to getting the youth the DSPS services that he or she needs.

“I want to be like everyone else now. I don’t want any more special education services.”
Youth from foster care

Below are two sample protocols for referring youth to DSPS. Protocol A is a more direct route while Protocol B is slightly more circuitous but may make the student feel more comfortable and improve the likelihood that he or she will receive the needed services and resources.

Protocol A

Angel seems comfortable and interested in contacting the [DSPS](#) office.

Identify a contact person within the DSPS Office so that Angel has someone specific to ask for.

Offer to call and make the initial contact while Angel is sitting in your office.

When feasible, walk Angel to the DSPS office and make a personal introduction

Once Angel has made contact with someone from DSPS, they can work together to develop a [Student Educational Contract \(SEC\)](#) links her goals, curriculum program, and academic accommodations to her specific disability-related educational limitation.

(California Community Colleges Chancellor's Office. Disabled Students Program and Services. Retrieved from <http://www.cccco.edu/divisions/ss/disabled/dsps.htm> August 16, 2006)

Protocol B

Bobby seems uncomfortable and expresses reluctance at being referred to the DSPS office.

Identify a contact person within the [EOPS](#) office. This is viewed by some youth as less threatening because these services are offered to a wider variety of students and there isn't as much stigma attached to EOPS as there is to DSPS.

Offer to call and make the initial contact while Bobby is sitting in your office.

When feasible, walk Bobby to the EOPS office and make a personal introduction or schedule an appointment for Bobby to come back at a time when you can walk him over.

EOPS will work with Bobby to determine what services are necessary to best support his academic success.

DATA COLLECTION AND REPORTING SYSTEM

Data Collection and Reporting System



The NASFAA position paper, "College Access, Financial Aid, and College Success for Undergraduates from Foster Care," recommends that colleges should track students from foster care throughout their academic careers and analyze their success rates⁷¹.

In order to capture the success of the *Foster Youth Success Initiative* and the impact you have had on students, it is important to maintain continuity and consistency in gathering data. By utilizing and adapting the information provided in this fact sheet, the CA Community Colleges System Office will be able to:

- Summarize statewide FYSI data
- Look at the various partnerships that have been established
- Communicate best practices to other participating institutions and to new colleges beginning such efforts

We recognize that each community college has its own unique needs and challenges so we have provided numerous suggested alternatives for data tracking. More important than the type of data tracking system you use or how you capture the information are the actual data elements that are being captured. Consistency and uniformity in this area will ensure more accurate comparison and analysis across all California community colleges.

Sample collection and reporting mechanisms:

- Access database
- Excel spreadsheet
- Paper-based filing system
- School-generated database
- MIS reporting software
 - Scheduling And Reporting System (SARS)
 - Datatel
 - Banner
 - People Soft

⁷¹ NASFAA. (2006). *College Access, Financial Aid, and College Success for Undergraduates From Foster Care*. Washington, D.C.: NASFAA. Retrieved August 26, 2006 from <http://www.nasfaa.org/Subhomes/ResearchHome/NASFAAFosterCare%20Report.pdf>

Sample Tool for Tracking Student Progress

The following *Student Progress At A Glance* page is a sample tool that includes the type of data that can be captured in order to track the progress of the FYSI and maintain current information regarding students' contact information, what referrals have been made, where students are in the process of being packaged for financial aid, and some important topics for discussion regarding student success.

This tool can be adapted to work within the parameters of your department whether you use a paper-based filing system and physically attach this document to the student's file or you have a paperless office and merely scan this document into your computer system.

FYSI Student Progress At A Glance

Contact Information

Name:
Student ID / SSN:
Email:
Phone #s:
 Cell
 Home
 Work
Emergency Contact:
 (ILP worker, social worker, best friend, etc)

Referral Source:
Initial Contact Date:

Student Success

Completed

1. Explanation of how # of credits affects financial aid
2. Maintaining Satisfactory Academic Progress
3. Importance of consistent attendance
4. Units attempted / Units passed

Financial Aid Packaging

	Completed Date	Corrected Date	Received Date
FAFSA			
Chafee			
Cal Grant			
BOG Fee Waiver			
Pell Grant			
SEOG			
Other aid / Scholarships			
Federal / State Financial Aid Verification			
Foster Care Verification			

Linking Students to Matriculation Services

	Eligible	Referred
Academic Counseling		
Admissions		
Adult Re-entry		
Basic / Developmental Skills		
Campus Independent Living Program		
Career Planning and Placement		
Child Care		
DSPS		
EOPS		
Extracurricular Activities		
Faculty		
Health Services		
Housing		
Mentoring		
Personal Counseling		
Testing		
Transfer Services		
Tutoring		

ACCESSING NATIONAL, STATE, AND LOCAL COMMUNITY RESOURCES

Accessing National, State, and Local Community Resources

Recommending Resources Disclaimer

These resources are just a small sample of what is available on the Internet. We encourage you and the students that you work with to explore these websites as most offer a full range of information and links to other useful websites.

While every attempt has been made to check information provided by the individuals or organizations listed below, we are not responsible for the accuracy or currency of this information.

Before suggesting students visit these sites, it is important to first ask them if they have access to a computer and an Internet connection, and are familiar with using computers and navigating the Internet. If you suspect that the student might not have access to the Internet or know how to effectively access these resources, we encourage you to take the time to visit the websites with the student while she or he is sitting in your office.

You can also recommend that the student visit either the campus library or the local public library where he or she can access the Internet for free and get assistance from a librarian in navigating to these websites. A complete list of California public libraries by county is available at the following site:

<http://www.library.ca.gov/assets/acrobat/CAPubliclibs.pdf>

As many of these former students from foster care have not had adequate computer training, some might not be aware of the need to use caution in divulging personal information via the Internet.

Just because a youth turns 18 does not mean he or she can live self-sufficiently. As most youth from foster care have been reliant upon the system to care for them and provide their basic necessities, they often need assistance in locating, securing, and maintaining stable housing, employment, health care, and transportation. Below are some resources in these areas that can be utilized to assist these youth.

“For me, my most challenging experiences within the education system have been focused on getting my immediate needs being met such as access to housing, health care, etc. School itself is challenging but it becomes more challenging when your personal needs aren’t being met. It sets you up for failure.”

Youth from foster care

In many cases, the best place to start when referring a student for housing, employment, health care, or transportation resources is the county [Independent Living Program \(ILP\)](#) Coordinator. Services offered to youth from care under ILP include independent living skills classes that provide youth with knowledge about securing a job, money management, making decisions and choices, and building self-esteem; skills training; and financial assistance with college or vocational schools. Please see Appendix 6A for the list of county ILP coordinators’ contact information.

Additionally, 48 of the 109 community colleges in California have ILPs located on-campus to serve youth ages 16-21. In addition to life skills and self-sufficiency education, this program also focuses on college and career preparation⁷². Please see Appendix 6B for the list of community colleges with ILPs.



Housing

Having a place to live is a key aspect of entering and remaining in the workforce. For alumni of foster care, finding affordable housing that is readily accessible difficulties challenging. The transition from the child welfare system to a life of independence is quite difficult and often results in homelessness for a shocking number of former youth from care. In fact, some experts estimate that 45% of those leaving foster care become homeless within a year⁷³.

We encourage each community college to collect and update its own listings of local resources for housing and housing assistance that may be available for young people from the foster care system.

⁷² California Department of Social Services, Children and Family Services, Foster Care (2003). ILP County Coordinators Main Page. Retrieved August 15, 2006 from http://www.dss.cahwnet.gov/cfsweb/ILPCountyC_1443.htm.

⁷³ Abused, Abandoned Juveniles Get Schooled for Adult Life. (October 17, 1996). *San Diego Daily Transcript*. Retrieved July 10, 2006 from <http://www.liftingtheveil.org/foster14.htm>.

NATIONAL

Casey Family Programs' *It's My Life: Housing* guide.

NOTE: This comprehensive resource is available at www.casey.org (click "Tools and Resources"). Hard copies of the guide can also be ordered by e-mailing Casey Family Programs at contactus@casey.org. The requestor should include the title; name and contact information, including a mailing address; and the number of copies needed (Casey will send up to 5 to a requestor but will contact them to ask more information about intended use if they request more than 5). While the primary audience for the book is child welfare professionals, the guide does provide a wealth of information about different housing resources as well as resources for locating housing. Many of the resources listed in this section were gathered from *It's My Life: Housing*.

Federal Housing & Urban Development Subsidized Apartment search:

<http://www.hud.gov/apps/section8/step2.cfm?state=CA,California>

General information for youth from foster care concerning housing issues:

<http://fosteryouth.net/Housing/Housing.asp>

STATE

Transitional Living Programs (TLPs)⁷⁴

TLPs are a part of the Department of Health and Human Services Family and Youth Services Bureau's (FYSB) Runaway and Homeless Youth Program and is authorized by the Runaway and Homeless Youth Act (RHYA), as amended by the Missing, Exploited, and Runaway Children Protection Act (Public Law 106-71). Through the TLP, FYSB supports projects that provide longer-term residential services to homeless youth age 16-21 for up to 18 months. These services are designed to help youth who are homeless or in need of housing services make a successful transition to self-sufficient living. See below under Local Resources for county-specific TLPs.

Supportive Transitional Emancipation Program (STEP)

The Supportive Transitional Emancipation Program (STEP) provides assistance payments to former youth from foster care until their 21st birthday if they are participating in an educational or training program, or any activity consistent with their Transitional Independent Living Plan (TILP).

- The STEP rate is equal to the basic foster care rate.
- Participation in STEP is a county option.
- Youth receiving Kinship Guardianship Assistance Payments (Kin-Gap) are also eligible for the STEP program when they emancipate.

⁷⁴ U.S. Department of Health and Human Service Family and Youth Services Bureau. (n.d.). Retrieved August 30, 2006 from www.nrcys.ou.edu/nrcyd.

Transitional Housing Program for Emancipated Foster/Probation Youth (THP-Plus)

Transitional Housing Placement Plus (THP-Plus) is the only state-funded program that provides former youth from foster care with housing assistance, employment training, educational counseling, mental health services, and life skills training for a maximum of two years.

Eligibility:

- THP-Plus eligible youth are young adults who have emancipated from foster/probation care and are 18 through 20 years old, and are pursuing the county-approved goals they have developed in the STEP/ THP-Plus Transitional Independent Living Plan (TILP).
- Participation in the THP-Plus is subject to county participation in the program, the availability of safe and affordable housing, and the availability of program providers.
- The maximum time for THP-Plus participation is 24 cumulative months.

As of the publication of this manual, 17 California counties have approved THP-Plus plans: Alameda, Contra Costa, El Dorado, Fresno, Kern, Lassen, Los Angeles, Napa, Placer, Sacramento, San Diego, San Francisco, Santa Clara, Santa Cruz, San Mateo, Stanislaus and Tuolumne.

State Department of Housing and Community Development (HCD) Rental Housing Complexes

Housing Choice Vouchers:

Who is eligible for Section 8?

- Household must have limited income.
- At least one member of the household must be a U.S. citizen or eligible non-citizen.
- Applicant must have good references, showing rent was paid on time, he or she took care of their apartment, and did not disturb other tenants in the past.

Applicants are not eligible if:

- They have a recent history of illegal drug use, alcohol abuse, or violent criminal behavior.
- They have committed fraud in connection with a housing assistance program in the past (for example, lying on an application).

- The apartment they are planning to rent is owned by a family member or other close relative.

In order to apply for Section 8 housing, the student must visit the local Public Housing Authority (PHA) and apply for a voucher.

Below is a listing, by city, of PHAs. Some PHAs have long waiting lists, so it is best to apply at more than one PHA. PHAs can also provide a list of locations at which vouchers can be used. <http://www.hud.gov/offices/pih/pha/contacts/states/ca.cfm>

Housing for Section 8 units and low-income units (geared toward families) listed according to county:

<http://www.calhfa.ca.gov/multifamily/apartment-info/index.htm>

List of low- and very low-income rental housing developments by county:

<http://www.hcd.ca.gov/fa/affrdble-housng.html>

Utilities Assistance:

Edison's Energy Assistance Fund helps low-income customers in financial hardship with electric bills⁷⁵.

<http://www.sce.com/CommunityandRecreation/Civic/EnergyAssistanceFund/eaf.htm>

If a student would like to apply for EAF, please call one of the **EAF agencies** to make an appointment for Rate Relief Assistance. They may also contact SCE at (800) 205-8596 or one of the Info Line numbers shown below for information on participating community organizations:

- For Los Angeles County: call **1-800-339-6993**
- For Orange County: call **1-714-955-2255**
- For Riverside County: call **1-800-464-1123**
- For Ventura County: call INTERFACE at **1-800-556-6607**
- For Santa Barbara County: call HELPLINE at **211**
- For San Bernardino County: call your local United Way office for the referral number in your area

Edison's Level Pay Plan allows the participant to budget the cost of electric service into equal monthly payments, by spreading high summer or winter bills over an entire year⁸⁸.

<http://www.sce.com/Customerservice/LevelPaymentPlan/Default.htm>

Pacific Gas & Electric Balanced Payment Plan allows the participant to pay the same amount every month by averaging household energy costs for the last 12 months⁹⁰.

⁷⁵ California Public Utilities Commission. (2005). *Assistance Paying Your Bills*. Retrieved September 18, 2006 from <http://www.cpuc.ca.gov/static/energy/billassist.htm>.

http://www.pge.com/res/financial_assistance/balanced_payment_plan/

SDG&E⁷⁶

California Alternate Rates for Energy (CARE) Gas & Electric

The CARE program provides a 20% discount on monthly gas and electric bills for qualifying households. Qualifications are based on the number of people living in the home and the total household income including wages, government checks and benefits, and other financial support members of the household receive.

http://www.sdge.com/residential/care_application.pdf

The completed and signed application should be mailed to:

CARE Program
SDG&E
P.O. Box 129831
San Diego, CA 92112-9831

Number of persons in household	Total combined annual income
1 or 2	\$28,600
3	\$33,600
4	\$40,500
5	\$47,400
6	\$54,300

Each additional member is \$6,900.

Low Income Home Energy Assistance Program (LIHEAP)

LIHEAP is a federally funded assistance program administered by the California Department of Community Services and Development (CSD). LIHEAP offers two types of assistance:

- Financial aid with energy bills
- Home weatherization

Appointed community-based agencies process LIHEAP applications for SDG&E's customers. Priority is given to people spending a high percentage of their income on energy and families with elderly or disabled members, or children under 3 years of age. Customers can contact SDG&E at 1-800-411-7343 to find out if they meet LIHEAP income guidelines.

⁷⁶ San Diego Gas & Electric. (2006). *Assistance for Residential Programs*. Retrieved September 18, 2006 from http://www.sdge.com/residential/assistance_services.shtml

Neighbor to Neighbor gives people financial help with their energy bills, and the fund is subsidized by SDG&E shareholders and employees. The money goes toward helping customers who do not qualify for any other assistance programs but can't pay their SDG&E bill due to temporary financial hardship. There is no income requirement but a need must be there, as in the case of temporary unemployment or a serious family illness.

If students need this assistance, they can call the numbers provided here (utilities also provide their phone numbers on their bills):

Phone Numbers for Energy Assistance Programs	
Utility	Emergency Payment
PG&E	800-933-9677
Edison	866-675-6623
SDG&E	800-411-7343
SoCalGas	800-427-2200
Alpine Nat'l Gas	209-772-3006
Avista Utilities	800-227-9187
Bear Valley Elect	800-808-8237
PacifiCorp	888-221-7070
Sierra Pacific	800-782-2498
Southwest Gas	800-645-4541
West Coast Gas	916-364-4100

Universal Lifeline Telephone Service (ULTS)⁷⁷

California LifeLine Telephone Service (California Lifeline or ULTS) is a discount program for low-income customers provided by the local telephone companies and sponsored by the California Public Utilities Commission (CPUC).

⁷⁷ The Utility Reform Network. (2004). *Survival Tools*. Retrieved September 18, 2006 from <http://www.turn.org/ults.shtml>.

1) Program-Based:

Students can qualify for California LifeLine if they or another person in their household is enrolled in any one of the following public-assistance programs:

Medicaid/Medi-Cal	Low Income Home Energy Assistance Program (LIHEAP)
Supplemental Security Income (SSI)	Federal Public Housing Assistance or Section 8
Food Stamps	Temporary Assistance for Needy Families (TANF)
Healthy Families Category A	National School Lunch's FREE Lunch Program (NSL)
Tribal TANF	Bureau of Indian Affairs General Assistance
Women, Infant and Children Program (WIC)	Head Start Income Eligible (Tribal Only)

2) Income-Based

Students can qualify for California LifeLine if the total household income is at or less than these income maximums:

Household Size	ULTS Annual Income Limits (6/1/06 through 5/31/07)
1--2	\$21,300
3	\$25,100
4	\$30,200
Each Additional Member	\$5,100

More about Income Qualification

In order to qualify for California LifeLine based on household income, students will need to provide documents proving that the total household income is at or below the income maximum for the household size. Income documents include:

- Prior year's state, federal, or tribal tax return
- Income statements or paycheck stubs for three consecutive months within the calendar year
- Statement of benefits from Social Security, Veterans Administration, retirement/pension, unemployment compensation, and/or workmen's compensation
- Divorce decree
- Child support documents
- Other official documents

LOCAL RESOURCES

The types and availability of local housing resources vary from county to county, but below is a general list of the variety of housing options you might find across counties.

- Transitional living programs
- Homeless shelters
- Low-income supportive housing
- State Department of Housing and Community Development (HCD) rental housing complexes for those with low and very low income
- Public Housing Authority contact information

Please see the **County Resources Guide** for specific housing resources and contact information organized per county.



Employment

Each year, 5,000 youth from foster care turn 18 and become ineligible to receive foster care services. Without a support structure to ensure a safe transition from the foster care system to independence, many of these youth suffer from increased levels of homelessness, unemployment, and incarceration. For instance, unemployment rates for emancipated youth are estimated at 50% while the average earned income for these youth is \$6,000 per year, a number well below the national poverty level of \$7,890⁷⁸.

NATIONAL

General information for youth from foster care regarding jobs and careers from Bust ‘N Out: http://fosteryouth.net/Jobs_And_Careers/Jobs_And_Careers.asp

Job Corps provides job-training programs for youth ages 16-24 in specific professions like carpentry, computer programming, and working as a chef. Participants can live on campus for free, and food and books are provided.

<http://jobcorps.doleta.gov>

Social Security Administration (SSA)

In the SSA Red Book, one can find various programs that will allow Social Security recipients to pursue work while receiving benefits. One program permits individuals to save money to pursue training or educational goals. The Social Security Administration may also make provisions for a “trial work period,” where benefits continue for a limited period of time while the youth determines if she or he can handle being in the workforce without having to worry about benefits ceasing. What is critical to consider is that the worker on Social Security Insurance will have access to greater resources through working, while developing their job skills and work experience.

<http://www.socialsecurity.gov/redbook/eng/main.htm>

This resource provides valuable information about Social Security and other programs that can benefit transition-age youth (TAY):

[http://www.cmhda.org/documents/TAY_RG_FINAL_Chap.XI\(4-29-05\).doc](http://www.cmhda.org/documents/TAY_RG_FINAL_Chap.XI(4-29-05).doc)

Youth Employment Opportunity Program (YEOP)

This program, which began in 1989, provides special services to youth, ages 15 to 21, to assist them in achieving their educational and vocational goals. Services include peer

⁷⁸<http://democrats.sen.ca.gov/templates/SDCTemplate.asp?a=5761&z=124&cp=NewsArticle&pg=article&fpg=sennews&sln=Murray&sdn=26> Retrieved July 12, 2006.

advising, referrals to supportive services, workshops, job referrals and placement assistance, and referrals to training and community outreach efforts. The EDD Mentors and YEOP Specialists provide the employment services. Eligibility is based on attendance at school. If a youth is thinking of dropping out of school (high school, continuation school, college, university, vocational training), or has already dropped out, he or she is eligible to enroll. The YEOP Mentors and Specialists assist by removing barriers to enable the youth to remain in or return to school. This is one of many options available through California's One Stop career center system.

[http://www.edd.ca.gov/jsrep/jshow.htm#Youth%20Employment%20Opportunity%20Program%20\(YEOP\)](http://www.edd.ca.gov/jsrep/jshow.htm#Youth%20Employment%20Opportunity%20Program%20(YEOP))

Helping America's Youth is a new federal initiative to identify local, community resources by ZIP code. <http://www.helpingamericasyouth.org/>

STATE

California Conservation Corps is a work and public service organization for youth ages 18-23. Participants can acquire education and job skills while getting paid to work on community and environmental projects. Scholarships are also available.

<http://www.ccc.ca.gov>
1-800-952-5627

Workability I Program provides comprehensive employment training, employment placement, and follow-up for high school students in special education who are making the transition from school to work.

<http://www.cde.ca.gov/sp/se/sr/wrkabltlyI.asp>
(916) 323-3309

LOCAL

The types and availability of local employment resources vary from county to county, but below is a general list of the variety of housing options you might find across counties.

- State of California Employment Development Department Local Workforce Investment Boards (WIB)
- California One-Stop career centers
- State Department of Housing and Community Development (HCD) Rental Housing Complexes

Please see the **County Resources Guide** for specific housing resources and contact information organized per county.

Physical and Mental Health

Some youth from foster care, due to the circumstances that caused them to enter the Child Welfare System, suffer from mental health disorders such as major depression, mood disorders, Oppositional Defiance Disorder, Post-Traumatic Stress Disorder (PTSD), Adjustment Disorder, Conduct Disorders, social phobia, panic syndrome, and drug dependence or other disabilities. “Children in foster care are struggling to cope with the traumatic events that brought them into care, including parental abuse or neglect, homelessness and exposure to domestic violence and substance abuse. While they struggle to deal with the tremendous loss of their family, they also frequently blame themselves for being removed”⁷⁹.

More than 80,000 children are in foster care in California. Various studies find that from 70% to 84% of them experience a mental health problem⁸⁰.

Barriers to Accessing Mental Health Services

- Stigma attached to mental health and being “crazy”
- Transportation to and from appointments
- No money for gas, bus, taxi, etc.
- Work schedule interferes with ability to keep appointments or youth simply need extra encouragement and help in making appointments because, as court dependents of the system, they have no experience doing so
- Filling out paperwork is confusing
- No one to help with paperwork
- Information on mental health too hard to understand
- Clinic hours not convenient
- Childcare during appointment times

Medi-Cal

Currently, when emancipating out of foster care, youth are required to reapply for Medi-Cal as medically needy in order for the county to make a determination of whether they are eligible for any Medi-Cal program. Frequently, these young people may not understand the importance of the notices or become confused by the process for continuing medical care coverage and thus lose contact with the county and access to critical medical services.

As stated in All County Letter #00-41 issued by the Department of Health Services on August 14, 2000, youth who are receiving foster care funds through Aid to Families with Dependent Children-Foster Care on their 18th birthday will be eligible to receive Medi-Cal services until the age of 21.

⁷⁹ <http://www.casanet.org/library/foster-care/mental-health-%5Bconnection-04%5D.pdf> Retrieved July 5, 2006

⁸⁰ National Center for Youth Law. (March 15, 2006). *Court Orders Community Mental Health Services for Thousands of California Foster Children*. Retrieved July 5, 2006 from http://www.youthlaw.org/press_room/press_releases/2006_press_releases/court_orders_community_mental_health_services_for_thousands_of_california_foster_children/

The enrollment process is not automatic. In order to receive federal funds, the State is required to determine the youth's eligibility by verifying with the emancipating youth the following:

- The youth's consent to continue with the Medi-Cal services
- The youth's current address
- When a third-party health insurance is involved, Medi-Cal seeks reimbursement from the third-party insurance. If applicable, a youth's health insurance must be reported to the eligibility worker.

County welfare workers, probation officers, and/or the youth himself or herself may contact the youth's eligibility worker in his or her county directly to arrange for the extended Medi-Cal benefits. Counties are encouraged to work with the youth to ensure that they are given every opportunity to participate in this program⁸¹.

For more information, contact:

Ken Martinez,
Department of Health Services
(916) 657-0011

Carl Miller
Department of Health Services
(916) 657-0562

NATIONAL

Su Familia: The National Hispanic Family Health Helpline offers free reliable and confidential health information in Spanish and English. Call toll-free Monday through Friday 9 am to 6 pm Eastern Standard Time: 1-866-Su-Familia (1-866-783-2645)

The bilingual health information specialists provide basic health information on a wide range of health topics and can refer clients to a health care provider in their community.

General information for youth from foster care regarding health:

<http://fosteryouth.net/Health/Health.asp>

STATE

California Mental Health Directors Association Transition Age Youth Resource Guide: Services, Promising Practices & Implementation Guidelines for California's Mental Health Services. <http://www.cmhda.org/tayrg.html>

Planned Parenthood

<http://www.plannedparenthood.org/>

⁸¹ Department of Social Services. (2000). All County Information Notice No. 1-117-00. Retrieved October 11, 2006 from http://www.dss.cahwnet.gov/getinfo/acin00/pdf/I-117_00.pdf#search=%22medi%20cal%20foster%20youth%22

LOCAL

Substance Abuse and Mental Health Services Administration

National Mental Health Information Center

Mental Health Facilities Locator

<http://mentalhealth.samhsa.gov/databases/facility-search.aspx?state=CA&fullname=California>

Substance Abuse and Mental Health Services Administration

Substance Abuse Treatment Facility Locator

<http://dasis3.samhsa.gov/PrxInput.aspx?STATE=California>

The types and availability of local physical and mental health resources vary from county to county, but below is a general list of the variety of housing options you might find across counties.

- Planned Parenthood clinics
- Free health clinics

Please see the **County Resources Guide** for specific health resources and contact information organized per county.



Transportation

Accessible, reliable transportation is one of the most critical — and perhaps least appreciated — components of becoming an active, productive member of the workforce. The best job, skills, or employment program provides few benefits if there is no reliable means of getting to work.

NATIONAL

General information for youth from foster care regarding transportation:

<http://fosteryouth.net/Transportation/Transportation.asp>

STATE

Transit systems in California organized by county:

<http://www.publictransportation.org/systems/state.asp?state=CA>

Information on driver's education courses and obtaining a driver's license.

California Department of Motor Vehicles:

http://www.dmv.ca.gov/dl/dl_info.htm#PERMINOR (for youth under age 18)

http://www.dmv.ca.gov/dl/dl_info.htm#2500 (for youth over age 18)

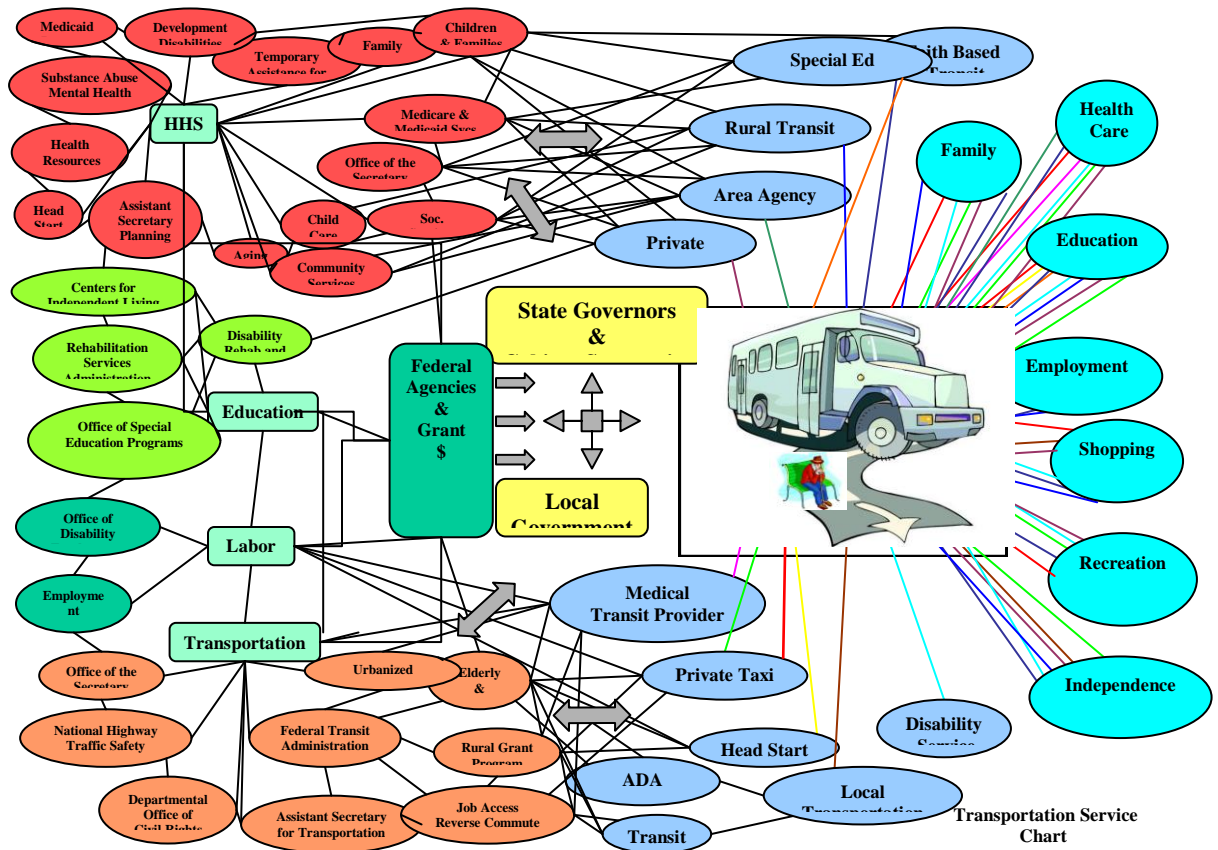
Drivers Ed USA – Online California Driver Education course based on the DMV-approved curriculum.

http://www.driversedusa.net/index.php?PHPSESSID=542293aea0ee9f8d5990a4639e3ac_7bb

LOCAL

The [EOPS](#) office on campus is one of the best local resources that you can recommend to an FYSI student. EOPS often provides bus and other transportation vouchers to participating students.

The Web of Federal Programs: A Rider's Dilemma⁸²



⁸² United We Ride. *The Web of Federal Programs: A Rider's Dilemma*. Retrieved July 5, 2006 from http://www.unitedweride.gov/1_10_ENG_HTML.htm.

APPENDICES

APPENDICES

1. RELEVANT LAWS

- A. AB 2463**
- B. WIC 300**
- C. WIC 601**
- D. WIC 602**
- E. WIC 241.1**
- F. WIC 707**
- G. SB 1644**
- H. SB 1639**

2. VERIFICATION OF FOSTER CARE STATUS

- A. All County Letter No. 05-32**
- B. Sample County Letters of Verification**
 - i. Contra Costa**
 - ii. Los Angeles County Probation**
 - iii. Orange**
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 - v. San Bernardino**
 - vi. San Diego**
 - vii. San Francisco**
- C. Fresno County Dependency Verification Card**

3. DEPENDENCY OVERRIDE

- A. U.S. Department of Education Dear Colleague Letter GEN-03-07**

4. STARTING YOUR OWN FYSI EFFORT

- A. Sample “Do You Qualify for FYSI” Flyer**
- B. Sample “Who is a FYSI Liaison” Flyer**
- C. Foster Youth EOPS Brochure**

5. HANDOUTS FOR YOUTH

- A. Foster Youth Tip Sheet**
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- C. Major Financial Aid Programs**
- D. Chafee Website Screen Shot**
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- F. Money for College: Cal Grant**
- G. Your GED Can Open the Door to Higher Education...A Cal Grant Can Help You Get There**
- H. Graduation Requirements**
- I. Higher Learning Equals Higher Earning**
- J. Types of Schools**
- K. Differing Degrees**
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6. CONTACT INFORMATION

- A. County Independent Living Programs (ILP) Coordinators Contact List**
- B. Community Colleges ILP Coordinators Contact List**
- C. Community College Foster and Kinship Care Education (FKCE) Contact List**

1. RELEVANT LAWS

A. AB 2463

CHAPTER 1129

An act to add Article 5 (commencing with Section 89340) to Chapter 3 of Part 55 of the Education Code, relating to postsecondary education. [Approved by Governor September 30, 1996. Filed with Secretary of State September 30, 1996.]

LEGISLATIVE COUNSEL'S DIGEST

AB 2463, Caldera. Postsecondary education: outreach and assistance for emancipated foster youth: California State University:

California Community Colleges. (1) Existing law imposes various duties on the Trustees of the California State University concerning students at that institution. Existing law also imposes various duties on the Board of Governors of the California Community Colleges concerning community college students. This bill would state the intent of the Legislature that the trustees

and the board of governors expand the access and retention programs of the university and the community colleges to include

outreach services to foster youth to encourage their enrollment in a state university or a community college and technical assistance to foster youth to assist those prospective students in completing admission applications and financial aid applications. The bill would require the trustees and the board of governors to review housing issues for those emancipated foster youth living in college dormitories to ensure basic housing during the regular academic school year, provide technical assistance and advice to campuses on ways in which to improve the delivery of services to emancipated foster youth, and track the retention rates of students who voluntarily disclose to the university or community college their status as former emancipated foster youth.

The bill would require the trustees and the board of governors to evaluate the extent to which their current programs are meeting the needs of foster youth and how those outreach and retention services can be improved. The bill would require the trustees and the board of governors to make a progress report to the Legislature by January 1, 1998, on their current and expanded services and efforts to increase the number of emancipated foster youth who attend the university or a community college and remain in school to earn a degree or certificate. The bill would require representation on appropriate advisory councils to be expanded to include at least one former emancipated foster youth who is either a current or former student at the university.

The bill would require the State University Educational Opportunity Program and California Community College Extended

Opportunity Programs and Services to ensure that identified emancipated foster youth are informed of services, including

mentoring, provided by these programs. The bill would require the Student Aid Commission to provide outreach services and technical assistance to foster youth, as specified. The bill would require the State Department of Social Services and county welfare departments, in coordination with the university and the California Community Colleges, to communicate with foster youth at 2 grade levels selected jointly by the university and the California Community Colleges in order to facilitate the outreach and technical assistance efforts for those prospective students. The imposition of this requirement on county welfare departments would impose a state-mandated local program. The bill would express the intent of the Legislature that the University of California and private and independent colleges and universities undertake efforts similar to those described above to assist emancipated foster youth. (2) The California Constitution requires the state to reimburse local agencies and school districts for certain costs mandated by the state. Statutory provisions establish procedures for making that reimbursement, including the creation of a State Mandates Claims Fund to pay the costs of mandates that do not exceed \$1,000,000 statewide and other procedures for claims whose statewide costs exceed \$1,000,000. This bill would provide that, if the Commission on State Mandates determines that the bill contains costs mandated by the state, reimbursement for those costs shall be made pursuant to these statutory provisions.

The people of the State of California do enact as follows:

SECTION 1. Article 5 (commencing with Section 89340) is added to Chapter 3 of Part 55 of the Education Code, to read:

Article 5. Higher Education Outreach and Assistance Act for Emancipated Foster Youth 89340. This article shall be known, and may be cited as the Higher Education Outreach and Assistance Act for Emancipated Foster Youth.

89341. (a) The Legislature makes the following findings and declarations:

(1) Children who live in foster care are abused and neglected individuals for whom the state has assumed parental responsibility.

Although foster care is designed to reunite those children, when appropriate, with their parents, or to place those children with an

adoptive family, many children are neither reunited with their parents nor adopted. When those children reach the age of 18 years, the state terminates its responsibility to those youth. Many of those youth are not prepared to sustain themselves independently. As a result, a disproportionate number of former foster youth are homeless, dependent on public assistance, unemployed, and more likely to commit suicide. Foster youth are also much less likely to attend college than other youth.

(2) In California, there are more than 90,000 children in foster care. Every year 4,000 youth leave foster care upon reaching the age of 18 years. While more than one-half of high school graduates go on to enroll in college, less than 25 percent of foster youth in California enroll in college. Of the foster youth who do enroll in college, only 7 percent enroll in a four-year university.

(3) While the foster youth college enrollment rate is extremely low, the college dropout rate of foster youth is extremely high.

Studies also indicate that while few former foster youth enroll in college, even fewer go on to earn a degree. Sixty-seven percent of all emancipated foster youth who enroll in college will drop out before graduation. One of the critical hurdles for this student population to overcome is finding the financial resources to fund their education. Only 10 percent of foster youth who apply for a Cal Grant, California's need-based financial aid award, actually ever receive that grant.

(4) Emancipated foster youth, who do not have parents to rely upon for support and guidance, suffer unique disadvantages

compared to other students. While many students are preoccupied with academic pressures, the primary concerns cited by former

foster youth are the absence of family support and the fear of spending the holidays alone. Emancipated foster youth need

emotional support and specialized resources from sensitive university staff who understand the unusual circumstances and

pressing needs of emancipated foster youth. (b) Accordingly, the Legislature states its intent that the Trustees of the California State University and the Board of Governors of the California Community Colleges expand the access and retention

programs of the university and the community colleges to include the following:

(1) Outreach services to foster youth to encourage their enrollment in a state university or a community college.

(2) Technical assistance to foster youth to assist those prospective students in completing admission applications and financial aid

applications. 89342. The Trustees of the California State University and Board of Governors of the California Community Colleges shall perform the following services to assist emancipated foster youth:

(a) Review housing issues for those emancipated foster youth living in college dormitories to ensure basic housing during the

regular academic school year, including vacations and holidays other than summer break.

(b) Provide technical assistance and advice to campuses on ways in which to improve the delivery of services to emancipated foster youth.

(c) Commencing in the 1998-99 academic year, track the retention rates of students who voluntarily disclose to the university

or community college their status as former emancipated foster youth. 89343. The Trustees of the California State University and Board of Governors of the California Community Colleges shall evaluate the extent to which their current programs are meeting the needs of foster youth and how those outreach and retention services can be improved. The trustees and the board of governors shall make a progress report to the Legislature by January 1, 1998, on their current and expanded services and efforts to increase the number of emancipated foster youth who attend the university or a community college and remain in school to earn a degree or certificate. 89344.

Representation on the appropriate California State University Advisory Councils shall be expanded to include at least one former emancipated foster youth who is either a current or former student at the university. 89345. The State University Educational Opportunity Program and California Community College Extended Opportunity Programs and Services shall ensure that identified emancipated foster youth are informed of services, including mentoring, provided by these programs.

89346. The State Department of Social Services and county welfare departments shall, in coordination with the California State University and the California Community Colleges, communicate with foster youth at two grade levels designated jointly by the California State University and the California Community Colleges in order to facilitate the outreach and technical assistance efforts for those prospective students. 89347. The Student Aid Commission shall provide outreach services and technical assistance to foster youth at the two grade levels designated jointly by the California State University and the California Community Colleges. The State Department of Social Services and county welfare departments shall, in coordination with the Student Aid Commission, communicate with foster youth at the two grade levels designated jointly by the California State University and the California Community Colleges in order to facilitate the Student Aid Commission's outreach and technical assistance efforts for those prospective students.

SEC. 2. It is the intent of the Legislature that the University of California and private and independent colleges and universities undertake efforts similar to those described in Article 5 (commencing with Section 89340) of Chapter 3 of Part 55 of the Education Code to assist emancipated foster youth. It is also the intent of the Legislature that the State Department of Social Services and the county welfare departments coordinate with the University of California, the California State University, the California Community Colleges, private and independent colleges and universities, and the Student Aid Commission to facilitate outreach and technical assistance efforts on behalf of foster youth at all grade levels.

SEC. 3. Notwithstanding Section 17610 of the Government Code, if the Commission on State Mandates determines that this act contains costs mandated by the state, reimbursement to local agencies and school districts for those costs shall be made pursuant to Part 7 (commencing with Section 17500) of Division 4 of Title 2 of the Government Code. If the statewide cost of the claim for reimbursement does not exceed one million dollars (\$1,000,000), reimbursement shall be made from the State Mandates Claims Fund. Notwithstanding Section 17580 of the Government Code, unless otherwise specified, the provisions of this act shall become operative on the same date that the act takes effect pursuant to the California Constitution.

B. WIC 300

300. Any child who comes within any of the following descriptions is within the jurisdiction of the juvenile court which may adjudge that person to be a dependent child of the court:

(a) The child has suffered, or there is a substantial risk that the child will suffer, serious physical harm inflicted nonaccidentally upon the child by the child's parent or guardian. For the purposes of this subdivision, a court may find there is a substantial risk of serious future injury based on the manner in which a less serious injury was inflicted, a history of repeated inflictions of injuries on the child or the child's siblings, or a combination of these and other actions by the parent or guardian which indicate the child is at risk of serious physical harm. For purposes of this subdivision, "serious physical harm" does not include reasonable and age-appropriate spanking to the buttocks where there is no evidence of serious physical injury.

(b) The child has suffered, or there is a substantial risk that the child will suffer, serious physical harm or illness, as a result of the failure or inability of his or her parent or guardian to adequately supervise or protect the child, or the willful or negligent failure of the child's parent or guardian to adequately supervise or protect the child from the conduct of the custodian with whom the child has been left, or by the willful or negligent failure of the parent or guardian to provide the child with adequate food, clothing, shelter, or medical treatment, or by the inability of the parent or guardian to provide regular care for the child due to the parent's or guardian's mental illness, developmental disability, or substance abuse. No child shall be found to be a person described by this subdivision solely due to the lack of an emergency shelter for the family. Whenever it is alleged that a child comes within the jurisdiction of the court on the basis of the parent's or guardian's willful failure to provide adequate medical treatment or specific decision to provide spiritual treatment through prayer, the court shall give deference to the parent's or guardian's medical treatment, nontreatment, or spiritual treatment through prayer alone in accordance with the tenets and practices of a recognized church or religious denomination, by an accredited practitioner thereof, and shall not assume jurisdiction unless necessary to protect the child from suffering serious physical harm or illness. In making its determination, the court shall consider (1) the nature of the treatment proposed by the parent or guardian, (2) the risks to the child posed by the course of treatment or nontreatment proposed by the parent or guardian, (3) the risk, if any, of the course of treatment being proposed by the petitioning agency, and (4) the likely success of the courses of treatment or nontreatment proposed by the parent or guardian and agency. The child shall continue to be a dependent child pursuant to this subdivision only so long as is necessary to protect the child from risk of suffering serious physical harm or illness.

(c) The child is suffering serious emotional damage, or is at substantial risk of suffering serious emotional damage, evidenced by severe anxiety, depression, withdrawal, or untoward aggressive behavior toward self or others, as a result of the conduct of the parent or guardian or who has no parent or guardian capable of providing appropriate care. No child shall be found to be a person described by this subdivision if the willful failure of the parent or guardian to

provide adequate mental health treatment is based on a sincerely held religious belief and if a less intrusive judicial intervention is available.

(d) The child has been sexually abused, or there is a substantial risk that the child will be sexually abused, as defined in Section 11165.1 of the Penal **Code**, by his or her parent or guardian or a member of his or her household, or the parent or guardian has failed to adequately protect the child from sexual abuse when the parent or guardian knew or reasonably should have known that the child was in danger of sexual abuse.

(e) The child is under the age of five years and has suffered severe physical abuse by a parent, or by any person known by the parent, if the parent knew or reasonably should have known that the person was physically abusing the child. For the purposes of this subdivision, "severe physical abuse" means any of the following: any single act of abuse which causes physical trauma of sufficient severity that, if left untreated, would cause permanent physical disfigurement, permanent physical disability, or death; any single act of sexual abuse which causes significant bleeding, deep bruising, or significant external or internal swelling; or more than one act of physical abuse, each of which causes bleeding, deep bruising, significant external or internal swelling, bone fracture, or unconsciousness; or the willful, prolonged failure to provide adequate food. A child may not be removed from the physical custody of his or her parent or guardian on the basis of a finding of severe physical abuse unless the social worker has made an allegation of severe physical abuse pursuant to Section 332.

(f) The child's parent or guardian caused the death of another child through abuse or neglect.

(g) The child has been left without any provision for support; physical custody of the child has been voluntarily surrendered pursuant to Section 1255.7 of the Health and Safety **Code** and the child has not been reclaimed within the 14-day period specified in subdivision (e) of that section; the child's parent has been incarcerated or institutionalized and cannot arrange for the care of the child; or a relative or other adult custodian with whom the child resides or has been left is unwilling or unable to provide care or support for the child, the whereabouts of the parent are unknown, and reasonable efforts to locate the parent have been unsuccessful.

(h) The child has been freed for adoption by one or both parents for 12 months by either relinquishment or termination of parental rights or an adoption petition has not been granted.

(i) The child has been subjected to an act or acts of cruelty by the parent or guardian or a member of his or her household, or the parent or guardian has failed to adequately protect the child from an act or acts of cruelty when the parent or guardian knew or reasonably should have known that the child was in danger of being subjected to an act or acts of cruelty.

(j) The child's sibling has been abused or neglected, as defined in subdivision (a), (b), (d), (e), or (i), and there is a substantial risk that the child will be abused or neglected, as defined in those subdivisions. The court shall consider the circumstances surrounding the abuse or neglect of the sibling, the age and gender of each child, the nature of the abuse or neglect of the sibling, the mental condition of the parent or guardian, and any other factors the court considers probative in determining whether there is a substantial risk to the child.

It is the intent of the Legislature that nothing in this section disrupt the family unnecessarily or intrude inappropriately into family life, prohibit the use of reasonable methods of parental discipline, or prescribe a

particular method of parenting. Further, nothing in this section is intended to limit the offering of voluntary services to those families in need of assistance but who do not come within the descriptions of this section. To the extent that savings accrue to the state from child welfare services funding obtained as a result of the enactment of the act that enacted this section, those savings shall be used to promote services which support family maintenance and family reunification plans, such as client transportation, out-of-home respite care, parenting training, and the provision of temporary or emergency in-home caretakers and persons teaching and demonstrating homemaking skills. The Legislature further declares that a physical disability, such as blindness or deafness, is no bar to the raising of happy and well-adjusted children and that a court's determination pursuant to this section shall center upon whether a parent's disability prevents him or her from exercising care and control. The Legislature further declares that a child whose parent has been adjudged a dependent child of the court pursuant to this section shall not be considered to be at risk of abuse or neglect solely because of the age, dependent status, or foster care status of the parent. As used in this section, "guardian" means the legal guardian of the child.

300.1. Notwithstanding subdivision (e) of Section 361 and Section 16507, family reunification services shall not be provided to a child adjudged a dependent pursuant to subdivision (h) of Section **300**.

300.2. Notwithstanding any other provision of law, the purpose of the provisions of this chapter relating to dependent children is to provide maximum safety and protection for children who are currently being physically, sexually, or emotionally abused, being neglected, or being exploited, and to ensure the safety, protection, and physical and emotional well-being of children who are at risk of that harm. This safety, protection, and physical and emotional well-being may include provision of a full array of social and health services to help the child and family and to prevent reabuse of children. The focus shall be on the preservation of the family as well as the safety, protection, and physical and emotional well-being of the child. The provision of a home environment free from the negative effects of substance abuse is a necessary condition for the safety, protection and physical and emotional well-being of the child. Successful participation in a treatment program for substance abuse may be considered in evaluating the home environment. In addition, the provisions of this chapter ensuring the confidentiality of proceedings and records are intended to protect the privacy rights of the child.

300.5. In any case in which a child is alleged to come within the provisions of Section **300** on the basis that he or she is in need of medical care, the court, in making that finding, shall give consideration to any treatment being provided to the child by spiritual means through prayer alone in accordance with the tenets and practices of a recognized church or religious denomination by an accredited practitioner thereof.

C. WIC 601

601. (a) Any person under the age of 18 years who persistently or habitually refuses to obey the reasonable and proper orders or directions of his or her parents, guardian, or custodian, or who is beyond the control of that person, or who is under the age of 18 years when he or she violated any ordinance of any city or county of this state establishing a curfew based solely on age is within the jurisdiction of the juvenile court which may adjudge the minor to be a ward of the court.

(b) If a minor has four or more trancies within one school year as defined in Section 48260 of the Education **Code** or a school attendance review board or probation officer determines that the available public and private services are insufficient or inappropriate to correct the habitual truancy of the minor, or to correct the minor's persistent or habitual refusal to obey the reasonable and proper orders or directions of school authorities, or if the minor fails to respond to directives of a school attendance review board or probation officer or to services provided, the minor is then within the jurisdiction of the juvenile court which may adjudge the minor to be a ward of the court. However, it is the intent of the Legislature that no minor who is adjudged a ward of the court pursuant solely to this subdivision shall be removed from the custody of the parent or guardian except during school hours.

(c) To the extent practically feasible, a minor who is adjudged a ward of the court pursuant to this section shall not be permitted to come into or remain in contact with any minor ordered to participate in a truancy program, or the equivalent thereof, pursuant to Section 602.

(d) Any peace officer or school administrator may issue a notice to appear to a minor who is within the jurisdiction of the juvenile court pursuant to this section.

601.2. In the event that a parent or guardian or person in charge of a minor described in Section 48264.5 of the Education **Code** fails to respond to directives of the school attendance review board or to services offered on behalf of the minor, the school attendance review board shall direct that the minor be referred to the probation department or to the county welfare department under Section 300, and the school attendance review board may require the school district to file a complaint against the parent, guardian, or other person in charge of such minor as provided in Section 48291 or Section 48454 of the Education **Code**.

601.3. (a) If the district attorney or the probation officer receives notice from the school district pursuant to subdivision (b) of Section 48260.6 of the Education **Code** that a minor continues to be classified as a truant after the parents or guardians have been notified pursuant to subdivision (a) of Section 48260.5 of the Education **Code**, or if the district attorney or the probation officer receives notice from the school attendance review board, or the district attorney receives notice from the probation officer, pursuant to subdivision (a) of Section 48263.5 of the Education **Code** that a minor continues to be classified as a truant after review and counseling by the school attendance review board or probation officer, the district attorney or the probation officer, or both, may request the parents or guardians and the

child to attend a meeting in the district attorney's office or at the probation department to discuss the possible legal consequences of the minor's truancy.

(b) Notice of a meeting to be held pursuant to this section shall contain all of the following:

- (1) The name and address of the person to whom the notice is directed.
- (2) The date, time, and place of the meeting.
- (3) The name of the minor classified as a truant.
- (4) The section pursuant to which the meeting is requested.

(5) Notice that the district attorney may file a criminal complaint against the parents or guardians pursuant to Section 48293 of the Education **Code** for failure to compel the attendance of the minor at school.

(c) Notice of a meeting to be held pursuant to this section shall be served at least five days prior to the meeting on each person required to attend the meeting. Service shall be made personally or by certified mail with return receipt requested.

(d) At the commencement of the meeting authorized by this section, the district attorney or the probation officer shall advise the parents or guardians and the child that any statements they make could be used against them in subsequent court proceedings.

(e) Upon completion of the meeting authorized by this section, the probation officer or the district attorney, after consultation with the probation officer, may file a petition pursuant to Section **601** if the district attorney or the probation officer determines that available community resources cannot resolve the truancy problem, or if the pupil or the parents or guardians of the pupil, or both, have failed to respond to services provided or to the directives of the school, the school attendance review board, the probation officer, or the district attorney.

(f) The truancy mediation program authorized by this section may be established by the district attorney or by the probation officer. The district attorney and the probation officer shall coordinate their efforts and shall cooperate in determining which office is best able to operate a truancy mediation program in their county pursuant to this section.

601.4. (a) The juvenile court judge may be assigned to sit as a superior court judge to hear any complaint alleging that a parent, guardian, or other person having control or charge of a minor has violated Section 48293 of the Education **Code**. The jurisdiction of the juvenile court granted by this section shall not be exclusive and the charge may be prosecuted instead in a superior court. However, upon motion, that action shall be transferred to the juvenile court.

(b) Notwithstanding Section 737 of the Penal **Code**, a violation of Section 48293 of the Education **Code** may be prosecuted pursuant to subdivision (a), by written complaint filed in the same manner as an infraction may be prosecuted. The juvenile court judge, sitting as a superior court judge, may coordinate the action involving the minor with any action involving the parent, guardian, or other person having control or charge of the minor. Both matters may be heard and decided at the same time unless the parent, guardian, other person having control or charge of the minor, or any member of the press or public objects to a closed hearing of the proceedings charging violation of Section 48293 of the Education **Code**.

601.5. (a) Any county may, upon adoption of a resolution by the board of supervisors, establish an At-Risk Youth Early Intervention Program designed

to assess and serve families with children who have chronic behavioral problems that place the child at risk of becoming a ward of the juvenile court under Section 601 or 602. The purpose of the program is to provide a swift and local service response to youth behavior problems so that future involvement with the justice system may be avoided.

(b) The At-Risk Youth Early Intervention Program shall be designed and developed by a collaborative group which shall include representatives of the juvenile court, the probation department, the district attorney, the public defender, the county department of social services, the county education department, county health and mental health agencies, and local and community-based youth and family service providers.

(c) The At-Risk Youth Early Intervention Program shall include one or more neighborhood-based Youth Referral Centers for at-risk youth and their families. These Youth Referral Centers shall be flexibly designed by each participating county to serve the local at-risk youth population with family assessments, onsite services, and referrals to offsite services. The operator of a Youth Referral Center may be a private nonprofit community-based agency or a public agency, or both. A center shall be staffed by youth and family service counselors who may be public or private employees and who shall be experienced in dealing with at-risk youth who are eligible for the program, as described in subdivision (d). The center may also be staffed as a collaborative service model involving onsite youth and family counselors, probation officers, school representatives, health and mental health practitioners, or other service providers. A center shall be located at one or more community sites that are generally accessible to at-risk youth and families and shall be open during daytime, evening, and weekend hours, as appropriate, based upon local service demand and resources available to the program.

(d) A minor may be referred to a Youth Referral Center by a parent or guardian, a law enforcement officer, a probation officer, a child welfare agency, or a school, or a minor may self-refer. A minor may be referred to the program if the minor is at least 10 years of age and is believed by the referring source to be at risk of justice system involvement due to chronic disobedience to parents, curfew violations, repeat truancy, incidents of running away from home, experimentation with drugs or alcohol, or other serious behavior problems. Whenever a minor is referred to the program, the Youth Referral Center shall make an initial determination as to whether the minor is engaged in a pattern of at-risk behavior likely to result in future justice system involvement, and, if satisfied that the minor is significantly at risk, the center shall initiate a family assessment. The family assessment shall identify the minor's behavioral problem, the family's circumstances and relationship to the problem, and the needs of the minor or the family in relation to the behavioral problem. The assessment shall be performed using a risk and needs assessment instrument, based on national models of successful youth risk and needs assessment instruments and utilizing objective assessment criteria, as appropriate for the clientele served by the program. At a minimum, the assessment shall include information drawn from interviews with the minor and with the parents or other adults having custody of the minor, and it shall include information on the minor's probation, school, health, and mental health status to the extent such information may be available and accessible.

(e) If the Youth Referral Center confirms upon assessment that the minor is at significant risk of future justice system involvement and that the minor may benefit from referral to services, the Youth Referral Center staff shall work with the minor and the parents to produce a written service plan to be implemented over a period of up to six months. The plan shall identify specific programs or services that are recommended by the center and are locally available to the minor and the family as a means of addressing the behavior problems that led to the referral. The plan may include a requirement that the minor obey reasonable rules of conduct at home or in school including reasonable home curfew and school attendance rules, while the service plan is being implemented. The plan may also require, as a condition of further participation in the program, that a parent or other family member engage in counseling, parenting classes, or other relevant activities. To the extent possible given available resources, the staff at the Youth Referral Center shall facilitate compliance with the service plan by assisting the minor and the family in making appointments with service providers, by responding to requests for help by the minor or the parent as they seek to comply with the plan, and by monitoring compliance until the plan is completed.

(f) (1) The caseworker at the Youth Referral Center shall explain the service plan to the minor and the parents and, prior to any referral to services, the minor and the parents shall agree to the plan. The minor and the parents shall be informed that the minor's failure to accept or to cooperate with the service plan may result in the filing of a petition and a finding of wardship under Section **601**.

(2) With the cooperation of the collaborative group described in subdivision (b), the Youth Referral Center shall review youth and family services offered within its local service area and shall identify providers, programs, and services that are available for referral of minors and parents under this section. Providers to which minors and parents may be referred under this section may be public or private agencies or individuals offering counseling, health, educational, parenting, mentoring, community service, skill-building, and other relevant services that are considered likely to resolve the behavioral problems that are referred to the center.

(g) (1) Unless the probation department is directly operating and staffing the Youth Referral Center, the probation department shall designate one or more probation officers to serve as liaison to a Youth Referral Center for the purpose of facilitating and monitoring compliance with service plans established in individual cases by the center.

(2) If, upon consultation with the minor's parents and with providers designated in the service plan, the supervising caseworker at the center and the liaison probation officer agree that the minor has willfully, significantly, and repeatedly failed to cooperate with the service plan, the minor shall be referred to the probation department which shall verify the failure and, upon verification, shall file a petition seeking to declare the minor a ward of the juvenile court under subdivision (a) of Section **601**. No minor shall be referred to the probation department for the filing of a petition under this subdivision until at least 90 days have elapsed after the first attempt to implement the service plan. No minor shall be subject to filing of a petition under this subdivision for a failure to complete the service plan which is due principally to an inability of the minor or the family to pay for services listed in the service plan.

(3) If, within 180 days of the start of the service plan, the minor and the family have substantially completed the service plan and the minor's

behavior problem appears to have been resolved, the center shall notify the probation department that the plan has been successfully completed.

(h) If a petition to declare the minor a ward of the juvenile court under subdivision (a) of Section **601** has been filed by the probation officer under this section, the court shall review the petition and any other facts which the court deems appropriate in relation to the minor's alleged failure to comply with the service plan described in subdivision (e). Based upon this review, the court may continue any hearing on the petition for up to six months so that the minor and the minor's parents may renew their efforts to comply with the service plan under court supervision. During the period in which the hearing is continued, the court may order that the minor and the parent cooperate with the service plan designed by the Youth Referral Center, or the court may modify the service plan or may impose additional conditions upon the minor or the parents as may be appropriate to encourage resolution of the behavior problems that led to the filing of the petition. The court shall, during the period of continuance, periodically review compliance with the extended service plan through reports from the probation officer or by calling the parties back into court, based upon a review schedule deemed appropriate by the court.

(i) The juvenile court of any county participating in the At-Risk Youth Early Intervention Program shall designate a judicial officer to serve as a liaison to the program in order to participate in the development of the program and to coordinate program operations with the juvenile court. The liaison judicial officer may be designated by the juvenile court as the principal judicial officer assigned to review and hear petitions filed under this section, or if the court does not elect to designate a principal judicial officer to hear these cases, the juvenile court shall take steps to train or familiarize other judicial officers reviewing or hearing these cases as to the operations, procedures, and services of the At-Risk Youth Early Intervention Program.

D. WIC 602

602. (a) Except as provided in subdivision (b), any person who is under the age of 18 years when he or she violates any law of this state or of the United States or any ordinance of any city or county of this state defining crime other than an ordinance establishing a curfew based solely on age, is within the jurisdiction of the juvenile court, which may adjudge such person to be a ward of the court.

(b) Any person who is alleged, when he or she was 14 years of age or older, to have committed one of the following offenses shall be prosecuted under the general law in a court of criminal jurisdiction:

(1) Murder, as described in Section 187 of the Penal **Code**, if one of the circumstances enumerated in subdivision (a) of Section 190.2 of the Penal **Code** is alleged by the prosecutor, and the prosecutor alleges that the minor personally killed the victim.

(2) The following sex offenses, if the prosecutor alleges that the minor personally committed the offense, and if the prosecutor alleges one of the circumstances enumerated in the One Strike law, subdivision (d) or (e) of Section 667.61 of the Penal **Code**, applies:

(A) Rape, as described in paragraph (2) of subdivision (a) of Section 261 of the Penal **Code**.

(B) Spousal rape, as described in paragraph (1) of subdivision (a) of Section 262 of the Penal **Code**.

(C) Forcible sex offenses in concert with another, as described in Section 264.1 of the Penal **Code**.

(D) Forcible lewd and lascivious acts on a child under the age of 14 years, as described in subdivision (b) of Section 288 of the Penal **Code**.

(E) Forcible sexual penetration, as described in subdivision (a) of Section 289 of the Penal **Code**.

(F) Sodomy or oral copulation in violation of Section 286 or 288a of the Penal **Code**, by force, violence, duress, menace, or fear of immediate and unlawful bodily injury on the victim or another person.

(G) Lewd and lascivious acts on a child under the age of 14 years, as defined in subdivision (a) of Section 288, unless the defendant qualifies for probation under subdivision (c) of Section 1203.066 of the Penal **Code**.

602.3. (a) Notwithstanding any other law and pursuant to the provisions of this section, the juvenile court shall commit any minor adjudicated to be a ward of the court for the personal use of a firearm in the commission of a violent felony, as defined in subdivision (c) of Section 667.5 of the Penal **Code**, to placement in a juvenile hall, ranch, camp, or with the Department of the Youth Authority.

(b) A court may impose a treatment-based alternative placement order on any minor subject to this section if the court finds the minor has a mental disorder requiring intensive treatment. Any alternative placement order under this subdivision shall be made on the record, in writing, and in accordance with Article 3 (commencing with Section 6550) of Chapter 2 of Part 2 of Division 6.

602.5. The juvenile court shall report the complete criminal history of any minor found to be a person adjudged to be a ward of the court under Section

602 because of the commission of any felony offense to the Department of Justice. The Department of Justice shall retain this information and make it available in the same manner as information gathered pursuant to Chapter 2 (commencing with Section 13100) of Title 3 of Part 4 of the Penal **Code**.

E. WIC 241.1

241.1. (a) Whenever a minor appears to come within the description of both Section 300 and Section 601 or 602, the county probation department and the child welfare services department shall, pursuant to a jointly developed written protocol described in subdivision (b), initially determine which status will serve the best interests of the minor and the protection of society. The recommendations of both departments shall be presented to the juvenile court with the petition that is filed on behalf of the minor, and the court shall determine which status is appropriate for the minor. Any other juvenile court having jurisdiction over the minor shall receive notice from the court, within five calendar days, of the presentation of the recommendations of the departments. The notice shall include the name of the judge to whom, or the courtroom to which, the recommendations were presented.

(b) The probation department and the child welfare services department in each county shall jointly develop a written protocol to ensure appropriate local coordination in the assessment of a minor described in subdivision (a), and the development of recommendations by these departments for consideration by the juvenile court. These protocols shall require, which requirements shall not be limited to, consideration of the nature of the referral, the age of the minor, the prior record of the minor's parents for child abuse, the prior record of the minor for out-of-control or delinquent behavior, the parents' cooperation with the minor's school, the minor's functioning at school, the nature of the minor's home environment, and the records of other agencies which have been involved with the minor and his or her family. The protocols also shall contain provisions for resolution of disagreements between the probation and child welfare services departments regarding the need for dependency or ward status and provisions for determining the circumstances under which a new petition should be filed to change the minor's status. (

c) Whenever a minor who is under the jurisdiction of the juvenile court of a county pursuant to Section 300, 601, or 602 is alleged to come within the description of Section 300, 601, or 602 by another county, the county probation department or child welfare services department in the county that has jurisdiction under Section 300, 601, or 602 and the county probation department or child welfare services department of the county alleging the minor to be within one of those sections shall initially determine which status will best serve the best interests of the minor and the protection of society. The recommendations of both departments shall be presented to the juvenile court in which the petition is filed on behalf of the minor, and the court shall determine which status is appropriate for the minor. In making their recommendation to the juvenile court, the departments shall conduct an assessment consistent with the requirements of subdivision (b). Any other juvenile court having jurisdiction over the minor shall receive notice from the court in which the petition is filed within five calendar days of the presentation of the recommendations of the departments. The notice shall include the name of the judge to whom, or the courtroom to which, the recommendations were presented.

(d) Except as provided in subdivision (e), nothing in this section shall be construed to authorize the filing of a petition or petitions, or the entry of an order by the juvenile court, to make a minor simultaneously both a dependent child and a ward of the court.

(e) Notwithstanding the provisions of subdivision (d), the probation department and the child welfare services department, in consultation with the presiding judge of the juvenile court, in any county may create a jointly written protocol to allow the county probation department and the child welfare services department to jointly assess and produce a recommendation that the child be designated as a dual status child, allowing the child to be simultaneously a dependent child and a ward of the court. This protocol shall be signed by the chief probation officer, the director of the county social services agency, and the presiding judge of the juvenile court prior to its implementation. No juvenile court may order that a child is simultaneously a dependent child and a ward of the court pursuant to this subdivision unless and until the required protocol has been created and entered into. This protocol shall include:

(1) A description of the process to be used to determine whether the child is eligible to be designated as a dual status child. (2) A description of the procedure by which the probation department and the child welfare services department will assess the necessity for dual status for specified children and the process to make joint recommendations for the court's consideration prior to making a determination under this section. These recommendations shall ensure a seamless transition from wardship to dependency jurisdiction, as appropriate, so that services to the child are not disrupted upon termination of the wardship. (3) A provision for ensuring communication between the judges who hear petitions concerning children for whom dependency jurisdiction has been suspended while they are within the jurisdiction of the juvenile court pursuant to Section 601 or 602. A judge may communicate by providing a copy of any reports filed pursuant to Section 727.2 concerning a ward to a court that has jurisdiction over dependency proceedings concerning the child. (4) A plan to collect data in order to evaluate the protocol pursuant to Section **241.2**.

(5) Counties that exercise the option provided for in this subdivision shall adopt either an "on-hold" system as described in subparagraph (A) or a "lead court/lead agency" system as described in subparagraph (B). In no case shall there be any simultaneous or duplicative case management or services provided by both the county probation department and the child welfare services department. It is the intent of the Legislature that judges, in cases in which more than one judge is involved, shall not issue conflicting orders.

(A) In counties in which an on-hold system is adopted, the dependency jurisdiction shall be suspended or put on hold while the child is subject to jurisdiction as a ward of the court. When it appears that termination of the court's jurisdiction, as established pursuant to Section 601 or 602, is likely and that reunification of the child with his or her parent or guardian would be detrimental to the child, the county probation department and the child welfare services department shall jointly assess and produce a recommendation for the court regarding whether the court's dependency jurisdiction shall be resumed.

(B) In counties in which a lead court/lead agency system is adopted, the protocol shall include a method for identifying which court or agency will be the lead court/lead agency. That court or agency shall be responsible for case management, conducting statutorily mandated court hearings, and submitting court reports.

F. WIC 707

707. (a) (1) In any case in which a minor is alleged to be a person described in Section 602 (a) by reason of the violation, when he or she was 16 years of age or older, of any criminal statute or ordinance except those listed in subdivision (b), upon motion of the petitioner made prior to the attachment of jeopardy the court shall cause the probation officer to investigate and submit a report on the behavioral patterns and social history of the minor being considered for a determination of unfitness. Following submission and consideration of the report, and of any other relevant evidence which the petitioner or the minor may wish to submit, the juvenile court may find that the minor is not a fit and proper subject to be dealt with under the juvenile court law if it concludes that the minor would not be amenable to the care, treatment, and training program available through the facilities of the juvenile court, based upon an evaluation of the following criteria:

- (1) The degree of criminal sophistication exhibited by the minor.
- (2) Whether the minor can be rehabilitated prior to the expiration of the juvenile court's jurisdiction.
- (3) The minor's previous delinquent history.
- (4) Success of previous attempts by the juvenile court to rehabilitate the minor.
- (5) The circumstances and gravity of the offense alleged in the petition to have been committed by the minor.

A determination that the minor is not a fit and proper subject to be dealt with under the juvenile court law may be based on any one or a combination of the factors set forth above, which shall be recited in the order of unfitness. In any case in which a hearing has been noticed pursuant to this section, the court shall postpone the taking of a plea to the petition until the conclusion of the fitness hearing, and no plea which may already have been entered shall constitute evidence at the hearing.

(2) This paragraph shall apply to a minor alleged to be a person described in Section 602 by reason of the violation, when he or she has attained the age of 16 years, of any felony offense when the minor has been declared to be a ward of the court pursuant to Section 602 on one or more prior occasions if both of the following apply: (A) The minor has previously been found to have committed two or more felony offenses. (B) The offenses upon which the prior petition or petitions were based were committed when the minor had attained the age of 14 years.

Upon motion of the petitioner made prior to the attachment of jeopardy the court shall cause the probation officer to investigate and submit a report on the behavioral patterns and social history of the minor being considered for a determination of unfitness. Following submission and consideration of the report, and of any other relevant evidence that the petitioner or the minor may wish to submit, the minor shall be presumed to be not a fit and proper subject to be dealt with under the juvenile court law unless the juvenile court concludes, based upon evidence, which evidence may be of extenuating or mitigating circumstances that the minor would be amenable to the care, treatment, and training program available through the facilities of the juvenile court, based upon an evaluation of the following criteria:

- (A) The degree of criminal sophistication exhibited by the minor.

(B) Whether the minor can be rehabilitated prior to the expiration of the juvenile court's jurisdiction.

(C) The minor's previous delinquent history.

(D) Success of previous attempts by the juvenile court to rehabilitate the minor.

(E) The circumstances and gravity of the offense alleged in the petition to have been committed by the minor.

A determination that the minor is a fit and proper subject to be dealt with under the juvenile court law shall be based on a finding of amenability after consideration of the criteria set forth above, and findings therefore recited in the order as to each of the above criteria that the minor is fit and proper under each and every one of the above criteria. In making a finding of fitness, the court may consider extenuating and mitigating circumstances in evaluating each of the above criteria. In any case in which the hearing has been noticed pursuant to this section, the court shall postpone the taking of a plea to the petition until the conclusion of the fitness hearing and no plea which may already have been entered shall constitute evidence at the hearing. If the minor is found to be a fit and proper subject to be dealt with under the juvenile court law pursuant to this subdivision, the minor shall be committed to placement in a juvenile hall, ranch camp, forestry camp, boot camp, or secure juvenile home pursuant to Section 730, or in any institution operated by the Youth Authority.

(3) If, pursuant to this subdivision, the minor is found to be not a fit and proper subject for juvenile court treatment and is tried in a court of criminal jurisdiction and found guilty by the trier of fact, the judge may commit the minor to the Youth Authority in lieu of sentencing the minor to the state prison, unless the limitations specified in Section 1732.6 apply.

(b) Subdivision (c) shall be applicable in any case in which a minor is alleged to be a person described in Section 602 by reason of the violation, when he or she was 16 years of age or older, of one of the following offenses:

(1) Murder.

(2) Arson, as provided in subdivision (a) or (b) of Section 451 of the Penal **Code**.

(3) Robbery.

(4) Rape with force or violence or threat of great bodily harm.

(5) Sodomy by force, violence, duress, menace, or threat of great bodily harm.

(6) Lewd or lascivious act as provided in subdivision (b) of Section 288 of the Penal **Code**.

(7) Oral copulation by force, violence, duress, menace, or threat of great bodily harm.

(8) Any offense specified in subdivision (a) of Section 289 of the Penal **Code**.

(9) Kidnapping for ransom.

(10) Kidnapping for purpose of robbery.

(11) Kidnapping with bodily harm.

(12) Attempted murder.

(13) Assault with a firearm or destructive device.

(14) Assault by any means of force likely to produce great bodily injury.

(15) Discharge of a firearm into an inhabited or occupied building.

(16) Any offense described in Section 1203.09 of the Penal **Code**.

(17) Any offense described in Section 12022.5 or 12022.53 of the Penal **Code**.

(18) Any felony offense in which the minor personally used a weapon listed in subdivision (a) of Section 12020 of the Penal **Code**.

(19) Any felony offense described in Section 136.1 or 137 of the Penal **Code**.

(20) Manufacturing, compounding, or selling one-half ounce or more of any salt or solution of a controlled substance specified in subdivision (e) of Section 11055 of the Health and Safety **Code**.

(21) Any violent felony, as defined in subdivision (c) of Section 667.5 of the Penal **Code**, which would also constitute a felony violation of subdivision (b) of Section 186.22 of the Penal **Code**.

(22) Escape, by the use of force or violence, from any county juvenile hall, home, ranch, camp, or forestry camp in violation of subdivision (b) of Section 871 where great bodily injury is intentionally inflicted upon an employee of the juvenile facility during the commission of the escape.

(23) Torture as described in Sections 206 and 206.1 of the Penal **Code**.

(24) Aggravated mayhem, as described in Section 205 of the Penal **Code**.

(25) Carjacking, as described in Section 215 of the Penal **Code**, while armed with a dangerous or deadly weapon.

(26) Kidnapping, as punishable in subdivision (d) of Section 208 of the Penal **Code**.

(27) Kidnapping, as punishable in Section 209.5 of the Penal **Code**.

(28) The offense described in subdivision (c) of Section 12034 of the Penal **Code**.

(29) The offense described in Section 12308 of the Penal **Code**.

(30) Voluntary manslaughter, as described in subdivision (a) of Section 192 of the Penal **Code**.

(c) With regard to a minor alleged to be a person described in Section 602 by reason of the violation, when he or she was 14 years of age or older, of any of the offenses listed in subdivision (b), upon motion of the petitioner made prior to the attachment of jeopardy the court shall cause the probation officer to investigate

and submit a report on the behavioral patterns and social history of the minor being considered for a determination of unfitness. Following submission and consideration of the report, and of any other relevant evidence which the petitioner or the minor may wish to submit the minor shall be presumed to be not a fit and proper subject to be dealt with under the juvenile court law unless the juvenile court concludes, based upon evidence, which evidence may be of extenuating or mitigating circumstances, that the minor would be amenable to the care, treatment, and training program available

through the facilities of the juvenile court based upon an evaluation of each of the following criteria:

(1) The degree of criminal sophistication exhibited by the minor.

(2) Whether the minor can be rehabilitated prior to the expiration of the juvenile court's jurisdiction.

(3) The minor's previous delinquent history.

(4) Success of previous attempts by the juvenile court to rehabilitate the minor.

(5) The circumstances and gravity of the offenses alleged in the petition to have been committed by the minor.

A determination that the minor is a fit and proper subject to be dealt with under the juvenile court law shall be based on a finding of amenability after consideration of the criteria set forth above, and findings therefore recited in the order as to each of the above criteria that the minor is fit and proper under each and every one of the above criteria. In making a finding of fitness, the court may consider extenuating or mitigating

circumstances in evaluating each of the above criteria. In any case in which a hearing has been noticed pursuant to this section, the court shall postpone the taking of a plea to the petition until the conclusion of the fitness hearing and no plea which may already have been entered shall constitute evidence at the hearing. If, pursuant to this subdivision, the minor is found to be not a fit and proper subject for juvenile court treatment and is tried in a court of criminal jurisdiction and found guilty by the trier of fact, the judge may commit the minor to the Youth Authority in lieu of sentencing the minor to the state prison, unless the limitations specified in Section 1732.6 apply.

(d) (1) Except as provided in subdivision (b) of Section 602, the district attorney or other appropriate prosecuting officer may file an accusatory pleading in a court of criminal jurisdiction against any minor 16 years of age or older who is accused of committing an offense enumerated in subdivision (b).

(2) Except as provided in subdivision (b) of Section 602, the district attorney or other appropriate prosecuting officer may file an accusatory pleading against a minor 14 years of age or older in a court of criminal jurisdiction in any case in which any one or more of the following circumstances apply:

(A) The minor is alleged to have committed an offense which if committed by an adult would be punishable by death or imprisonment in the state prison for life.

(B) The minor is alleged to have personally used a firearm during the commission or attempted commission of a felony, as described in Section 12022.5 of the Penal **Code**.

(C) The minor is alleged to have committed an offense listed in subdivision (b) in which any one or more of the following circumstances apply:

(i) The minor has previously been found to be a person described in Section 602 by reason of the commission of an offense listed in subdivision (b).

(ii) The offense was committed for the benefit of, at the direction of, or in association with any criminal street gang, as defined in subdivision (f) of Section 186.22 of the Penal **Code**, with the specific intent to promote, further, or assist in any criminal conduct by gang members.

(iii) The offense was committed for the purpose of intimidating or interfering with any other person's free exercise or enjoyment of any right secured to him or her by the Constitution or laws of this state or by the Constitution or laws of the United States and because of the other person's race, color, religion, ancestry, national origin, disability, gender, or sexual orientation, or because the minor perceives that the other person has one or more of those characteristics, as described in Title 11.6 (commencing with Section 422.6) of Part 1 of the Penal **Code**.

(iv) The victim of the offense was 65 years of age or older, or blind, deaf, quadriplegic, paraplegic, developmentally disabled, or confined to a wheelchair, and that disability was known or reasonably should have been known to the minor at the time of the commission of the offense.

(3) Except as provided in subdivision (b) of Section 602, the district attorney or other appropriate prosecuting officer may file an accusatory pleading in a court of criminal jurisdiction against any minor 16 years of age or older who is accused of committing one of the following offenses, if the minor has previously been found to be a person described in Section 602 by reason of the violation of any felony offense, when he or she was 14 years of age or older:

(A) Any felony offense in which it is alleged that the victim of the offense was 65 years of age or older, or blind, deaf, quadriplegic, paraplegic, developmentally disabled, or confined to a wheelchair, and that disability was known or reasonably should have been known to the minor at the time of the commission of the offense;

(B) Any felony offense committed for the purposes of intimidating or interfering with any other person's free exercise or enjoyment of any right secured to him or her by the Constitution or laws of this state or by the Constitution or laws of the United States and because of the other person's race, color, religion, ancestry, national origin, disability, gender, or sexual orientation, or because the minor perceived that the other person had one or more of those characteristics, as described in Title 11.6 (commencing with Section 422.6) of Part 1 of the Penal **Code**; or

(C) The offense was committed for the benefit of, at the direction of, or in association with any criminal street gang as prohibited by Section 186.22 of the Penal **Code**.

(4) In any case in which the district attorney or other appropriate prosecuting officer has filed an accusatory pleading against a minor in a court of criminal jurisdiction pursuant to the provisions of this subdivision, the case shall then proceed according to the laws applicable to a criminal case. In conjunction with the preliminary hearing as provided for in Section 738 of the Penal **Code**, the magistrate shall make a finding that reasonable cause exists to believe that the minor comes within the provisions of this subdivision. If reasonable cause is not established, the criminal court shall transfer the case to the juvenile court having jurisdiction over the matter.

(5) For any offense for which the prosecutor may file the accusatory pleading in a court of criminal jurisdiction pursuant to this subdivision, but elects instead to file a petition in the juvenile court, if the minor is subsequently found to be a person described in subdivision (a) of Section 602, the minor shall be committed to placement in a juvenile hall, ranch camp, forestry camp, boot camp, or secure juvenile home pursuant to Section 730, or in any institution operated by the Youth Authority.

(6) If, pursuant to this subdivision, the minor is found to be not a fit and proper subject for juvenile court treatment and is tried in a court of criminal jurisdiction and found guilty by the trier of fact, the judge may commit the minor to the Youth Authority in lieu of sentencing the minor to the state prison, unless the limitations specified in Section 1732.6 apply.

(e) Any report submitted by a probation officer pursuant to this section regarding the behavioral patterns and social history of the minor being considered for a determination of unfitness shall include any written or oral statement offered by the victim, the victim's parent or guardian if the victim is a minor, or if the victim has died, the victim's next of kin, as authorized by subdivision (b) of Section 656.2. Victims' statements shall be considered by the court to the extent they are relevant to the court's determination of unfitness.

707.01. (a) If a minor is found an unfit subject to be dealt with under the juvenile court law pursuant to Section **707**, then the following shall apply:

(1) The jurisdiction of the juvenile court with respect to any previous adjudication resulting in the minor being made a ward of the juvenile court that did not result in the minor's commitment to the Youth Authority shall not terminate, unless a hearing is held pursuant to Section 785 and the jurisdiction of the juvenile court over the minor is terminated.

(2) The jurisdiction of the juvenile court and the Youth Authority with respect to any previous adjudication resulting in the minor being made a ward of the juvenile court that resulted in the minor's commitment to the Youth Authority shall not terminate.

(3) All petitions pending against the minor shall be transferred to the court of criminal jurisdiction where one of the following applies:

(A) Jeopardy has not attached and the minor was 16 years of age or older at the time he or she is alleged to have violated the criminal statute or ordinance.

(B) Jeopardy has not attached and the minor is alleged to have violated a criminal statute for which he or she may be presumed or may be found to be not a fit and proper subject to be dealt with under the juvenile court law.

(4) All petitions pending against the minor shall be disposed of in the juvenile court pursuant to the juvenile court law, where one of the following applies:

(A) Jeopardy has attached.

(B) The minor was under 16 years of age at the time he or she is alleged to have violated a criminal statute for which he or she may not be presumed or may not be found to be not a fit and proper subject to be dealt with under the juvenile court law.

(5) If, subsequent to a finding that a minor is an unfit subject to be dealt with under the juvenile court law, the minor is convicted of the violations which were the subject of the proceeding that resulted in a finding of unfitness, a new petition or petitions alleging the violation of any law or ordinance defining crime which would otherwise cause the minor to be a person described in Section 602 committed by the minor prior to or after the finding of unfitness need not be filed in the juvenile court if one of the following applies:

(A) The minor was 16 years of age or older at the time he or she is alleged to have violated a criminal statute or ordinance.

(B) The minor is alleged to have violated a criminal statute for which he or she may be presumed or may be found to be not a fit and proper subject to be dealt with under the juvenile court law.

(6) Subsequent to a finding that a minor is an unfit subject to be dealt with under the juvenile court law, which finding was based solely on either or both the minor's previous delinquent history or a lack of success of previous attempts by the juvenile court to rehabilitate the minor, and the minor was not convicted of the offense, a new petition or petitions alleging the violation of any law or ordinance defining crime which would otherwise cause the minor to be a person described in Section 602 committed by the minor prior to or after the finding of unfitness need not be filed in the juvenile court if one of the following applies:

(A) The minor was 16 years of age or older at the time he or she is alleged to have violated a criminal statute or ordinance.

(B) The minor is alleged to have violated a criminal statute for which he or she may be presumed or may be found to be not a fit and proper subject to be dealt with under the juvenile court law.

(7) If, subsequent to a finding that a minor is an unfit subject to be dealt with under the juvenile court law, the minor is not convicted of the violations which were the subject of the proceeding that resulted in a finding of unfitness and the finding of unfitness was not based solely on either or both the minor's previous delinquent history or a lack of success of previous attempts by the juvenile court to rehabilitate the minor, a new petition or petitions alleging the violation of any law or ordinance defining a crime which would otherwise cause the minor to be a person described in Section 602 committed by the minor prior to or after the finding of

unfitness shall be first filed in the juvenile court. This paragraph does not preclude the prosecuting attorney from seeking to find the minor unfit in a subsequent petition.

(b) As to a violation referred to in paragraph (5) or (6) of subdivision (a), if a petition based on those violations has already been filed in the juvenile court, it shall be transferred to the court of criminal jurisdiction without any further proceedings.

(c) The probation officer shall not be required to investigate or submit a report regarding the fitness of a minor for any charge specified in paragraph (5) or (6) of subdivision (a) which is refilled in the juvenile court.

(d) This section shall not be construed to affect the right to appellate review of a finding of unfitness or the duration of the jurisdiction of the juvenile court as specified in Section 607.

707.1. (a) If the minor is declared not a fit and proper subject to be dealt with under the juvenile court law, or as to a minor for whom charges in a petition or petitions in the juvenile court have been transferred to a court of criminal jurisdiction pursuant to Section **707.01**, the district attorney, or other appropriate prosecuting officer may file an accusatory pleading against the minor in a court of criminal jurisdiction. The case shall proceed from that point according to the laws applicable to a criminal case. If a prosecution has been commenced in another court but has been suspended while juvenile court proceedings are being held, it shall be ordered that the proceedings upon that prosecution shall resume.

(b) (1) The juvenile court, as to a minor alleged to have committed an offense described in subdivision (b), paragraph (2) of subdivision (d), or subdivision (e) of Section **707** and who has been declared not a fit and proper subject to be dealt with under the juvenile court law, or as to a minor for whom charges in a petition or petitions in the juvenile court will be transferred to a court of criminal jurisdiction pursuant to Section **707.01**, or as to a minor whose case has been filed directly in or transferred to a court of criminal jurisdiction pursuant to Section **707.01**, may order the minor to be delivered to the custody of the sheriff upon a finding that the presence of the minor in the juvenile hall would endanger the safety of the public or be detrimental to the other inmates detained in the juvenile hall. Other minors declared not fit and proper subjects to be dealt with under the juvenile court law, if detained, shall remain in the juvenile hall pending final disposition by the criminal court or until they attain the age of 18, whichever occurs first.

(2) Upon attainment of the age of 18 years such a person who is detained in juvenile hall shall be delivered to the custody of the sheriff unless the court finds that it is in the best interests of the person and the public that he or she be retained in juvenile hall. If a hearing is requested by the person, the transfer shall not take place until after the court has made its findings.

(3) When a person under 18 years of age is detained pursuant to this section in a facility in which adults are confined the detention shall be in accordance with the conditions specified in subdivision (b) of Section 207.1.

(4) A minor found not a fit and proper subject to be dealt with under the juvenile court law shall, upon the conclusion of the fitness hearing, be entitled to release on bail or on his or her own recognizance on the same circumstances, terms, and conditions as an adult alleged to have committed the same offense.

707.2. (a) Prior to sentence and after considering a recommendation on the issue which shall be made by the probation department, the court of criminal jurisdiction may remand the minor to the custody of the Department of the Youth Authority for a period not to exceed 90 days for the purpose of evaluation and report concerning his or her amenability to training and treatment offered by the Department of the Youth Authority. If the court decides not to remand the minor to the custody of the Department of the Youth Authority, the court shall make a finding on the record that the amenability evaluation is not necessary. However, a court of criminal jurisdiction shall not sentence any minor who was under the age of 16 years when he or she committed any criminal offense to the state prison unless he or she has first been remanded to the custody of the Department of the Youth Authority for evaluation and report pursuant to this section. The need to protect society, the nature and seriousness of the offense, the interests of justice, and the needs of the minor shall be the primary considerations in the court's determination of the appropriate disposition for the minor.

(b) This section shall not apply where commitment to the Department of the Youth Authority is prohibited pursuant to Section 1732.6.

707.4. In any case arising under this article in which there is no conviction in the criminal court, the clerk of the criminal court shall report such disposition to the juvenile court, to the probation department, to the law enforcement agency which arrested the minor for the offense which resulted in his remand to criminal court, and to the Department of Justice. Unless the minor has had a prior conviction in a criminal court, the clerk of the criminal court shall deliver to the clerk of the juvenile court all copies of the minor's record in criminal court and shall obliterate the minor's name from any index or minute book maintained in the criminal court. The clerk of the juvenile court shall maintain the minor's criminal court record as provided by Article 22 (commencing with Section 825) of this chapter until such time as the juvenile court may issue an order that they be sealed pursuant to Section 781.

G. SB 1644

CHAPTER 403

An act to amend Section 66021.2 of, to add Sections 69514.5, 69547.5, and 69547.9 to, to add Chapter 1.7 (commencing with Section 69430) to Part 42 of, and to repeal Article 3 (commencing with Section 69530) of Chapter 2 of Part 42 of, the Education Code, relating to student financial aid, making an appropriation therefore, and declaring the urgency thereof, to take effect immediately. [Approved by Governor September 11, 2000. Filed with Secretary of State September 12, 2000.]

LEGISLATIVE COUNSEL'S DIGEST

SB 1644, Ortiz. Student financial aid:

Ortiz-Pacheco-Poochigian-Vasconcellos Cal Grant Program.

(1) Existing law establishes the Cal Grant Program as a state educational opportunity grant program for postsecondary study.

Existing law, known as the Donahoe Higher Education Act, sets forth, among other things, the missions and functions of California's public and independent segments of higher education and their respective institutions of higher education. The provisions of that act apply to the University of California only to the extent that the Regents of the University of California, by appropriate resolution, act to make a provision applicable. Among other things, the act sets forth the long-term policy with respect to the Cal Grant program. Under this policy, the number of first-year Cal Grant awards is equal to at least 1/4 of the number of graduating high school seniors. The policy also requires that its implementation maintain a balance between the state's policy goals of ensuring access to and selection of an institution of higher education for students with financial need.

This bill would enact the Ortiz-Pacheco-Poochigian-Vasconcellos Cal Grant Program, which would, among other things, set forth the long-term policy that first-year Cal Grant awards be granted to all applicants with demonstrated financial need and eligible grade point averages, and who meet other prescribed criteria. Under the existing Cal Grant Program, Cal Grant A awards are used only for tuition and student fees in instructional programs of not less than 2 academic years, Cal Grant B awards are used only for tuition, student fees, and subsistence costs in an instructional program of not less than one academic year, Cal Grant C awards are used only for occupational or technical training, and Cal Grant T awards are used only for tuition and student fees for a maximum of one academic year for full-time attendance in an accredited teacher training program. Existing law requires that the maximum award in each category be determined in the annual Budget Act. Existing law requires Cal Grant B awards to be used for subsistence costs. This bill would provide that, commencing on January 1, 2001, the existing Cal Grant Program is applicable only to students who have received an award under the program on or before December 31, 2000. The bill would repeal the existing Cal Grant Program as of January 1, 2010. The bill would, commencing with the 2001-02 academic year, establish Cal Grant A Entitlement Awards, Cal Grant B Entitlement Awards, Competitive Cal Grant A and B Awards, California

Community College Transfer Entitlement Awards, Cal Grant C Awards, and Cal Grant T Awards under the Ortiz-Pacheco-Poochigian-Vasconcellos Cal Grant Program. The bill would specify the eligibility criteria for each category of award. The

bill would guarantee funding under the entitlement awards to all students achieving and maintaining eligibility for those awards.

The bill would require the Student Aid Commission to annually report to the Legislature and the Governor on prescribed aspects of the program. (3) Existing law establishes the Student Aid Commission as the primary state agency for the administration of state-authorized student financial aid programs available to students attending all segments of postsecondary education.

This bill would establish the Community College Student Financial Aid Outreach Program, which would be developed and administered by the commission, in consultation with the office of Chancellor of the California Community Colleges, for the purpose of providing financial aid training to high school and community college counselors and advisors who work with students planning to attend or who are attending a community college, as prescribed. (4) Existing law establishes in the State Treasury the Special Fund for Economic Uncertainties, a continuously appropriated fund. Existing law authorizes the Controller to transfer amounts as needed to meet the cash needs of the General Fund, and requires the Controller to return moneys so transferred as soon as there are

sufficient moneys in the General Fund. Existing law authorizes the Director of Finance to allocate funds from the Special Fund for Economic Uncertainties for disaster relief by notifying the Joint Legislative Budget Committee. This bill would authorize the Director of Finance to authorize the augmentation, from the Special Fund for Economic Uncertainties, of the amount appropriated annually for the purposes of making grants under the Cal Grant Program. By authorizing the expenditure of money in a continuously appropriated fund for a new purpose, the bill would make an appropriation. (5) This bill would appropriate \$1,500,000 from the General Fund to the commission for expenditure, without regard to fiscal year, for support costs related to the administration of the bill, as prescribed. (6) This bill would declare that it is to take effect immediately as an urgency statute. Appropriation: yes.

The people of the State of California do enact as follows:

SECTION 1. This act shall be known, and may be cited, as the Ortiz-Pacheco-Poochigian-Vasconcellos Cal Grant Act.

SEC. 2. (a) The Legislature finds and declares all of the following: (1) The California 1960 Master Plan for Higher Education

established a structure for the organization of a world-class postsecondary system of education that utilizes the strength and capacity of the California community colleges in the training of lower division students in vocational programs and courses for transfer to higher institutions, undergraduate programs in the liberal arts, sciences, and teacher preparation at the California State University, partnerships with the independent colleges, and the undergraduate and professional schools, graduate training, and research at the University of California. (2) A cornerstone of the Master Plan was a promise that the state would ensure all qualified students access to a quality higher education. The drafters of the Master Plan reaffirmed a long established principle that the state colleges and the University of California be tuition free to all residents of the state. Over the past four decades this policy evolved into a promise of affordability for all qualified students using a balance of fees and financial aid for low-income students. (3) California reflects the ethnic and cultural diversity of today's world. Evidence of this change is most pronounced within our public elementary and secondary education system. As California enters the 21st century, there is no single group that represents a majority of elementary and secondary enrollment. These changing demographics present great challenges and great opportunities. California must invest in higher education and in the future of its young people so they can acquire skills and knowledge to compete and lead the nation and the world. (4) The Ortiz-Pacheco-Poochigian-Vasconcellos Cal Grant Act

makes access and affordability a guarantee to every qualified student. It reaffirms the basic tenets of the 1960 Master Plan for Higher Education by guaranteeing a Cal Grant award to every student who is financially and academically eligible to receive one. Students with financial need and academic merit will no longer wonder whether they will be one of the relatively few students selected to receive a Cal Grant award each year. (5) At a time when California is insisting on improved performance and accountability from all students in the public elementary and secondary school system, it is important to follow through on the state's commitment to the capable graduates of high schools so they can pursue a quality higher education, especially when their families have limited financial means. (6) The Ortiz-Pacheco-Poochigian-Vasconcellos Cal Grant Act removes poverty as a barrier to access to the opportunities of a higher education for all academically successful students and provides an

opportunity to enroll and complete a higher education and take on the challenges presented by the Information Age and the ever-changing, technology-driven economy of the 21st century. (7) The Ortiz-Pacheco-Poochigian-Vasconcellos Cal Grant Act

takes an historic step in putting California at the forefront of the nation in providing access to all academically qualified students with financial need who are pursuing the dream of a higher education. With the enactment of this measure California will keep faith with its decades-long promise to make higher education available and affordable to every qualified student who deserves a chance to aim high and succeed. (b) It is the intent of the Legislature, in enacting this act, to sunset the Cal Grant Program established pursuant to Article 3 (commencing with Section 69530) of Chapter 2 of Part 42 of the Education Code and to establish the Ortiz-Pacheco-Poochigian-Vasconcellos Cal Grant Act, commencing with the 2001-02 academic year.

SEC. 3. Section 66021.2 of the Education Code is amended to read: 66021.2. Consistent with the state's historic commitment to

provide educational opportunity by ensuring both student access to and selection of an institution of higher education for students with financial need, the long-term policy of the Ortiz-Pacheco-Poochigian-Vasconcellos Cal Grant Program established pursuant to Chapter 1.7 (commencing with Section 69430) of Part 42 shall be as follows:

(a) Commencing with the 2001–02 academic year and every year thereafter, an applicant for a Cal Grant A or B award shall receive an award that is not in excess of the financial need amount determined by the Student Aid Commission pursuant to Section 69432.9 if he or she complies with all of the following requirements: (1) Demonstrates financial need under the criteria adopted pursuant to Section 69432.9. (2) Attains a grade point average, as defined in Section 69432.7, meeting the requirements of Chapter 1.7 (commencing with Section 69430) of Part 42. (3) Complies with each of the eligibility criteria applicable to the type of Cal Grant award for which he or she is applying. (b) (1) The maximum Cal Grant A award for a student attending the University of California or the California State University shall equal the mandatory systemwide fees in each of those segments. (2) The maximum Cal Grant B award for a student to which this subdivision is applicable shall equal the mandatory systemwide fees in the segment attended by the student, except for community college students who receive waivers from the Board of Governors of the California Community Colleges, plus the access award calculated as specified in Article 3 (commencing with Section 69435) of Chapter 1.7 of Part 42, except that in the first year of enrollment in a qualifying institution, the maximum award shall be only for the amount of the access award. (c) The maximum Cal Grant awards for students attending nonpublic institutions shall be as follows: (1) The maximum Cal Grant A award shall equal the tuition award level established in the Budget Act of 2000, or the amount as adjusted in subsequent annual budget acts. (2) The maximum Cal Grant B award shall equal the amount of the tuition award as established in the Budget Act of 2000, or the amount as adjusted in subsequent annual budget acts, plus the amount of the access costs specified in Section 69435, except that, in the first year of enrollment in a qualifying institution, the maximum award shall be only for the amount of the access award. (d) Commencing with the 2000–01 academic year, and each academic year thereafter, the Cal Grant C award shall be utilized only for occupational or technical training. (e) Commencing with the 2000–01 academic year, and each academic year thereafter, the Cal Grant T award shall be used only for one academic year of full-time attendance in a program of professional preparation that has been approved by the California Commission on Teacher Credentialing. (f) An institution of higher education in this state that participates in the Ortiz-Pacheco-Poochigian-Vasconcellos Cal Grant Program shall not reduce its level of per capita need-based institutional financial aid to undergraduate students, excluding loans, below the total level awarded in the 2000–01 academic year. (g) The implementation of the policy set forth in this section shall maintain a balance between the state’s policy goals of ensuring student access to and selection of an institution of higher education for students with financial need and academic merit. (h) It is the policy of the State of California that the Ortiz-Pacheco-Poochigian-Vasconcellos Cal Grant Program supplement the federal Pell Grant program. (i) An award under the Ortiz-Pacheco-Poochigian-Vasconcellos Cal Grant Program shall not guarantee admission to an institution of higher education or admission to a specific campus or program. SEC. 4. Chapter 1.7 (commencing with Section 69430) is added to Part 42 of the Education Code, to read: CHAPTER 1.7. ORTIZ-PACHECO-POOCHIGIAN-VASCONCELLOS CAL GRANT PROGRAM Article 1. General Provisions 69430. This chapter shall be known, and may be cited, as the Ortiz-Pacheco-Poochigian-Vasconcellos Cal Grant Program. 69431. There is hereby established the Ortiz-Pacheco-Poochigian-Vasconcellos Cal Grant Program, which may also be referred to as the Cal Grant Program. 69432. (a) Cal Grant Program awards shall be known as “Cal Grant A Entitlement Awards,” “Cal Grant B Entitlement Awards,” “California Community College Transfer Entitlement Awards,” “Competitive Cal Grant A and B Awards,” “Cal Grant C Awards,” and “Cal Grant T Awards.” (b) Maximum award amounts for students at independent institutions and for Cal Grant C and T awards shall be identified in the annual Budget Act. Maximum award amounts for Cal Grant A and B awards for students attending public institutions shall be referenced in the annual Budget Act. 69432.5. The Budget required by the California Constitution to be submitted by the Governor at each Regular Session of the Legislature shall take into consideration the amount of federal grant funds for student financial aid. 69432.7. As used in this chapter, the following terms have the following meanings: (a) An “academic year” is July 1 to June 30, inclusive. The starting date of a session shall determine the academic year in which it is included. (b) “Access costs” means living expenses and expenses for transportation, supplies, and books. (c) “Award year” means one academic year, or the equivalent, of attendance at a qualifying institution. (d) “College grade point average” and “community college grade point average” mean a grade point average calculated on the basis of all college work completed, except for nontransferable units and courses not counted in the computation for admission to a California public institution of higher education that grants a baccalaureate

degree. (e) “Commission” means the Student Aid Commission. (f) “Enrollment status” means part-time status or full-time status. 1) Part-time, for purposes of Cal Grant eligibility, is defined as 6 to 11 semester units, inclusive, or the equivalent.

(2) Full-time, for purposes of Cal Grant eligibility, is defined as 12 or more semester units or the equivalent. (g) “Expected family contribution,” with respect to an applicant shall be determined using the federal methodology pursuant to subdivision (a) of Section 69506 (as established by Title IV of the federal Higher Education Act of 1965, as amended (20 U.S.C. Secs.

1070 et seq.)) and applicable rules and regulations adopted by the commission. (h) “High school grade point average” means a grade point average calculated on a 4.0 scale, using all academic coursework, for the sophomore year, the summer following the sophomore year, the junior year, and the summer following the junior year, excluding physical education, reserve officer training corps (ROTC), and remedial courses, and computed pursuant to regulations of the commission. However, for high school graduates who apply after their senior year, “high school grade point average” includes senior year coursework.

(i) “Instructional program of not less than one academic year” means a program of study that results in the award of an associate or baccalaureate degree or certificate requiring at least 24 semester units or the equivalent, or that results in eligibility for transfer from a community college to a baccalaureate degree program. (j) “Instructional program of not less than two academic years”

means a program of study that results in the award of an associate or baccalaureate degree requiring at least 48 semester units or the equivalent, or that results in eligibility for transfer from a community college to a baccalaureate degree program. (k) “Maximum household income and asset levels” means the applicable household income and household asset levels for participants in the Cal Grant Program, as defined and adopted in regulations by the commission for the 2001–02 academic year, which shall be set pursuant to the following income and asset ceiling amounts:

CAL GRANT PROGRAM INCOME CEILINGS

Cal Grant A, C, and T Cal Grant B Dependent and Independent students with dependents*

Family Size

Six or more \$74,100 \$40,700

Five \$68,700 \$37,700

Four \$64,100 \$33,700

Three \$59,000 \$30,300

Two \$57,600 \$26,900

Independent

Single, no dependents \$23,500 \$23,500

Married \$26,900 \$26,900

*Applies to independent students with dependents other than a spouse.

CAL GRANT PROGRAM ASSET CEILINGS

Cal Grant A, C, and T Cal Grant B

Dependent** \$49,600 \$49,600

Independent \$23,600 \$23,600

**Applies to independent students with dependents other than a spouse.

The commission shall annually adjust the maximum household income and asset levels based on the percentage change in the cost of living within the meaning of paragraph (1) of subdivision (e) of Section 8 of Article XIII B of the California Constitution.

(l) “Qualifying institution” means any of the following: (1) Any California private or independent postsecondary educational institution that participates in the Pell Grant program and in at least two of the following federal campus-based student aid programs:

(A) Federal Work-Study.

(B) Perkins Loan Program.

(C) Supplemental Educational Opportunity Grant Program.

(2) Any nonprofit institution headquartered and operating in

California that certifies to the commission that 10 percent of the institution’s operating budget, as demonstrated in an audited

financial statement, is expended for the purposes of institutionally funded student financial aid in the form of grants, that demonstrates to the commission that it has the administrative capacity to administer the funds, that is accredited by the Western Association of Schools and Colleges, and that meets any other state-required criteria adopted by regulation, by the commission in consultation with the Department of Finance. A regionally accredited institution

that was deemed qualified by the commission to participate in the Cal Grant Program for the 2000–01 academic year shall retain its eligibility as long as it maintains its existing accreditation status. (3) Any California public postsecondary educational institution. (m) “Satisfactory academic progress” means those criteria required by applicable federal standards published in Title 34 of the Code of Federal Regulations. The commission may adopt regulations defining “satisfactory academic progress” in a manner that is consistent with those federal standards. 69432.8. The commission may determine that an advance payment is essential to ensure that funds provided pursuant to this

chapter to assist students to enroll in postsecondary education are available at the time students enroll. Upon making that

determination, the commission may, on the basis of institutional academic calendars, advance, per term to authorized postsecondary educational institutions, the funds for eligible students who have indicated they will attend those institutions, less an amount based on historical claim enrollment attrition information. Each institution shall disburse the funds in accordance with the provisions set forth in the institutional agreement between the commission and the institution.

69432.9. (a) A Cal Grant applicant shall submit a complete official financial aid application pursuant to Section 69433 and

applicable regulations adopted by the commission. (b) Financial need shall be determined using the federal financial need methodology pursuant to subdivision (a) of Section 69506 and applicable regulations adopted by the commission, and as established by Title IV of the Federal Higher Education Act of 1965 (20 U.S.C. Secs. 1070 et seq., as amended). The calculation of financial need shall be consistent with the commission’s methodology for financial need for the 2000–01 academic year.

(1) “Expected family contribution,” with respect to an applicant shall be determined using the federal methodology pursuant to

subdivision (a) of Section 69506 (as established by Title IV of the federal Higher Education Act of 1965, as amended (20 U.S.C. Secs. 1070 et seq.)) and applicable rules and regulations adopted by the commission. (2)

Financial need is defined as the difference between the student’s cost of attendance as determined by the commission and the expected family contribution. The calculation of financial need shall be consistent with the commission’s methodology for determining financial need for the 2000–01 academic year as established by Title IV of the federal Higher Education Act of 1965, as amended (20 U.S.C. Secs. 1070 et seq.). (3) (A) The minimum financial need required for receipt of an initial Cal Grant A or Cal Grant C award shall be not less than the maximum annual award value for the applicable institution, plus an additional one thousand five hundred dollars (\$1,500) of financial need. (B) The minimum financial need required for receipt of an initial Cal Grant B award shall be no less than seven hundred dollars (\$700). (c) The commission shall require that a grade point average be submitted for all Cal Grant A and B applicants, except for those permitted to provide test scores in lieu of a grade point average. The commission shall require that each report of a grade point average include a certification, executed under penalty of perjury, by a school official, that the grade point average reported is accurately reported. The certification shall include a statement that it is subject to review by the commission or its designee. The commission shall adopt regulations that establish a grace period for receipt of the grade point average and any appropriate corrections, and that set forth the circumstances under which a student may submit a specified test

score designated by the commission, by regulation, in lieu of submitting a qualifying grade point average. It is the intent of the

Legislature that high schools and institutions of higher education certify the grade point averages of their students in time to meet the application deadlines imposed by this chapter. 69433. (a) (1) A Cal Grant Program award shall be based upon the financial need of the applicant, and shall not exceed the calculated financial need for any individual applicant. The minimum level of financial need of each applicant shall be determined by the commission pursuant to Section 69432.9. The commission may

provide renewal awards. (2) A student attending a nonpublic institution shall receive a renewal award for tuition or fees, or both, in an amount not to exceed the maximum allowable award amount that was in effect in the year in which the student first received a new award. (b) A Cal Grant award authorized pursuant to this chapter shall be defined as a full-time equivalent grant. An award to a part-time student shall be a fraction of a full-time grant, as determined by the commission.

(c) (1) The commission shall prescribe the use of standardized student financial aid applications for California. These applications shall be simple in nature, and collect common data elements required by the federal government and those elements needed to meet the objectives of state-funded and institutional financial aid programs. (2) The applications prescribed in paragraph (1) shall be utilized for the Cal Grant Program, all other programs funded by

the state or a public institution of postsecondary education (except for the Financial Assistance Program of the Board of Governors of the California Community Colleges authorized by Chapter 1118 of the Statutes of 1987, for which a simplified application designed for that sole purpose may be used), and all federal programs administered by a public postsecondary education institution. (3) Supplemental application information may be utilized if the information is essential to accomplishing the objectives of individual programs. All supplemental application information used for the purposes of commission-administered programs shall be subject to approval by the commission, and applications shall be identical for programs with similar objectives, as determined by the commission. (4) Public postsecondary institutions are encouraged to use, but may decide whether to use, the standard applications for funds provided by private donors. (5) The Legislature finds and declares that it is in the best interest

of students that all postsecondary education institutions in California participating in federal and state-funded financial aid programs accept the standard applications prescribed by the commission. (d) Nothing in this chapter shall prevent an individual public postsecondary institution from processing, with its own staff and fiscal resources, the standard financial aid applications specified in subdivision (c) for student aid programs for which it has legal responsibility. (e) The commission may enter into contracts with a public agency or a private entity to improve the processing and distribution of grants, fellowships, and loans through the use of electronic networks and unified data bases. 69433.5. (a) Only a resident of California, as determined by the

commission pursuant to Part 41 (commencing with Section 68000), is eligible for an initial Cal Grant award. The recipient shall remain eligible for award renewal only if he or she is a California resident, in attendance, and making satisfactory academic progress at a qualifying institution, as determined by the commission. (b) A part-time student shall not be discriminated against in the selection of Cal Grant Program award recipients, and an award to a part-time student shall be approximately proportional to the time the student spends in the instructional program, as determined by the commission. A first-time Cal Grant Program award recipient who is a part-time student shall be eligible for a full-time renewal award if he or she becomes a full-time student.

(c) Cal Grant Program awards shall be awarded without regard to race, religion, creed, sex, or age. (d) No applicant shall receive more than one type of Cal Grant Program award concurrently. Except as provided in Section 69440, no applicant shall:

(1) Receive one or a combination of Cal Grant Program awards in excess of the amount equivalent to the award level for a total of four years of full-time attendance in an undergraduate program, except as provided in Section 69433.6. (2) Have obtained a baccalaureate degree prior to receiving a Cal Grant Program award, except as provided in Section 69440. (e) A Cal Grant Program award, except as provided in Section 69440, may only be used for educational expenses of a program of study leading directly to an undergraduate degree or certificate, or for expenses of undergraduate coursework in a program of study leading directly to a first professional degree, but for which no baccalaureate degree is awarded. (f) Commencing in 1999, the commission shall, for students who accelerate college attendance, increase the amount of award proportional to the period of additional attendance resulting from attendance in classes that fulfill requirements or electives for graduation during summer terms, sessions, or quarters. In the aggregate, the total amount a student may receive in a four-year period may not be increased as a result of accelerating his or her progress to a degree by attending summer terms, sessions, or quarters. (g) The commission shall notify Cal Grant award recipients of the availability of funding for the summer term, session, or quarter through prominent notice in financial aid award letters, materials, guides, electronic information, and other means that may include, but not necessarily be limited to, surveys, newspaper articles, or attachments to communications from the commission and any other published documents. (h) The commission may require, by the adoption of rules and regulations, the production of reports, accounting, documents, or other necessary statements from the award recipient and the college or university of attendance pertaining to the use or application of the award. (i) A Cal Grant Program award may be utilized only at a qualifying institution. 69433.6. (a) Cal Grant A awards and Cal Grant B awards may be renewed for a total of the equivalent of four years of full-time attendance in an undergraduate program provided that financial need continues to exist. Commencing with the 2001–02 academic year, the total number of years of eligibility for grants pursuant to this section shall be based on the student's educational level in his or her course of study as designated by the institution of attendance when the recipient initially receives payment for a grant.

(b) For a student enrolled in an institutionally prescribed five-year undergraduate program, Cal Grant A awards and Cal Grant B awards may be renewed for a total of five years of full-time attendance, provided that financial need continues to exist.

(c) (1) A Cal Grant Program award recipient who has completed a baccalaureate degree, and who has been admitted to and is enrolled in a program of professional teacher preparation at an institution approved by the California Commission on Teacher Credentialing is eligible for, but not entitled to, renewal of a Cal Grant Program award for

an additional year of full-time attendance, if financial need continues to exist. (2) Payment for an additional year is limited to only those courses required for an initial teaching authorization. An award made under this subdivision may not be used for other courses.

(d) A student's Cal Grant renewal eligibility shall not have lapsed more than 15 months prior to the payment of an award for purposes of this section. 69433.7. The commission shall adopt regulations necessary to implement this chapter. Notwithstanding any other provision of law, the commission may adopt emergency regulations pursuant to Section 11346.1 of the Government Code in order to ensure that the program enacted by this chapter may function in its first academic year. 69433.8. An award under this chapter does not guarantee admission to an institution of higher education or admission to a specific campus or program.

69433.9. To be eligible to receive a Cal Grant award under this chapter, a student shall be all of the following: (a) A citizen of the United States, or an eligible noncitizen, as defined for purposes of financial aid programs under Title IV of the federal Higher Education Act of 1965 (20 U.S.C. Secs. 1070 et seq., as from time to time amended). (b) In compliance with all applicable Selective Service registration requirements. (c) Not incarcerated. (d) Not in default on any student loan within the meaning of

Section 69507.5. (e) For purposes of Article 2 (commencing with Section 69434), Article 3 (commencing with Section 69435), and Article 4 (commencing with Section 69436), at the time of high school graduation or its equivalent, be a resident of California. Article 2. Cal Grant A Entitlement Program 69434. (a) Commencing with the 2001–02 academic year, and

each academic year thereafter, a Cal Grant A award shall be used only for tuition or student fees, or both, in a for-credit instructional program with a length of not less than two academic years. Each student who meets the Cal Grant A qualifications as set forth in this article shall be guaranteed an award. The amount of any individual award is dependent on the cost of tuition or fees, or both, at the qualifying institution at which the student is enrolled. For each applicant, the award amount shall not exceed the calculated financial need. (b) Pursuant to Section 66021.2, any California resident is entitled to a Cal Grant A award, and the commission shall allocate that award, if all of the following criteria are met: (1) The student has submitted, pursuant to Section 69432.9, a complete financial aid application, submitted or postmarked no later than March 2 of the academic year of high school graduation or its equivalent for the award year immediately following the academic year of high school graduation or its equivalent, or no later than March 2 of the academic year following high school graduation or its equivalent for the second award year following the year of high school graduation or its equivalent. (2) The student demonstrates financial need pursuant to Section 69433. (3) The student attains a high school grade point average of at least 3.0 on a four-point scale. (4) The student's household has an income and asset level that does not exceed the level for Cal Grant A recipients set forth in Section 69432.7.

(5) The student is pursuing an undergraduate academic program of not less than two academic years that is offered by a qualifying institution. (6) The student is enrolled at least part-time. (7) The student meets the general Cal Grant eligibility

requirements set forth in Article 1 (commencing with Section 69430). (c) A student who meets the Cal Grant A Entitlement Program criteria specified in this article shall receive a Cal Grant A award for tuition or fees, or both, pursuant to Section 66021.2. 69434.5. An individual selected for a Cal Grant A award who enrolls in a California community college may elect to have the award held in reserve for him or her for a period not to exceed two academic years, except that the commission may extend the period in which his or her award may be held in reserve for up to three academic years if, in the commission's judgment, the rate of academic progress has been as rapid as could be expected for the personal and financial conditions that the student has encountered. The commission shall, in this case, hold the award in reserve for the additional year. Upon receipt of a request to transfer the award to a tuition or fee charging qualifying institution, the individual will be eligible to receive the Cal Grant A award previously held in reserve if, at the time of the request, he or she meets all of the requirements of this article. Upon receipt of the request, the commission shall reassess the financial need of the award recipient. The commission may prescribe the forms and procedures to be utilized for the purposes of this section. A recipient's years of eligibility for payment

of benefits shall be based upon his or her grade level at the time the award is transferred to the tuition or fee charging qualifying

institution. Article 3. Cal Grant B Entitlement Program 69435. (a) (1) Commencing with the 2001–02 academic year,

and each academic year thereafter, a Cal Grant B award shall be used only for tuition, student fees, and access costs in a for-credit instructional program that is not less than one academic year in length. (2) The commission shall award access grants in a student's first academic year. In subsequent years, the award shall include an additional

amount to pay tuition or fees, or both, to attend college at a public or private four-year college or university or other qualifying institution for all Cal Grant B awards pursuant to paragraph (2) of subdivision (b) of Section 66021.2. In no event shall the total award in any year exceed the applicant's calculated financial need. (3) Not more than 2 percent of new Cal Grant B recipients enrolling for the first time in an institution of postsecondary education shall be eligible for payments for tuition or fees, or both, in their first academic year of attendance. The commission shall adopt regulations specifying the criteria used to determine which applicants, if any, receive both tuition and fees plus the access grant in the first year of enrollment. Priority shall be given to students with the lowest expected family contribution pursuant to Section 69432.7 and the highest level of academic merit. (b) An award for access costs under this article shall be in an annual amount not to exceed one thousand five hundred fifty-one dollars (\$1,551). This amount may be adjusted in the annual Budget Act. 69435.3. (a) Any California resident is entitled to receive a Cal Grant B award, and the commission shall allocate that award pursuant to Section 66021.2, if all of the following criteria are met: (1) The student has submitted, pursuant to Section 69432.9, a complete financial aid application, submitted or postmarked no later than March 2 of the academic year of high school graduation or its equivalent for the award year immediately following the academic year of high school graduation or its equivalent, or no later than March 2 of the academic year following high school graduation or its equivalent for the second award year following the year of high school graduation or its equivalent. (2) The student demonstrates financial need pursuant to Section 69433. (3) The student attains a high school grade point average of at least 2.0 on a four-point scale. (4) The student's household has an income and asset level that does not exceed the level for Cal Grant B recipients as set forth in Section 69432.7. (5) The student is pursuing an undergraduate academic program of not less than one academic year that is offered by a qualifying institution. (6) The student is enrolled at least part-time. (7) The student meets the general Cal Grant eligibility requirements set forth in Article 1 (commencing with Section 69430). (b) A student whose household income does not exceed the maximum household income and asset levels, as set forth in Section 69432.7, for a Cal Grant B award shall receive access costs and tuition and fees pursuant to Section 66021.2. Article 4. California Community College Transfer Cal Grant

Entitlement Program 69436. (a) Commencing with the 2001–02 academic year, and each academic year thereafter, a student who was not awarded a Cal Grant A or B award pursuant to Article 2 (commencing with Section 69434) or Article 3 (commencing with Section 69435) at the time of his or her high school graduation but, at the time of transfer from a California community college to a qualifying baccalaureate program, meets all of the criteria set forth in subdivision (b), shall be entitled to a Cal Grant A or B award. (b) Any California resident transferring from a California community college to a qualifying institution that offers a baccalaureate degree is entitled to receive, and the commission shall award, a Cal Grant A or B depending on the eligibility determined pursuant to subdivision (c), if all of the following criteria are met: (1) A complete official financial aid application has been submitted or postmarked pursuant to Section 69432.9, no later than the March 2 of the year immediately preceding the award year. (2) The student demonstrates financial need pursuant to Section 69433. (3) The student has earned a community college grade point average of at least 2.4 on a 4.0 scale and is eligible to transfer to a qualifying institution that offers a baccalaureate degree. (4) The student's household has an income and asset level not exceeding the limits set forth in Section 69432.7. (5) The student is pursuing a baccalaureate degree that is offered by a qualifying institution. (6) He or she is enrolled at least part-time. (7) The student meets the general Cal Grant eligibility requirements set forth in Article 1 (commencing with Section 69430). (8) The student meets the federal definition of a dependent student, as set forth in Section 152 of Title 26 of the United States Code, with the exception of: (A) A student who is an orphan or a ward of the court and who will not be 24 years old or older by December 31 of the award year. (B) A student who is a veteran of the United States Armed Forces

and who will not be 24 years old or older by December 31 of the award year. (C) A student who is a married person and who will not be 24 years old or older by December 31 of the award year. (D) A student who will not be 24 years old or older by December

31 of the award year and who has dependents other than a spouse. (E) A student who will not be 24 years old or older by December 31 of the award year and for whom a financial aid administrator makes documented determination of independence by reason of other unusual circumstances. (9) A student who graduated from a California high school or its equivalent during or after the 2001–02 academic year. (c) The amount and type of the award pursuant to this article shall be determined as follows:

(1) For applicants with income and assets at or under the Cal Grant A limits, the award amount shall be the amount established pursuant to Article 2 (commencing with Section 69434). (2) For applicants with income and assets at or under the Cal

Grant B limits, the award amount shall be the amount established pursuant to Article 3 (commencing with Section 69435).

69436.5. A participating qualifying institution shall report to the commission annually as to the number of students determined to be independent pursuant to subparagraph (E) of paragraph (8) of subdivision (b) of Section 69436 and the reasons therefore.

Article 5. Competitive Cal Grant A and B Awards 69437. (a) Commencing with the 2001–02 academic year, and each academic year thereafter, there shall be established the Competitive Cal Grant A and B award program for students who did

not receive a Cal Grant A or B entitlement award pursuant to Article 2 (commencing with Section 69434), Article 3 (commencing with Section 69435), or Article 4 (commencing with Section 69436). Awards made under this section are not entitlements. The submission of an application by a student under this section shall not entitle that student to an award. The selection of students under this article shall be determined pursuant to subdivision (c) and other relevant criteria established by the commission. (b) A total of 22,500 Cal Grant A and B awards shall be granted annually under this article on a competitive basis for applicants who meet the general eligibility criteria established in Article 1 (commencing with Section 69430) and the priorities established by the commission pursuant to subdivision (c). (1) Fifty percent of the awards referenced in this subdivision are available to all students, including California community college students, who meet the financial need and academic requirements established pursuant to this article. A student enrolling at a qualifying baccalaureate degree granting institution shall apply by the March 2 deadline. A California community college student is eligible to apply at the March 2 or the September 2 deadline. (2) Fifty percent of the awards referenced in this subdivision are reserved for students who will be enrolled at a California community college. The commission shall establish a second application deadline of September 2 for community college students to apply for these awards effective with the fall term or semester of the 2001–02 academic year.

(3) If any awards are not distributed pursuant to paragraphs (1) and (2) upon initial allocation of the awards under this article, the

commission shall make awards to as many eligible students as possible, beginning with the students with the lowest expected family contribution and highest academic merit, consistent with the criteria adopted by the commission pursuant to subdivision (c), as practicable without exceeding an annual cumulative total of 22,500 awards. (c) (1) On or before February 1, 2001, acting pursuant to a public hearing process that is consistent with the Bagley-Keene Open Meeting Act (Article 9 (commencing with Section 11120) of Chapter 1 of Part 1 of Division 3 of Title 2 of the Government Code), the commission shall establish selection criteria for Cal Grant A and B awards under the competitive program that give special consideration to disadvantaged students, taking into consideration those financial, educational, cultural, language, home, community, environmental, and other conditions that hamper a student's access to, and ability to persist in, postsecondary education programs. (2) Additional consideration shall be given to each of the following: (A) Students who graduated from high school or its equivalent prior to the 2000–01 academic year. This subparagraph shall not be applicable after the 2004–05 academic year. (B) Students pursuing Cal Grant B awards who reestablish their grade point averages. (C) Students who did not receive awards pursuant to Article 2 (commencing with Section 69434), Article 3 (commencing with Section 69435), or Article 4 (commencing with Section 69436). (d) All other students who meet the eligibility requirements pursuant to Article 1 (commencing with Section 69430) are eligible to compete for an award pursuant to this article. 69437.3. (a) The commission shall utilize the standardized student financial aid application described in Section 69432.9. (b) An official financial aid application shall be submitted pursuant to Section 69432.9, submitted or postmarked no later than March 2, or September 2 for students enrolled at a community college. (c) A student shall be enrolled at least part-time. 69437.5. Cal Grant A and B awards shall be used only for the purposes set forth in Article 2

(commencing with Section 69434) and Article 3 (commencing with Section 69435), respectively. 69437.6. (a) An applicant competing for an award under this article shall meet all the requirements of Article 1 (commencing with Section 69430). (b) To compete for a competitive Cal Grant A Award, an applicant shall, at a minimum, meet all of the requirements of Article 2 (commencing with Section 69434), with the exception of paragraph (1) of subdivision (b) of Section 69434. (c) To compete for a competitive Cal Grant B Award, an applicant shall, at a minimum, meet all of the requirements of Article 3 (commencing with Section 69435). However, in lieu of meeting the grade point average requirements of paragraph (3) of subdivision (a) of Section 69435.3, a student may reestablish his or her grade point average by completing at least 16 cumulative units of credit for academic coursework at an accredited California community college, as defined by the commission, by regulation, with at least a 2.0 community college grade point average. (d) To compete for a competitive California Community College Transfer Cal Grant Award, an applicant shall, at a minimum, meet the requirements of Article 4 (commencing with Section 69436), with the exception of paragraph (8) of subdivision (b) of Section 69436. (e) All other competitors shall, at a minimum,

comply with all of the requirements of subdivision (b) of Section 69432.9. (f) An individual selected for a Cal Grant A award who enrolls in a California community college may elect to have the award held in reserve for him or her for a period not to exceed two academic years, except that the commission may extend the period in which his or her award may be held in reserve for up to three academic years if, in the commission's judgment, the rate of academic progress has been as rapid as could be expected for the personal and financial conditions that the student has encountered. The commission shall, in this case, hold the award in reserve for the additional year. Upon receipt of a request to transfer the award to a tuition or fee charging qualifying institution, the individual will be eligible to receive the Cal Grant A award previously held in reserve if, at the time of the request, he or she meets all of the requirements of this article. Upon receipt of the request the commission shall reassess the financial need of the award recipient. The commission may prescribe the forms and procedures to be utilized for the purposes of this section. A recipient's years of eligibility for payment of benefits shall be based upon his or her grade level at the time the award is transferred to the tuition or fee charging qualifying institution. Any award so held in reserve shall only be counted once toward the 22,500 awards authorized by this article. 69437.7. After two award cycles, the commission shall review the competitive grant program and its priorities to gain a better understanding of early participation patterns and to determine the initial level of program effectiveness. The commission shall report these findings to the Legislature and the Governor by December 31, 2003, and each year thereafter.

Article 6. Cal Grant C Program 69439. (a) Commencing with the 2001–02 academic year, and each academic year thereafter, a Cal Grant C award shall be utilized only for occupational or technical training in a course of not less than four months. There shall be the same number of Cal Grant C awards each year as were made in the 2000–01 fiscal year. The maximum

award amount and the total amount of funding shall be determined each year in the annual Budget Act. (b) "Occupational or technical training" means that phase of education coming after the completion of a secondary school program and leading toward recognized occupational goals approved by the commission. (c) The commission may use criteria it deems appropriate in selecting students with occupational talents to receive grants for occupational or technical training. (d) The Cal Grant C recipients shall be eligible for renewal of their grants until they have completed their occupational or technical training in conformance with terms prescribed by the commission. In no case shall the grants exceed two calendar years. (e) Cal Grant C awards shall be for institutional fees, charges, and other costs including tuition, plus training-related costs, such as special clothing, local transportation, required tools, equipment, supplies, and books. In determining the amount of grants and training-related costs, the commission shall take into account other state and federal programs available to the applicant. (f) Cal Grant C awards shall be awarded in areas of occupational or technical training as determined by the commission after consultation with appropriate state and federal agencies.

Article 7. Cal Grant T Program 69440. (a) Commencing with the 2001–02 academic year, and each academic year thereafter, Cal Grant T awards shall be used only for tuition and student fees for a maximum of one academic year of full-time attendance in a program of professional preparation that has been approved by the California Commission on Teacher

Credentialing. There shall be a minimum of 3,000 new Cal Grant T awards each year. The maximum award amount, and the total amount of funding, shall be determined each year in the annual Budget Act. As a condition of receiving a Cal Grant T award, a

recipient shall teach for one year in a low-performing school, as defined in subdivision (c) of Section 44765, for each two thousand dollar (\$2,000) incentive provided through the Cal Grant T Program, for a period not to exceed four years. Any recipient who fails to meet his or her teaching obligation shall repay the Cal Grant T award. (b)

The commission shall allocate Cal Grant T awards using academic criteria or criteria related to past performance similar to that used in awarding Cal Grant A awards for the 2000–01 academic year. SEC. 5. Section 69514.5 is

added to the Education Code, to read: 69514.5. (a) The Community College Student Financial Aid Outreach Program is hereby established. The commission shall, in consultation with the office of the Chancellor of the California Community Colleges, develop and administer this program for the purpose of providing financial aid training to high school and community college counselors and advisors who work with students planning to attend or attending a community college. This training shall also address the specific needs of all of the following:

- (1) Community college students intending to transfer to a four-year institution of higher education.
- (2) Foster youth.
- (3) Students with disabilities.

(b) The program shall provide specialized information on financial aid opportunities available to community college students, with a particular focus on students who plan to transfer to a four-year college or university. The commission shall work in collaboration with the Chancellor of the California Community Colleges and other segments of higher education to develop and distribute this specialized information to assist community college students who are

planning to transfer to a four-year college or university. Each year, the program shall offer financial aid workshops for high school and community college counselors, targeted for students planning to attend a community college or to transfer from a community college to a four-year institution of higher education. The program shall assist community college counselors in conducting student and family workshops that provide general information about financial aid and technical assistance in completing financial aid forms. (c) The program shall concentrate its efforts on high schools and community colleges that are located in geographic areas that have a high percentage of low-income families. SEC. 6. Section 69547.5 is added to the Education Code, to read: 69547.5. Commencing on January 1, 2001, this article shall be applicable only to students who have received an award pursuant to this article on or before December 31, 2000. SEC. 7. Section 69547.9 is added to the Education Code, to read: 69547.9. This article shall remain in effect only until January 1, 2010, and as of that date is repealed, unless a later enacted statute, that is enacted before January 1, 2010, deletes or extends that date. SEC. 8. The Student Aid Commission shall annually report to the Legislature and the Governor on the Ortiz-Pacheco-Poochigian-Vasconcellos Cal Grant Program from its inception on both of the following: (a) The number of Cal Grant applicants and new and continuing recipients each year. This data shall include at a minimum the following information about recipients: educational level, grade point average, segment of attendance, number of community college transfer students. (b) A longitudinal component that measures student persistence and graduation rates over time. SEC. 9. Notwithstanding any other provision of law, the Director of Finance may authorize the augmentation, from the Special Fund for Economic Uncertainties established pursuant to Section 16418 of the Government Code, of the annual amount appropriated for the purpose of making Cal Grant awards pursuant to Chapter 1.7 (commencing with Section 69430) of Part 42 of the Education Code, as necessary to fully fund the number of awards required to be granted by that chapter. No augmentation may be authorized under this section sooner than 30 days after the Director of Finance provides written notice of the proposed augmentation to the Chairperson of the Joint Legislative Budget Committee and the chairpersons of the committees in each house that consider appropriations, nor sooner than whatever lesser time those persons, or their designees, may in each instance determine. SEC. 10. (a) The sum of one million five hundred thousand dollars (\$1,500,000) is hereby appropriated from the General Fund to the Student Aid Commission for expenditure, without regard to fiscal year, for support costs related to the administration of this act. (b) The expenditure of the funds appropriated in subdivision (a) is subject to approval of a work plan by the Department of Finance, once 30-day written notification has been given to the Chairperson of the Joint Legislative Budget Committee, or his or her designee. (c) Notwithstanding any other provision of law, any deficiency request submitted by the Student Aid Commission and recommended by the Director of Finance, pursuant to Section 27.00 of the Budget Act of 2000, for the purposes of implementing this act, shall be considered to be for unanticipated expenses incurred in the operation of existing programs, and shall be subject to any other pertinent provisions of Section 27.00 of the Budget Act of 2000. (d) In order to ensure proper planning for administration of this act, it is the intent of the Legislature that the Department of Finance consider a Spring Finance Letter from the Student Aid Commission for inclusion in the Budget Bill for the 2001–02 fiscal year for the purposes of requesting funds to comply with this act in the 2001–02 fiscal year. (e) No funds provided pursuant to this section shall be expended for information technology projects prior to approval by the Department of Finance and the Department of Information Technology of a Feasibility Study Report or a Special Project Report, as applicable. SEC. 11. This act is an urgency statute necessary for the immediate preservation of the public peace, health, or safety within the meaning of Article IV of the Constitution and shall go into immediate effect. The facts constituting the necessity are: In order for this act to take effect in time to apply to high school seniors who graduate in the 2000–01 academic year, it is necessary that it take effect immediately.

H. SB 1639

CHAPTER 668

An act to amend Sections 79202 and 79203 of, and to add Section 66019.3 to, the Education Code, and to amend Section 16001.9 of the Welfare and Institutions Code, relating to CalWORKs. [Approved by Governor September 21, 2004. Filed with Secretary of State September 21, 2004.]

LEGISLATIVE COUNSEL'S DIGEST

SB 1639, Alarcon. CalWORKs recipients: education and training. Existing law provides for the California Work Opportunity and Responsibility to Kids (CalWORKs) program under which each county provides cash assistance and other benefits to qualified low-income families and individuals. Existing law requires CalWORKs recipients, unless exempt, to participate in welfare-to-work activities as a condition of eligibility for benefits. Existing law requires that, to the extent that funding is provided in the annual Budget Act, a community college shall receive funding for educational services provided to CalWORKs recipients based on the number of CalWORKs recipients that are enrolled at the community college and the scope and number of programs that the college plans to offer to assist CalWORKs recipients to obtain employment. Existing law also requires that, prior to receiving funding, a community college shall submit to the chancellor a Request for Application which contains a plan for curriculum development or redesign, including participation by the county welfare department to establish that the programs being developed or redesigned will provide CalWORKs recipients with the training and experience necessary to secure employment. This bill would revise that element of the required plan to provide that the vocational curricula for CalWORKs recipients includes English language proficiency. Existing law provides that, to the extent that funding is provided in the annual Budget Act, funds received by a community college for curriculum development or redesign for CalWORKs recipients may be expended for purposes, including the development or redesign of vocational curricula for CalWORKs recipients so that courses may be offered as part of a short-term intensive program, including Open Entry and Open Exit programs. This bill would include intensive English language immersion within the scope of that authorization. Existing law establishes the California Community Colleges, the California State University, and the University of California as the 3 segments of public postsecondary education in the state. This bill would express the intent of the Legislature to encourage the California Community Colleges, the California State University, and the University of California to disseminate information to foster care agencies regarding admissions requirements and financial aid. The bill would also request the Regents of the University of California and the Trustees of the California State University to explore methods of using the admissions-by-exemption category to assist the transition of students in foster care into 4-year public institutions of higher education. Existing law declares that it is the policy of the state that all children in foster care have prescribed rights. This bill would add to these prescribed rights of children in foster care the right, at 16 years of age or older, to have access to existing information regarding the educational options available, including, but not limited to, the coursework necessary for vocational and postsecondary educational programs, and information regarding financial aid for postsecondary education.

The bill would encourage the State Department of Social Services and each county welfare department to work with the Student Aid Commission, the University of California, the California State University, and the California Community Colleges to receive information pertinent to a participant's educational options.

The people of the State of California do enact as follows:

SECTION 1. (a) The Legislature finds and declares all of the following:

(1) Education breaks the cycle of poverty. Individuals who receive a bachelor's degree reduce their chances of living in poverty by 80 percent. Further, research indicates that postsecondary education and training, including career technical, Vocational ESL (VESL), and adult basic education, are the most reliable routes to self-sufficiency for underserved populations, in particular low-income parents and foster youth. (2) Postsecondary education and job training lead to higher earnings in the long run and greater success in the labor market, particularly for low-income adults with children. Studies show that low-income adults with children and without a high school diploma can increase their future earnings by 94 percent if they enroll in a California community college and complete an associate degree. (3) High-quality, language-accessible training and education increase employment rates and earnings for low-income, immigrant parents. Studies show that immigrant parents who are English proficient are employed at three times the rate of parents who do not speak English well, with earnings that are 46 percent higher than that of parents with limited English proficiency. (4) Children whose parents have completed postsecondary education and training are more likely to succeed in school and to attend college themselves. Supporting parents' access to postsecondary education and training, including VESL programs and associate degrees, promotes intergenerational achievement, and enables poor families to break the cycle of poverty. (5) Low-income parents and foster youth face numerous barriers in accessing quality education and training opportunities, including lack of information about postsecondary education preparation and lack of access to adequate student financial aid information. In the absence of quality postsecondary education and training opportunities, many parents are relegated to unskilled, low-wage jobs that offer little hope for advancement and little chance for economic stability. Sixty-eight percent of adults in California who are working poor have a high school diploma or less. (6) Likewise, while more than half of high school graduates go on to college, less than 25 percent of foster youth in California enroll in college. Consequently, a disproportionate number of foster youth are homeless, dependent on public assistance, unemployed and living in poverty. (b) It is, therefore, the intent of the Legislature to accomplish all of the following: (1) Enable residents to reach self-sufficiency and to develop a state Student Parent Scholar grant program to provide support to low-income parents who are engaged in postsecondary education and training programs. (2) Increase access to higher education and training for foster care students by reducing informational barriers. (3) Ensure that programs operated with federal Temporary Aid to Needy Families (TANF) block grant funds promote education and training for jobs that offer self-sufficient wages, integrate English as a Second Language (ESL) and VESL into job training programs, and provide opportunities for intensive English language immersion courses. SEC. 2. Section 66019.3 is added to the Education Code, to read: 66019.3. (a) It is the intent of the Legislature to encourage the California Community Colleges, the California State University, and the University of California to disseminate information to foster care agencies regarding admissions requirements and financial aid. (b) The Legislature requests the Regents of the University of California and the Trustees of the California State University to explore methods of using the admissions-by-exemption category to assist the transition of students in foster care into four-year public institutions of higher education. SEC. 3. Section 79202 of the Education Code is amended to read: 79202. To the extent that funding is provided in the annual Budget Act, a community college shall receive funding for educational services provided to CalWORKs recipients based on the number of CalWORKs recipients that are enrolled at the community college and the scope and number of programs that the college plans to offer to assist CalWORKs recipients obtain employment. Prior to receiving funding, a community college shall submit to the chancellor a Request for Application which contains a plan for curriculum development or redesign. The plan shall include all of the

following: (a) Evidence that the curriculum will prepare students for an occupation that is in demand in the local labor market or that is in an emerging field that has documented employment potential. (b) Participation by the county welfare department to establish that the programs being developed or redesigned will provide CalWORKs recipients with the training and experience necessary to secure employment, including intensive English language proficiency. (c) Evidence of collaboration with local partners, such as employers, private industry councils, regional occupational programs, adult education providers, and affected counties in the development and design of the curriculum. (d) Procedures to monitor CalWORKs recipients who complete the new curricula and transition into employment. (e) A description of new courses for CalWORKs recipients that are designed to aid recipients with job-related advancement.

SEC. 4. Section 79203 of the Education Code is amended to read: 79203. To the extent that funding is provided in the annual Budget Act, funds received by a community college for curriculum development or redesign for CalWORKs recipients may be expended for all of the following purposes: (a) To develop or redesign vocational curricula for CalWORKs recipients so that courses may be offered as part of a short-term intensive program, including Open Entry and Open Exit programs, and including intensive English language immersion. (b) To link CalWORKs courses to job placement through work experience and internships. (c) To redesign basic education and ESL classes so that they may be integrated with vocational training programs. (d) To expand the use of telecommunications in providing the new curricula to CalWORKs recipients.

SEC. 5. Section 16001.9 of the Welfare and Institutions Code is amended to read: 16001.9. (a) It is the policy of the state that all children in foster care shall have the following rights: (1) To live in a safe, healthy, and comfortable home where he or she is treated with respect. (2) To be free from physical, sexual, emotional, or other abuse, or corporal punishment. (3) To receive adequate and healthy food, adequate clothing, and, for youth in group homes, an allowance. (4) To receive medical, dental, vision, and mental health services. (5) To be free of the administration of medication or chemical substances, unless authorized by a physician. (6) To contact family members, unless prohibited by court order, and social workers, attorneys, foster youth advocates and supporters, Court Appointed Special Advocates (CASA), and probation officers. (7) To visit and contact brothers and sisters, unless prohibited by court order. (8) To contact the Community Care Licensing Division of the State Department of Social Services or the State Foster Care Ombudsperson regarding violations of rights, to speak to representatives of these offices confidentially, and to be free from threats or punishment for making complaints.

(9) To make and receive confidential telephone calls and send and receive unopened mail, unless prohibited by court order. (10) To attend religious services and activities of his or her choice. (11) To maintain an emancipation bank account and manage personal income, consistent with the child's age and developmental level, unless prohibited by the case plan. (12) To not be locked in any room, building, or facility premises, unless placed in a community treatment facility. (13) To attend school and participate in extracurricular, cultural, and personal enrichment activities, consistent with the child's age and developmental level. (14) To work and develop job skills at an age-appropriate level that is consistent with state law. (15) To have social contacts with people outside of the foster care system, such as teachers, church members, mentors, and friends. (16) To attend Independent Living Program classes and activities if he or she meets age requirements. (17) To attend court hearings and speak to the judge. (18) To have storage space for private use. (19) To review his or her own case plan if he or she is over 12 years of age and to receive information about his or her out-of-home placement and case plan, including being told of changes to the plan. (20) To be free from unreasonable searches of personal belongings. (21) To confidentiality of all juvenile court records consistent with existing law. (22) To have fair and equal access to all available services, placement, care, treatment, and benefits, and to not be subjected to discrimination or harassment on the basis of actual or perceived race, ethnic group identification, ancestry, national origin, color, religion, sex, sexual orientation, gender identity, mental or physical disability, or HIV status. (23) At 16 years of age or older, to have access to existing information regarding the educational options available, including, but not

limited to, the coursework necessary for vocational and postsecondary educational programs, and information regarding financial aid for postsecondary education. (b) Nothing in this section shall be interpreted to require a foster care provider to take any action that would impair the health and safety of children in out-of-home placement. (c) The State Department of Social Services and each county welfare department are encouraged to work with the Student Aid Commission, the University of California, the California State University, and the California Community Colleges to receive information pursuant to paragraph (23) of subdivision (a).

2. VERIFICATION

A. All County Letter No. 05-32

November 2, 2005

ALL COUNTY LETTER NO. 05-32

TO: ALL COUNTY WELFARE DIRECTORS
ALL COUNTY ILP PROGRAM MANAGERS
ALL COUNTY ILP COORDINATORS
ALL COUNTY PROBATION OFFICERS

REASON FOR THIS TRANSMITTAL

- ☐ State Law Change
☐ Federal Law or Regulation Change
☐ Court Order
☐ Clarification Requested by One or More Counties
☒ Initiated by CDSS

SUBJECT: FOSTER YOUTH PROOF OF DEPENDENCY/WARDSHIP DOCUMENT

This All County Letter is intended to provide counties with protocols for the purpose of standardizing compulsory information and to define county responsibility when preparing a proof of dependency document for youth emancipating from the child welfare system. Manual of Policies and Procedures, Section 31-236(i)(4)(F), states that a youth be provided with “a proof of county dependency status...” which may be used to enable them to apply for sources of post-emancipation financial support including emancipation stipends, Supportive Transitional Emancipation Program (STEP), Transitional Housing Programs, educational scholarships and grants, and health care. While all counties currently comply with this requirement by providing youth with some form of documentation, the type and framework of these documents are varied.

A workgroup comprised of members of the California Welfare Director’s Association, Independent Living Program subcommittee, and the State Independent Living Program Policy Unit, under advisement from the Family and Juvenile Law Advisory Committee, developed a Proof of Dependency/Wardship Card (See attached sample) for emancipating foster youth that may be used as verification when applying for financial aid or other resources. Any form a county chooses to utilize must include the following information as a matter of acceptance by the Student Aid Commission and other resource agencies:

1. Essential Information

- Youth Name
- Date of Birth
- Current Mailing Address and ILP Contact Number
- County Identification Number (aid payment number used to identify a youth in out-of-home care) or Probation Identification Number
- Dependency/Wardship Start Date
- Dependency/Wardship Termination End Date (Court Date)

2. Recommended Form of Documentation

The **form** of documentation provided to emancipating youth by each county is optional. However, a laminated, wallet-sized card is the recommended form of dependency verification. The advantages include:

- A standardized form of documentation will allow for financial institutions to become familiar with the forms and will lead to a wider acceptance of validation;
- A laminated card would be more convenient for the youth to carry on their person.

3. County Responsibility

- When dependency/wardship, as ordered by the county juvenile court, is dismissed, a Proof of Dependency document shall be issued to the youth;
- Counties shall ensure dependency/wardship document is properly completed.

4. Replacement

- Replacement documents should be issued timely in order to mitigate delays that may impact receiving services, educational opportunities, or availability of other urgent needs;
- Document shall be reproduced, if necessary, at county cost.

If you require additional information or assistance, please do not hesitate to contact Sonya St. Mary, Manager, Independent Living Program Policy Unit, at (916) 651-7465, or Marsha Tagawa, Program Analyst, at (916) 657-3329.

Sincerely,

MARY L. AULT
Deputy Director
Children and Family Services Division

B. Sample County Letters of Verification

i. Contra Costa

August 21, 2009

RE: Jane Doe
DOB: 09-13-1982
SS#: 550-78-2034
FCIS#: 07-12345678901

To Whom It May Concern:

Jane was a ward of the court until her 18th birthday. She was adjudged a dependent of the Contra Costa County Juvenile Court and placed in out-of-home care where her support was funded by foster care payments under *Title IV-E* of the *Social Security Act*, with no funds going directly to Jane. This legally renders Jane exempt from providing any income verification under State and Federal law during her first year of academic enrollment.

Any assistance provided to Jane would be greatly appreciated. Please feel free to contact me with any additional questions or concerns.

Sincerely,

Kevin M. Bristow
Education Specialist
Children and Family Services
Independent Living Skills Program

925-957-2413
925-957-2427 (fax)

ii. Los Angeles County Probation



County of Los Angeles
EMANCIPATION SERVICES DIVISION/ ILP
Independent Living Program

3530 Wilshire Boulevard, 4th Floor
(213) 351-0100



David Sanders,
Ph.D.

Director

Board of Supervisors

GLORIA MOLINA
First District

YVONNE BRATHWAITE BURKE
Second District

ZEV YAROSLAVSKY
Third District

DON KNABE
Fourth District

MICHAEL D. ANTONOVICH
Fifth District

3/23/03

L.A. Trade Tech
400 W. Washington Blvd.
Los Angeles, CA. 90015

Attn: Financial Aid

RE: Jorgianna Margarine State #: 2006-1223344

Dear Financial Aid Staff,

This letter is to confirm that Jorgianna Margarine was in foster care in Los Angeles County until his emancipation on 11/27/51. He has participated in the Federal Independent Living Program (ILP) and is considered an independent student. He continues to be eligible for some ILP related services until the age of twenty-one.

It is my understanding that Jorge has enrolled in your college. ILP will assist with his various college expenses for the Fall 2003 semester. We are aware that he is eligible for a BOG fee waiver. We are hoping that this letter will suffice as verification that Jorgianna was in foster care at one time. Please feel free to contact the placement for further verification.

If you need additional information or if you have any questions, please do not hesitate to contact me at the telephone number listed below.

Thank you for your time and cooperation.

3/3/03

Tecnologico
2542 E. Florence Ave., Suite G
Huntington Park, CA. 90225

ATTENTION: Tracela Murphy-Brown

RE: Shelly Rubenstein **SSN:** 999-06-2000 **D.O.B.** 02/29/30

Dear Mrs. Murphy-Brown:

This letter is to confirm that Shelly Rubenstein was under the supervision of the Los Angeles County Department of Probation until his emancipation on 6/21/50. He has participated in the Federal Independent Living Program (ILP) and is considered an independent student. He continues to be eligible for some ILP-related services until the age of 21.

It is my understanding that Junior has applied for financial assistance at your university. ILP will assist with his college tuition for the Spring 2003 semester. According to our records the cost of tuition is \$1691.00. This said amount will be paid to your institution within 3-4 weeks.

If you need additional information or if you have any questions, please do not hesitate to contact me at the telephone number listed below.

Thank you for your time and cooperation.

Sincerely,

Michael Verner
ILP Coordinator
Probation ILP
(213) 351-0153

iii. Orange



County of Orange
SOCIAL SERVICES AGENCY
Children And Family Services
800 N. Eckhoff, P.O. Box 14141
ORANGE, CA 92863-1500
(714) 704-8000

Ingrid Harita
Director
MICHAEL L. RILEY, Ph.D.
Director
Children and
Family Services

Aug. 9, 2006
Cheryl Alexander
800 N. Eckhoff Ave
Orange, CA 92868

Re: Biff Cerriano
DOB: 01/01/87
SS#: 123-33-4567

This letter contains confidential information that is to be used at your sole discretion.

This letter is to confirm that you, Biff Cerriano, were a Dependent Child of the Orange County Juvenile Court and placed in foster care from _____ to _____. Your foster home, group home, or kinship care placement(s) were funded by Aid to Families with Dependent Children-Foster Care funding.

Your status as a foster child may qualify you for some or all of the following benefits:

- Certain educational and vocational grants and loans.
- Community College tuition waiver.
- Extension of your Medi-Cal coverage until age 21.
- Financial assistance for emancipation-related living expenses.
- Job and training-related expenses.

You may contact the Orangewood Children's Foundation toll-free at (877) 636-4781 if you have questions about your eligibility to benefits or have need of assistance.

If you have further questions, please feel free to contact the Emancipation Services Program of the Orange County Social Services Agency at (714) 704-8000

Sincerely,
Billy Bob
Senior Social Worker
Orange County Social Services Agency
Emancipation Services Program



iv. Riverside

Department of Public Social Services

Administrative Office: 4060 County Circle Drive, Riverside, CA. 92503
(951) 358-3000 FAX : (951) 358-3036

Cynthia Hinckley, Ph.D., Director

To: _____
Name of Agency

Address: _____

Date:

Youth's Name:

Date of Birth:

State ID #:

Dear Sir/Madam:

This letter is written in support of (name of youth) who was a dependent of Riverside County Juvenile Court and eligible for the Independent Living Program (ILP) services. The above-mentioned youth was a dependent of the County of Riverside from _____ to _____. His/Her dependency was terminated on _____.

If you have any questions regarding this letter, please do not hesitate to call us.

Sincerely,

ILP Supervisor

DPSS 3519 (03/06) ILP Letter in Support of a Former Dependent



INNOVATIONS IN AMERICAN GOVERNMENT AWARD WINNER - 1996

v. San Bernardino

January 31, 2006

Lois Carson
Executive Director
Community Action

SHARRELL BLAKELEY,
MSW
Assistant Director
Children's Services

Susan Loew
Assistant Director
Administrative Services

To whom it may concern:

This letter is to verify that Wilma Flintstone, DOB: 8/15/1986; Social Security Number: 883-38-9933 became a Dependency/Ward of the Court on 3/4/92 through 4/5/99 and is/was a Dependent under the care and supervision of the Department of Children's Services.

She cannot expect his/her parent or guardian to support her financially or to meet her educational needs.

The current mailing address for the youth is:
412 W. Hospitality Lane 2nd Floor
San Bernardino, CA 92415

If you have questions, please feel free to call me for clarification.

Respectfully,

Greg Marinoshikie
ILP Social Worker
San Bernardino County
Independent Living Program
(909) 388-1393

DEPARTMENT OF CHILDREN'S SERVICES

1504 Gifford Ave. • San Bernardino CA 92415-0021



COUNTY OF SAN BERNARDINO
SOCIAL SERVICES GROUP

Cathy Cimbalo
Director

January 31, 2006

To whom it may concern:

This letter is to verify that Crystal Thompson, DOB: 8/15/1986; Social Security Number: #####1111

became a Dependency/Ward of the Court on 3/4/92 – 4/5/99 and is/was a Dependent

under the care and supervision of the Department of Children's Services.

She cannot expect his/her parent or guardian to support her financially

or to meet her educational needs.

The current mailing address for the youth is:

412 W. Hospitality Lane 2nd Floor
San Bernardino, CA 92415

If you have questions, please feel free to call me for clarification.

Respectfully,

Gregoria Marin
ILP Social Worker
San Bernardino County
Independent Living Program
(909) 386-1395
Gmarin@hss.sbcounty.gov



County of San Diego

JEAN M. SHEPARD
AGENCY DIRECTOR
HEALTH AND HUMAN SERVICES
AGENCY

JOAN ZINSER
INTERIM DIRECTOR
CHILD WELFARE SERVICES

HEALTH AND HUMAN SERVICES AGENCY

CHILD WELFARE SERVICES
6950 LEVANT STREET, SAN DIEGO, CA 92111-6098
(858) 694-5413 FAX (858) 694-5475

CHILD WELFARE PROGRAMS
858-694-5111

POLICY AND PROGRAM SUPPORT
858-694-5348

POLINSKY CHILDREN'S CENTER
858-514-4718

ADOLESCENT SERVICES
858-694-5751

vi. San Diego

August 7, 2006

To Whom It May Concern:

Re:

Date of Birth:

Social Security Number:

This letter is to inform you that the above-named youth became a dependent/ward (foster youth) of the Juvenile Court of San Diego County on 0/0/00. The dependency/wardship was terminated on 00/0/00. This makes the youth eligible for services and assistance provided to foster and former foster youth. If you have any questions regarding this letter, or the youth, please contact me at the phone number or email listed below.

Sincerely,

Kristyn Coburn
Independent Living Skills
County of San Diego
(619) 767-5447
email: kristyn.coburn@sdcounty.ca.gov



County of San Diego

HEALTH AND HUMAN SERVICES AGENCY

JEAN M. SHEPARD
AGENCY DIRECTOR
HEALTH AND HUMAN SERVICES AGENCY

JOAN ZINSER
INTERIM DIRECTOR
CHILD WELFARE SERVICES

CHILD WELFARE SERVICES
6950 LEVANT STREET, SAN DIEGO, CA 92111-6098
(858) 694-5413 FAX (858) 694-5475

CHILD WELFARE PROGRAMS
858-694-5111
POLICY AND PROGRAM SUPPORT
858-694-5348
POLINSKY CHILDREN'S CENTER
858-514-4718
ADOLESCENT SERVICES
858-694-5751

August 21, 2009

To Whom It May Concern

Re:
DOB:
SS#:

This letter is to inform you that the above-named youth became a dependent of the Juvenile Court of San Diego County on September 11, 1521. Dependency has not been terminated. This makes the youth eligible for services and assistance provided to foster and former foster youth. If you have any questions regarding this letter, or the youth, please contact me at (619)-767-5147.

Sincerely,

Victoria Carter
Protective Services Worker II
Independent Living Skills Program
Children's Services Bureau
Health & Human Services Agency

vii. San Francisco

City and County of San Francisco



Gavin Newsom, Mayor

Human Services Agency

Department of Human Services
Department of Aging and Adult Services

Trent Rhorer, Executive Director

August 17, 2006

Office of Financial Aid
City College of San Francisco
50 Phelan Avenue
SF, CA 94112

Re:

Office of Financial Aid:

(DOB 9/9/87), SS# [redacted] was a dependent of San Francisco Juvenile Court as a foster youth (300) and resided in a foster home from 4/27/93-present. As a dependent of the juvenile court, [redacted] was entitled to receive Aid to Families with Dependent Children/Foster Care, (AFDC/FC) and qualified for Medi-Cal benefits. However, that money was paid to the foster home for the care of [redacted], and she received no payment to herself.

Heather's home received the minimum foster care payment for her care. This money is not accountable under the regulations of the internal revenue service. Heather was in foster care and a ward of the court, therefore is entitled to full financial aid.

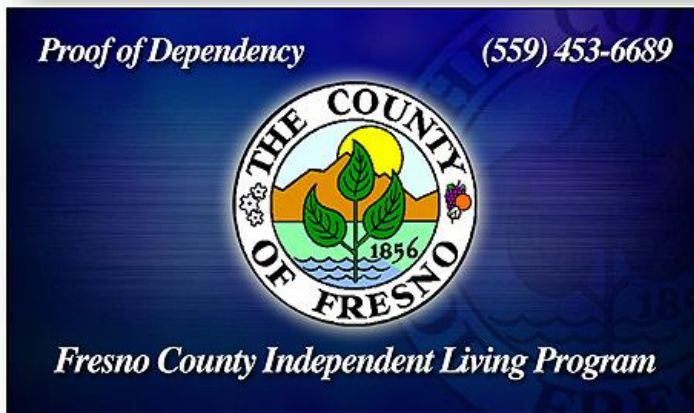
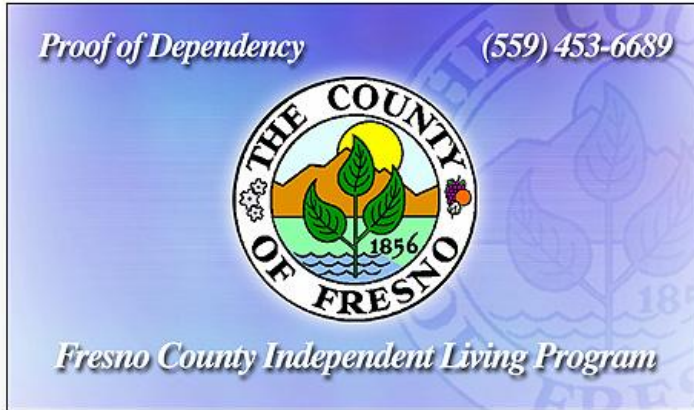
If I can provide you with any additional information, please do not hesitate to contact me at (415) 934-4209.

Sincerely,

A handwritten signature in dark ink, appearing to read "Martha E. Zamora", written over a horizontal line.

Martha E. Zamora
Aftercare Coordinator
Independent Living Skills Program
San Francisco Department of Human Services
225 Valencia Street
San Francisco, CA 94103
(415) 934-4209/934-4228(fax)
Martha.Zamora@sfgov.org

C. Fresno County Dependency Verification Card



<p><i>Youth Name:</i> _____</p> <p><i>DOB:</i> _____</p> <p><i>Youth's Current Mailing Address:</i> _____</p> <p><i>ILP Staff Contact Number:</i> _____</p> <p><i>County ID or Probation ID:</i> _____</p> <p><i>Dependency/Wardship Start Date:</i> _____</p> <p><i>Dependency Wardship Termination End Date (Court Date):</i> _____</p> <p><i>County of Dependency:</i> _____</p> <p><i>CIN ID:</i> _____</p>	
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3. DEPENDENCY OVERRIDE

A. U.S. Department of Education Dear Colleague Letter GEN-03-07, May 2003



Publication Date: May 2003

DCL ID: GEN-03-07

Dependency Overrides

Posted on 05-02-2003
May 2003

GEN-03-07

Subject: Dependency Overrides

SUMMARY: This letter discusses the conditions that support the use of dependency overrides by financial aid administrators and reminds schools of the documentation required by the Department for such dependency overrides.

Dear Colleague:

In the course of conducting recent compliance reviews of institutions participating in the Federal student aid programs, we found that some institutions have not been properly following the statutory requirements for making dependency overrides as well as not adequately supporting their dependency override decisions with sufficient documentation. In working to improve compliance at these institutions, we have determined that issuing comprehensive guidance that reviews the conditions for making dependency overrides and documenting these overrides would help improve compliance with these requirements at all schools participating in the Title IV, HEA programs.

Background

Section 480(d) of the Higher Education Act of 1965, as amended (HEA), defines an independent student as someone who fits into one or more of six specific categories. Under these categories a student is independent if he or she -

- (1) Is 24 years of age or older by December 31 of the award year;
- (2) Is an orphan or ward of the court or was a ward of the court until the individual reached the age of 18;
- (3) Is a veteran of the Armed Forces of the United States;
- (4) Is a graduate or professional student;
- (5) Is a married individual; or
- (6) Has legal dependents other than a spouse.

In addition, an individual who does not qualify as an independent student under one of these six categories may be considered an "independent student" under section 480(d)(7) of the HEA. Under that provision, a student is considered to be an independent student if he or she;

. . . is a student for whom a financial aid administrator makes a documented determination of independence by reason of other unusual circumstances.

We call such a determination by a financial aid administrator a "dependency override."

Our application processing system (CPS) includes procedures that allow schools to process these dependency overrides on either an initial application (FAFSA or Renewal FAFSA) or through a correction to a previously submitted application. (Details on that process may be found in the 2002-2003 Federal Student Aid Handbook in the Application and Verification Guide, chapter 2, on pages AVG-28 & 29.)

Making Dependency Override Decisions

The first six categories of independent students in the statute describe those students for whom it is not appropriate to expect a parental contribution toward the students' postsecondary educational costs. The seventh category provides financial aid administrators with the ability to make a documented determination of independence based upon "other unusual circumstances."

Since its enactment, the Department has interpreted the phrase other unusual circumstances in section 480(d)(7) to mean unusual circumstances that make it inappropriate to expect a parental contribution for the student, and this concept has been reflected in earlier guidance. Section 480(d)(7) provides the financial aid administrator with great latitude in determining what constitutes unusual circumstances. We recognize that, with few exceptions, financial aid administrators have used this authority under the statute in a prudent and reasonable manner. We applaud the practice of financial aid professionals in seeking the advice and counsel of their colleagues on this and other professional judgment cases through the use of the Internet, and the efforts by associations of financial aid administrators in developing and conducting training workshops on the reasonable use of this authority.

These efforts have resulted in a body of practice within the financial aid profession for making dependency overrides that focuses on truly exceptional circumstances and consideration of individual cases, rather than contradicting the fundamental principles of financial aid need analysis or making *de facto* changes to the statutory dependency criteria as they are applied at individual schools. These practices include, for example, making dependency overrides in situations when a student's parent cannot be located, or where an otherwise dependent student has been a victim of domestic violence and is no longer residing with his or her parents.

Pages 28 and 29 of the Department's 2002-2003 Application and Verification Guide (AVG) emphasize the need to make dependency overrides only for students with unusual circumstances on a case-by-case basis and to document the unusual circumstances that the financial aid administrator relied upon in making the override. In recent years, the AVG has identified four conditions that, individually or in combination with one another, do not qualify as "unusual circumstances" or that do not merit a dependency override. Those circumstances are:

1. Parents refusing to contribute to the student's education;
2. Parents unwilling to provide information on the application or for verification;
3. Parents not claiming the students as a dependent for income tax purposes;
4. Student demonstrating total self-sufficiency.

The AVG further recognizes the common practice in the profession mentioned earlier that unusual circumstances could include an abusive family environment or abandonment by parents.

The law also requires that a determination of unusual circumstance(s) must be made each award year. A determination of independence in one award year does not mean that the student would automatically be an

independent student in a subsequent award year. The financial aid administrator must affirm in the subsequent year that the conditions for determining the student to be independent continue to exist and continue to make expecting a parental contribution inappropriate.

Please note also that the determination by a financial aid administrator at one institution that a student should be considered independent is also not binding on another institution. The law requires that the financial aid administrator at the school the student is currently attending make the determination and that the institution must have sufficient documentation to support its decision.

Collecting and Maintaining Acceptable Documentation

Third party written documentation supporting a student's unusual circumstances is generally required. However, we understand that there may be some instances where the only documentation available to the financial aid administrator is a statement by the student. In these limited cases, the student's statement must include the facts related to the student's unusual circumstances, and the institution must include any other pertinent facts in writing.

Financial Aid Administrator's Written Determination

After reviewing all relevant documentation related to a student's assertion that there are unusual circumstances that support why he or she should be considered to be independent rather than dependent, the financial aid administrator must make a specific determination for the student. Upon making such a determination that a dependency override is warranted, the financial aid administrator must prepare a written statement of that determination, including the identification of the specific unusual circumstance upon which the financial aid administrator based his or her determination. The institution must maintain this documentation and the supporting documentation used to make each determination.

Improving Compliance

We encourage institutions to take this opportunity to review their dependency override policies and procedures to ensure consistency with the Department's existing guidance and documentation requirements that are noted above. We hope that you find this information and guidance helpful to you when you are considering using this significant responsibility that has been entrusted to you to meet the needs of students at your institution.

If you have questions on any of the information contained in this letter, please contact the FSA School Customer Service Call Center. Staff is available Monday through Friday between the hours of 9:00 AM and 5:00 PM (Eastern Time) at 1-800-433-7327. After hours calls will be accepted by an automated voice response system. Callers leaving their name and phone number will receive a return call the next business day. You may also FAX an inquiry to the Customer Service Call Center at (202) 275-5532, or e-mail one to fsa.customer.support@ed.gov.

I look forward to continuing to work with you in improving access to postsecondary education for all students.

Sincerely,

Jeffrey R. Andrade
Deputy Assistant Secretary for
Policy, Planning, and Innovation



4. STARTING YOUR OWN FYSI EFFORT

A. Sample “Do You Qualify for FYSI” flier

Do YOU qualify for the FYSI Program?

The Foster Youth Success Initiative (FYSI) was created to help current and/or former youth from foster care succeed in college.

wondering if you qualify?!?

You are *most likely* eligible for this program if one or more of the following applies to you:

- A) You are currently in foster care.
- B) You lived in a foster home or group home.
- C) A judge/court had you live with a friend, relative, or someone who was not your biological parent(s).
- D) You emancipated/“aged out” of the system.
- E) You currently live or have lived in a Transitional Living Program.

If you think you may qualify for this program, or have any questions about your eligibility, please contact your financial aid office in ABC Hall Office A-1 or call (555) 123-4567 to see if an FYSI liaison has been appointed.

B. Sample “Who is a FYSI Liaison” flier

Who is a FYSI Liaison?

A Foster youth Success Initiative Liaison is someone who:

- *understands your situation*
- *Is sensitive to your needs and challenges*
- *Wants to help link you to Support Services and Resources*
- *Is waiting for you to ask questions*

FYSI Liaisons will:

- *Assist you in filling out your FAFSA*
- *Help you complete other financial aid paperwork, including scholarship applications*
- *Connect you with on-campus support services, programs, and resources*
- *Connect you with off-campus resources (i.e., Medi-cal, child care, housing resources, etc.)*
- *Link you to Academic Counselors who can assist you in creating a class schedule that will not jeopardize your financial aid award*
- *Provide you with resources to assist you in getting your textbook(s) and/or needed school supplies*

To see if your school has appointed an FYSI Liaison, contact your financial aid office in ABC Hall Office A-1 OR at (555) 867-5301.

C. Foster Youth EOPS Brochure



**"You
are not Alone!
Let
EOPS
be Your Partner
to Academic
Success"**

Contact information

Cuyamaca College
Tel.: 619.660.4204
900 Rancho San Diego Parkway
El Cajon, CA 92019
www.cuyamaca.edu/eops

Grossmont College
Tel.: 619.644.7617
8800 Grossmont College Drive
El Cajon, CA 92029
www.grossmont.edu/eops

Imperial Valley College
Tel.: 760.355.6407
380 East Allen Road
Imperial, CA 92251
www.imperial.edu/student_resources

MiraCosta College
Tel.: 760.795.6680
One Bernard Drive
Oceanside, CA 92056
www.miracosta.edu/eops

Palomar College
Tel.: 760.744.1150 Ext. 2449
1140 West Mission Road
San Marcos, CA 92069
www.palomar.edu/eops

San Diego City College
Tel.: 619.388.3209
1313 12th Avenue
San Diego, CA 92101
www.sdcity.edu/studentresources/eops/default.asp

San Diego Mesa College
Tel.: 619.338.2706
7250 Mesa College
San Diego, CA 92111
www.sdmesa.sdccl.edu/student_services/eops/index.html

San Diego Miramar College
Tel.: 619.388.7869
10440 Black Mountain Road
San Diego, CA 92126
www.miramarcollge.net/dept/stusvcs/eops

Southwestern College
Tel.: 619.482.6360
900 Olney Lakes Road
Chula Vista, CA 91910
www.swc.cc.ca.us

**You
are
not
alone!**



E.O.P.S.
EXTENDED OPPORTUNITY PROGRAM & SERVICES
SAN DIEGO & IMPERIAL COUNTIES

A HAND UP FOR OUR
FOSTER YOUTH

Who are we?

EOPS (Extended Opportunity Program & Services) is a state funded program designed for the orientation, recruitment and retention of California residents who are economically and educationally disadvantaged.

CARE (Cooperative Agencies Resources for Education) students are EOPS students who are single parents receiving CalWORKS assistance. We serve full-time students (minimum of 12 units per semester).



You took the time to call me back every single time I panicked about something. Thank you for being there.

I never thought I could do it. Now I can do it. Thanks, EOPS & Financial Aid.



Financial Aid:

Financial Aid is available for eligible students: Money to help you pay for your enrollment fees, books, supplies and other educational expenses.

Free Application For Federal Student Aid: Submit a FAFSA online at www.fafsa.ed.gov.

Board of Governor's Grant: Pays fees for California Residents.

Pell Grants: Are available for students attending part-time or full-time.

Cal Grant Deadline is March Second: Have your GPA verified by your high school or submit GED or test scores.

Contact the Financial Aid Office for more information.

Services you may be eligible for:

Services include:

- Grant \$
- Work Study
- Counseling: academic / career / personal
- Book Vouchers
- Priority Registration
- Peer Advising
- Orientations & workshops
- and MORE

Thank you for going out of your way. With the support you provide students, we have no other option but to succeed.



Average earnings:

- Based on education level
- Source: U.S. Dept. of Labor, 2000 census

EDUCATION	YEARLY INCOME	LIFETIME INCOME
High school graduate	\$ 30,400	\$1,226,575
Some college, no degree	\$ 36,800	\$1,494,989
Associate degree	\$ 38,200	\$1,563,702
Bachelor's degree	\$ 52,200	\$2,140,864
Master's degree	\$ 62,300	\$2,463,059
Professional degree	\$109,600	\$4,411,542

5. HANDOUTS FOR YOUTH

A. Youth from Foster Care Tip Sheet



FILLING OUT the FAFSA

How do you know if you're a Ward of the Court on the FAFSA?

- Were you in foster care until you turned 18?
- Did a court say you had to go live with a family friend or relative?
- Have you ever worked with a social worker?
- Do you live now or have you ever lived in a Transitional Living Program?

If you think any of the above statements might apply to you, please go to the financial aid office and talk to the FYSI Liaison to find out if you could be considered a Ward of the Court for the purposes of getting federal financial aid. It could get you a lot of money!!!

Remember that you're not the only one who's confused when it comes to filling out all of the forms and jumping through all of the necessary hoops in order to get your financial aid. It's a very confusing process, but there are many adults out there who want to help you — all you need to do is ASK!

FINANCIAL AID

Type of Financial Aid	Example	Does it have to be repaid?
Grants	Pell Grant, Cal Grant, Chafee Grant, College Grant	No
Scholarships	Outside agency; College-specific	No
Loans	Perkins, Subsidized Stafford, Unsubsidized Stafford	Yes , so try to avoid taking out loans if possible.
Work Study	Federal, college-specific	No , but you must have a work study job in order to receive these funds. Be sure to ask your FYSI Liaison about work study.

As of 2006, students are required to pass the *California High School Exit Exam* (CAHSEE) in order to be eligible for Cal Grant Entitlement Awards. It is being proposed that students who do

not pass the CAHSEE can still be eligible for Cal Grants by taking the *Ability to Benefit* exam (available at your local community college).

I am not a high school graduate. Can I still get financial aid?

Students without a high school diploma who are 18 years old can qualify for financial aid **IF** they have a GED or another high school proficiency certificate. They can also demonstrate readiness for college by taking a standardized *Ability to Benefit* test. Contact the FYSI Liaison or EOPS office at the community college you plan to attend for information regarding this test or your eligibility.

I've been out of school a long time. I'm not ready to be a full-time student, but I still need help with college costs. Is there any aid for me?

You don't have to be a full-time student to receive financial aid. At California community colleges, there is no minimum course-unit requirement for enrollment fee waivers through the Board of Governors Enrollment Fee Waiver Program. To receive assistance from the other state and federal programs, you can take as few as six units and still qualify for financial aid.

Financial Aid Websites

- Federal Student Aid – www.student.ed.gov
- FAFSA Personal Identification Number (PIN) site – www.pin.edu.gov
- Information on CA community colleges – www.cccco.edu
- SmartStudent Guide to Financial Aid – www.finaid.org

CHAFEE GRANT

Basic Chafee Eligibility Requirements	
Youth from Foster Care Who:	With Financial Need:
Are a minimum of age 16, who for the 2006-2007 year will not have reached their 22 nd birthday by July 1, 2006	Certified by the school
Were eligible for Chafee Independent Living Program Services between their 16 th and 19 th birthdays	Potentially up to the cost of attendance, not to exceed \$5,000

Steps for completing the Chafee:

1. Student must complete a Free Application for Federal Student Aid (FAFSA).
>You can file the FAFSA online at www.fafsa.ed.gov

2. Student must complete the Chafee application form.
>You can complete it online at
https://www.chafee.csac.ca.gov/student_application.asp?id=303&mode=new
3. Once you submit applications for the Chafee and Cal Grants, you can go to the WebGrants for Students website at <https://mygrantinfo.csac.ca.gov/logon.asp> to check on their status. You can see how far along you are in the process of receiving your grant money and also find out if any documentation still needs to be turned in.
 - It's important that the school you list on your Chafee application is the one that you will ***most likely*** attend. Only that school will receive confirmation that you are eligible for the Chafee grant.
 - If you list a school and then change your mind and decide to go to another one, it's okay. You just need to call the ***California Student Aid Commission*** (CSAC) at **(888) 224-7268 (option #2)** to let them know.
 - If you want to talk to someone about Chafee, you can call the toll-free number at **(888) 224-7268** and enter option 3 and it will go to the Specialized Programs branch. There are two people who specialize in the Chafee program: **Dolores Torres** at **916-526-7926** or **Linda Brown** at **916-526-7599**. You can also email your question to specialized@csac.ca.gov.

SPECIAL SERVICES and SUPPORT

If you received one-on-one help when you were in high school or had an Individualized Education Plan (IEP), you may qualify for extra services and support to help you succeed in college from the Disabled Students Programs & Services (DSPS) department of your community college. Below is a table explaining the differences between the types of services you may have gotten in high school and what you can expect in college. It is important for you to know that there is **NO COST** to you for these services.

High School Experience	College Experience
<p>The state must identify, locate, and evaluate all children with disabilities in the state who need special education and related services. To do so, states conduct "Child Find" activities.</p> <p>A school professional may ask that a child be</p>	<p>You must find out about and ask for services and contact DSPS yourself in order to receive services.</p>

High School Experience	College Experience
evaluated to see if he or she has a disability. Parents may also contact the child's teacher or other school professional to ask that their child be evaluated.	
Student is pulled out of class and "singled out" to receive special education services in an identified resource room.	You have the option of taking classes specifically designed to accommodate your disability (for example, Special Service classes, Sign Language classes, etc) and / or a service is incorporated into your regular class (example, note taker, alternative media, etc)
<p>Individualized Education Plan (IEP)</p> <ul style="list-style-type: none"> Describes the goals the team has set for the child for the school year, as well as any special supports that are needed to help achieve those goals. 	<p>Student Educational Contract (SEC)</p> <ul style="list-style-type: none"> Is a plan to address your specific needs as a student with a disability. Explains in detail the support services and classes that are identified and agreed upon by you and a DSPS Specialist as necessary to meet your specific educational needs. The contract must be completed when you begin receiving DSPS services. Updated annually by you and a DSPS Specialist to review services and decide if you have made progress toward the goals you wrote in the contract.

If you need assistance with any of the following, contact the campus DSPS office:

- Help taking notes in class
- Extra time to take tests or someone who can read or write the test for you
- Extra tutoring
- Planning your courses
- Help getting around campus

OTHER RESOURCES



Remember that your teachers can also be a wonderful resource for you. If you have a problem with school, money, your health, or anything else that you want to talk about, your teachers can help you.

✓ It's really important when you go to the Admissions and Records Office to tell the Registrar or the person at the front desk that you are a youth from foster care so that they don't ask for your parent's residency information.

✓ If you emancipated from foster care on their 18th birthday, you can have Medi-Cal health insurance until you turn 21, regardless of how much money you have or whether you are working or not. Contact the Office of the Foster Care Ombudsman, your caseworker, or ILP coordinator to find out what you need to do to get coverage. You can also ask at the Health Center of your local community college if you need help filling out Medi-Cal papers.

Foster Care Ombudsman's Office
1-877-846-1602
fosteryouthhelp@dss.ca.gov

✓ Ask your high school counselor or teachers about a program called Tech-Prep where you can take certain classes at your high school and get college credit without having to pay or leave your high school campus!

✓ Much of the information that you need about college programs and services is available in brochures or packets of information that you can get at your school. If you can't find what you're looking for, don't be afraid to ask someone. There are probably other students just like you who need that information, too.

SAMPLE CONVERSATION

Below is a sample conversation that you can use when you have to call an agency, community organization, or business to ask for assistance in receiving services or resources. You will probably need to adapt this depending on who you are calling and what information you are trying to get. This is just an example to get you started.

Remember: Don't be embarrassed or afraid to ask questions or explain what you need. Keep calling different agencies or organizations until you find someone who can answer your questions and help you get the services or resources that you need⁸³.

⁸³ Adapted from San Diego County Office of Education Foster Youth Services. (n.d.). *Looking Forward to a Better Future After the Age of 18: A Guide to Help You Plan Your Life*.

Youth: Hi, my name is _____. I need assistance with _____.

Agency: Why do you need _____?

Youth: I need _____ because _____. What area of the county do you serve and who can receive your service?

Agency: We serve all of _____ County and _____ can receive our assistance. There may be a waiting list for our services and they will be provided to those with the greatest needs. How urgent is your need?

Youth: I really need _____ as soon as possible because _____. Can you help me?

Agency: Okay. We'll do the best we can to get you _____ as soon as possible. What is your zip code?

Youth: My zip code is _____.

Agency: You need to come in and fill out an application.

Youth: What hours are you open and where are you located? Can you mail or fax me the application because I (work / go to school / don't have transportation to get to your office)?

Agency: Sure, what is your address / fax number?

No, I'm sorry. You have to come in person to fill it out. We are located at _____.

Youth: Can you give me the name of a specific person I should ask for when I come in?

Agency: Come to the main office and ask for _____. (WRITE THIS DOWN ON A PIECE OF PAPER.)

Youth: Can I please have his or her phone number?

Agency: Sure, it's _____. (WRITE THIS DOWN ON A PIECE OF PAPER.)

Youth: Thanks. Do I need to make an appointment, or can I just walk in?

Agency: We take walk-ins from ___to___, but we recommend that you make an appointment. Would you like to make an appointment right now?

Youth: Yes, please. I'm available on _____ at _____. (HAVE YOUR PLANNER OUT)

Agency: Okay, I'll put you down for that day and time. (WRITE THIS DOWN ON A PIECE OF PAPER.)

Youth: Do I need to bring any information with me when I come in?

Agency: Yes, you need to bring the following: _____. (WRITE THIS INFORMATION DOWN ON A PIECE OF PAPER AND CONTACT THE AGENCY IF YOU ARE UNABLE TO PROVIDE ANY OF THE DOCUMENTS.)

Youth: Is there anything else I should know before I come?

Agency: No, that's it.

Youth: Great. Can I ask to whom I'm speaking?

Agency: This is _____. (WRITE THIS DOWN ALONG WITH THE DATE THAT YOU CALLED.)

Youth: Thank you, _____, for all your help and time.

Top 15 Reasons To Go To College⁸⁴

1. To learn more about yourself and your world
2. To give yourself a chance to change and grow
3. To become more independent
4. To live in a community of peers
5. To meet people from different geographic, economic, and cultural backgrounds
6. To develop your ideas and think critically
7. To become more disciplined
8. To explore an interest
9. To have mentors guide you
10. To have more possibilities and earning potential
11. To learn responsibility and life skills
12. To have a feeling of accomplishment and self-worth
13. To prove someone or everyone wrong
14. To have fun and put off the "real world" for a few years
15. To not be another statistic

⁸⁴ Bristow, K. (2006). *College Handbook*. Contra Costa County ILSP.

B. Scholarship Resources

Scholarship	Eligibility	Contact Information
Aaron Ruben Scholarship Fund	3 or 4 awards between \$1,500-\$3,000 Eligibility: 1. High school senior 2. Enrolling in vocational school, college or university 3. A current or former dependent of LA County Court Deadline: April 15	Ms. Sue Thompson (323) 526-6666
Casey Family Scholars Program http://www.orphan.org/scholarships.html (Click on scholarships)	Up to \$10,000 renewable award (\$3,500 average) based on review of completed application packet including essay questions and letters of recommendations. Undergraduate and graduate scholarships awarded. 1. Youth who were in foster care or were a Ward of the Court for at least 1 year by 18th birthday, 2. Under age of 25 by April 1, 2005. 3. Enrolled in or have applied to college or post-secondary training program	Orphan Foundation of America 21351 Gentry Drive Suite 130 Sterling, VA 20166 (571) 203-0270 Fax:(571) 203-0273 (800) 950-4673
Chafee Education and Training (ETV) Grant Program 2006-2007 online application is available at: www.chafee.csac.ca.gov/student_application.asp?id=303&mode=new	Up to \$5,000 renewable award for former/current youth from foster care towards vocational/college expenses 1. Enrolled in Title IV vocational school or college 2. Enrolled at least half-time 3. Course of study should be at least a 1-year program 4. Maintain Satisfactory Academic Progress	(888) 224-7268 specialized@csac.ca.gov
Edmund D. Edelman Scholarship Fund	Will be attending a college, university, or vocational institution Deadline: July 1	Mr. Randal Henderson (323) 526-6602

Scholarship	Eligibility	Contact Information
<p>Foster A Dream “Dare to Dream” academic scholarship www.fosteradream.org</p>	<p>Application criteria:</p> <ol style="list-style-type: none"> 1. Current/former youth from foster care living in the Bay Area (documentation will be requested). 2. Must be a current high school senior or college student with one or more years left of study. 3. Minimum cumulative GPA of 2.5 4. Scholarship recipients are only eligible to reapply every other year. <p>Required documentation:</p> <ol style="list-style-type: none"> 1. Completed application including a recent photo (approximately 2x2 inches). 2. Copy of high school and/or college transcripts (unofficial acceptable). 3. Minimum 500-word essay describing your personal goals, why education is important to you, and how the foster-care system has influenced your life. 4. Two letters of recommendation from a teacher, counselor, social worker, or community leader who is familiar with you and can talk about your abilities. <p>Deadline: The completed application must be mailed to Foster A Dream - 77 Solano Sq. #133, Benicia, CA 94510. Attention: Dare to Dream Scholarship. All materials must be included and postmarked by March 1, 2007 for consideration.</p>	<p>Julie Albertson, Program Manager Julie@fosteradream.org (707) 747-0100 Fax:(707) 747-0101</p>
<p>Fostering Futures www.fosteringfuturesfoundation.org</p>	<p>Fostering Futures provides <u>renewable</u> scholarships from \$1,000-\$5,000/year to youth from foster care and alumni from care seeking higher education, whether at a trade school, community college, or university.</p>	<p>Marion Kenyon Co-founder Fostering Futures P. O. Box 352, Concord, CA 94522 (925) 289-8894</p>

Scholarship	Eligibility	Contact Information
	<p>Required documentation:</p> <ol style="list-style-type: none"> 1. Completed Fostering Futures form of application 2. 500-word essay describing personal and educational goals: where you see yourself in five years. 3. Copy of high school transcript indicating 2.5 or higher GPA or, if already pursuing higher education, transcript showing 2.5 GPA while taking a minimum of 10 units of academic courses. 4. Two letters of recommendation from teacher, counselor, social worker, ILP staff member or community leader 5. Recent photograph. <p>If accepted, you will be requested to submit to a short interview with scholarship committee members.</p> <p>To apply, students must apply through their local Independent Living Program, Guardian Scholars program, Renaissance Scholars program, or other similar resource for youth from foster care.</p>	
<p>Guardian Scholars</p> <p>Application available at: www.orangewoodfoundation.org/programs_scholars.asp</p>	<ol style="list-style-type: none"> 1) Age 17 to 23 2) Qualify for admission to a participating college: American Career College, CSU-Fullerton, CSU-San Marcos, Chapman University, Concordia University, Cypress College, Fullerton College, Hope International University, Loyola Marymount, Orange Coast College, Santa Ana College, Teller San Jose, UCLA, UC-Irvine, USC 3) Qualify for "Independent Student Status" (under federal financial aid guidelines) 4) Be a California resident 5) Complete FAFSA by March 2 	<p>(866) 623-4543 ext. 233</p>

Scholarship	Eligibility	Contact Information																
National Foster Parent Association Scholarship Application available at: www.nfpainc.org/docs/scholarshipform.pdf	<p>\$1,000 annual (renewable) for high school senior</p> <p>1) Foster parent/biological parent/or guardian is a member of NFPA</p> <p>2) Must be accepted by an accredited college, university, or vocational program</p> <p>3) Must be a senior in high school (regardless of age) to apply for college / university funding or at least 17 years old (in or out of school) for vocational funding</p> <p>Application and all other requested documentation must be returned by March 31.</p>	<p>(800) 557-5238</p> <p>National Foster Parent Association 7512 Stanich Ave. #6 Gig Harbor, WA 98335</p> <p>info@nfpainc.org</p>																
Orangewood Children’s Foundation, Children’s Trust Fund (CTF) Grants Applications are available at: www.orangewoodfoundation.org/programs_trustfund.asp	<p>Funding range by category (youth may be eligible for ONE of the following):</p> <table><tr><td>Dependents (0-18)</td><td>-up to \$250</td></tr><tr><td>Emancipated (18-21st birthday)</td><td></td></tr><tr><td>(Non-ILP eligible)</td><td>-up to \$500</td></tr><tr><td>Emancipated (18-21st birthday)</td><td></td></tr><tr><td>(ILP eligible)</td><td>-up to \$1000</td></tr><tr><td>Community College (until 25th birthday)</td><td>-up to \$1000 (up to \$3500 for full-time students)</td></tr><tr><td>University (until 25th birthday)</td><td>-up to \$6000</td></tr><tr><td>Trade School (until 25th birthday)</td><td>-up to \$3500</td></tr></table> <p>Students attending community college must:</p> <ul style="list-style-type: none">▪ Provide proof of enrollment in a minimum of 6 semester units▪ Provide proof of full-time enrollment (12 units) if applying for additional funding▪ Provide copies of each semester / course grades▪ Maintain at least a 2.0 GPA	Dependents (0-18)	-up to \$250	Emancipated (18-21 st birthday)		(Non-ILP eligible)	-up to \$500	Emancipated (18-21 st birthday)		(ILP eligible)	-up to \$1000	Community College (until 25 th birthday)	-up to \$1000 (up to \$3500 for full-time students)	University (until 25 th birthday)	-up to \$6000	Trade School (until 25 th birthday)	-up to \$3500	<p>(866) 623-4543 ext. 240</p>
Dependents (0-18)	-up to \$250																	
Emancipated (18-21 st birthday)																		
(Non-ILP eligible)	-up to \$500																	
Emancipated (18-21 st birthday)																		
(ILP eligible)	-up to \$1000																	
Community College (until 25 th birthday)	-up to \$1000 (up to \$3500 for full-time students)																	
University (until 25 th birthday)	-up to \$6000																	
Trade School (until 25 th birthday)	-up to \$3500																	

Scholarship	Eligibility	Contact Information
Orphan Foundation of America http://www.orphan.org/ (click on Scholarships)	Administers a variety of scholarships for current and former youth from foster care. Deadline: April 15	(800) 950-4673 scholarships@orphan.org
Point Foundation http://www.thepointfoundation.org/scholarships.html	Administers a variety of scholarships for LGBTQ students Deadline: Application process opens January 2, 2007 and all applications are completed online.	The Point Foundation P.O. Box 11210 Chicago, IL 60611 (866) 337-6468 info@thepointfoundation.org
Silicon Valley Children's Fund Youth Education Scholarship (YES) www.svcf.org	In partnership with the Independent Living Program of Santa Clara County, this fund serves youth who demonstrate leadership capability and who are role models. The eligibility requirements are: you must attend a Bay Area educational or vocational school, complete the ILP programs, work monthly with a mentor, and maintain a 3.0 G.P.A. Youth from foster care enrolled in postsecondary educational and vocational training programs are eligible for up to 5 years of financial support to help them successfully complete their educational program.	Silicon Valley Children's Fund 4525 Union Ave. San Jose, CA 95124 (408) 558-5430
Students Rising Above Scholarship www.studentsrisingabove.org Application is available at: http://www.studentsrisingabove.org	Students Rising Above was formerly know as "Beating the Odds." This scholarship is for students in the Bay Area who have overcome tremendous obstacles in their lives. The scholarship is sponsored by KRON channel 4.	Students Rising Above P.O. Box 29174 San Francisco, CA 94129 (415) 561-8633

Scholarship	Eligibility	Contact Information
	<p>Student application criteria</p> <ul style="list-style-type: none"> ▪ Has overcome obstacles that are not of their own making ▪ Low-income ▪ Not already the recipient of a full four-year scholarship ▪ High school junior ▪ Committed to earning a college degree ▪ Highly recommended by a teacher, counselor, or mentor ▪ Willing to talk about life experiences on camera ▪ Maintaining a GPA of 3.0 or higher ▪ Must live within the 9-county Bay Area <p>Deadline: April 4, 2007</p>	<p>info@studentsrisingabove.org</p>
<p>United Friends of the Children College Sponsorship Program</p> <p>http://www.unitedfriends.org/programs/prog_edu.html</p>	<p>Referrals are accepted October – January each year</p> <p>Recipients receive up to \$15,000 in \$3,000 disbursements per year for up to 5 years to help with school-related necessities like: books, clothes, dorm fees, computer expenses, transportation, and other living expenses.</p> <ol style="list-style-type: none"> 1) high school seniors and transferring college students planning to attend a 4-year college 2) Minimum cumulative GPA of 3.0 3) Resident of Los Angeles County 4) Applied to a 4-year college or university 	<p>Monica Bomkamp Enia (213) 580-1845 monica@unitedfriends.org</p>

Existing Financial Aid Resources for Students with Disabilities

Scholarship	Type of Disability	Eligibility	Contact Information
Alexander Graham Bell Association for Deaf and Hard of Hearing	Deaf and Hard of Hearing	Varies	3417 Volta Place NW Washington, DC 20007 (202) 337-5221 http://www.agbell.org/DesktopDefault.aspx?p=College_Scholarship_Awards
American Council of the Blind	Blind	1) Legally blind in both eyes 2) Full-time students admitted to academic and vocational training programs at the postsecondary level. 3) A cumulative GPA of 3.3 is generally required, but extenuating circumstances may be considered for certain scholarships. 4) Part-time students who are working full-time are also invited to apply.	Terry Pacheco American Council of the Blind Scholarship Program 1155 15th St., NW Suite 1004 Washington, DC 20005 http://www.acb.org/
American Foundation for the Blind	Blind	Varies depending on scholarship	AFB Information Center Telephone: (212) 502-7661 Toll-free: (800) 232-5463 Fax: (212) 502-7771 E-mail: afbinfo@afb.net www.afb.org/scholarships.asp
Ann Ford Scholarship Program National Center for Learning Disabilities	Learning disability	\$10,000 scholarship awarded to a high school senior with a learning disability who can act as a role model for others who are faced with learning disabilities and who has the potential of contributing to society in a way that increases opportunities for all people with learning disabilities. Deadline: December 31	Anne Ford Scholarship National Center for Learning Disabilities, Inc. 381 Park Avenue South Suite 1401 New York, NY 10016 (888) 575-7373 http://www.ld.org/
Bank of America	Varies	1) Students with disabilities	

Scholarship	Type of Disability	Eligibility	Contact Information
Abilities Scholarship Program		(including learning disabilities) 2) Career interest in finance, business, or computer science 3) GPA of at least 3.0 on a 4.0 scale	Bank of America Abilities Scholarship Program, PO Box 1465, Taylors, SC 29687 (864) 268-3363 http://www.scholarshipprograms.org/fsp_bankofamerica.html
Chair Scholars Foundation	Mobility	1) Significantly physically challenged 2) Serious financial difficulties 3) B+ average 4) High school senior or college freshman (under age 21) 5) Community service / social contribution Deadline: February 28	Chair Scholars Foundation, Inc. 16101 Carencia Lane Odessa, Florida 33556-3278 (813) 920-1981 E-mail: hugokeyim@earthlink.net http://www.chairscholars.org/application.htm
Electronic Industries Foundation	Varies	High school senior with disabilities who will be pursuing a career in electronics	Electronic Industries Foundation 2500 Wilson Boulevard, Suite 210 Arlington, VA 22201 (703) 907-7400 AFSScholarship@ncld.org . http://eifcentral.org/
Foundation for Exceptional Children	Varies	Stanley E. Jackson Scholarships and Sara Conlon Memorial Scholarship. Each scholarship is \$500 for first-year college students with a disability. US citizenship is required. Deadline: February 1	Foundation for Exceptional Children 1110 North Glebe Road, Suite 300 Arlington, VA 22201-5704 (703) 264-3507 http://yesican.sped.org/scholarship/index.html yesican@cec.sped.org
The Geoffrey Foundation	Severe to profound	Limited to mainstreamed students who are deaf or hard of hearing and using an auditory / verbal approach to	The Geoffrey Foundation P.O. Box 1112

Scholarship	Type of Disability	Eligibility	Contact Information
	deafness	communication	Kennebunkport, ME 04046 (207) 967-5798
Hemophilia Federation of America Educational Scholarships	Hemophilia	Student with hemophilia attending any accredited 2-year or 4-year college, university, or vocation / technical school Deadline: April 1	Sandy Aultman 1405 W. Pinhook Rd., Ste 101 Lafayette, LA 70503 (800) 230-9797 (337) 261-9787 fax: (337) 261-1787 http://www.hemophiliafed.org/scholarships.php
Hemophilia Foundation of Southern California	Hemophilia	Applicants must be pursuing a post-high school college or technical / trade school education. Deadline: August 15	Hemophilia Foundation of Southern California 33 S. Catalina Avenue, Suite 102 Pasadena, CA 91106 (626) 793-6192 or 1-800-371-4123 fax: (626) 796-5605 hpsc@earthlink.net http://www.hemosocal.org
Marion Huber Learning Through Listening Award	Learning disability	Administered by Recording for the Blind & Dyslexic (RFB&D) to 6 students. 3 awards of \$6,000 3 awards of \$2,000 Deadline: March 1 1) Have a specific learning disability 2) Be registered with RFB&D for at least one year prior to award deadline 3) Graduate of a public, private, or home school in the U.S. 4) Overall GPA of B or above based on grades 10-12 (or equivalent) 5) Plan to attend either a 2-year or 4-year college or vocational school	Recording for the Blind and Dyslexic 20 Roszel Road Princeton, NJ 08540 (609) 453-0606 (609) 520-8044 (866) 732-3585 http://www.rfbd.org/ jhaggith@rfbd.org

Scholarship	Type of Disability	Eligibility	Contact Information
Minnie Pearl Scholarship Program	Severe to profound deafness	Several \$2,000 scholarships awarded to high school seniors with severe to profound deafness who are mainstreamed into society. Must have a minimum 3.0 GPA and be U.S. citizens. Deadline: February	The EAR Foundation 1817 Patterson Street Nashville, Tennessee 37203 Phone toll-free (voice/TDD): 1-800-545-HEAR Voice/TDD: (615) 329-7807 Fax: (615) 329-7935 http://www.earfoundation.org
National Federation of the Blind (NFB)	Blind	College freshmen who must be legally blind and planning to enroll in college or university full-time or part-time if a full-time employee. Must demonstrate academic excellence, community service, and financial need.	Peggy Elliott 805 Fifth Ave. Grinnell, IA 50112 http://www.nfb.org (641) 236-3366
P. Buckley Moss Society Anne and Matt Harbison Scholarship	Language-related learning disabilities	\$1,500 scholarship to one high school senior with a certified language-related learning difference who is pursuing postsecondary education Renewable for up to three additional, consecutive years Deadline: March 31	P. Buckley Moss Society 601 Shenandoah Village Drive, Suite 1C Waynesboro, VA 22980 (540) 943-5678 http://www.mosssociety.org/page.php?id=30
Parke Davis Epilepsy Scholarship Award	Epilepsy	1) High school seniors who have applied to a college or university 2) Currently under a physician's care for the treatment of epilepsy 3) Currently taking anti-epileptic medication Based on academic merit and extracurricular activities Deadline: March 1	Jeffrey Tarnoff Parke-Davis Epilepsy Scholarship Award c/o IntraMed 1633 Broadway, 25th Floor New York, NY 10019 (800) AWARD-PD (212) 827-6547 info@epilepsy-scholarship.org

Scholarship	Type of Disability	Eligibility	Contact Information
Spina Bifida Association	Spina Bifida	1) Must have spina bifida and provide physician verification 2) Applicant to, enrolled in, or accepted at a junior college, trade, vocational, or business school.	Spina Bifida Association 4590 MacArthur Blvd., NW, Suite 250 Washington, DC 20007-4226 (800) 621-3141 http://www.sbaa.org/site/PageServer?pagename=sbaa_scholarships

Additional Compilations of Financial Aid Resources for Students with Disabilities

Parents, Inc. Families Assisting Families with Disabilities

<http://www.parentsinc.org/finaid/finaid.html>

California State University – Fullerton Disabled Student Services

<http://www.fullerton.edu/disabledservices/scholarships.htm>

FREE College Scholarship Search Engines and Other Scholarship Sources:

College Board provides an online tool to help you locate scholarships, internships, grants, and loans that match your education level, talents, and background. Complete the brief questionnaire online and Scholarship Search will find potential opportunities from their database of more than **2,300** sources of college funding, **totaling nearly \$3 BILLION** in available aid!

http://apps.collegeboard.com/cbsearch_ss/welcome.jsp

CollegeNET MACH25 is a free web version of the Wintergreen/Orchard House Scholarship Finder database. This database contains listings of more than 500,000 private sector awards from over 1,500 sponsors. The database is updated annually. <http://www.collegiatefunding.com/cgi-bin/pick.cgi?address=www.collegenet.com/mach25/>

Fast AID is the world's oldest and largest private scholarship database.

<http://www.fastap.org/>

Fast Web is the largest, most accurate, and most popular free scholarship search site, with more than 25 million registered users. It is also the most frequently updated and provides automatic email notification of new scholarships that match the student's profile. The FastWeb Scholarship Search was the first scholarship database available for free on the web and is the most innovative and student-focused of all the scholarship search sites.

<http://www.fastweb.com/>

Hispanic Scholarship Fund

The Hispanic Scholarship Fund is the largest Hispanic scholarship-granting organization in the nation. HSF provides financial assistance to outstanding Hispanic students in higher education throughout the United States and Puerto Rico. The students represent every region of the country and attend hundreds of institutions of higher education throughout America. Founded in 1975, HSF has awarded more than 45,000 scholarships totaling nearly \$60 million.

www.hsf.net/

Military.com offers a Scholarship Finder where you can search for scholarships and grants exclusively for the military community. <http://aid.military.com/scholarship/search-for-scholarships.do>

Organization of Chinese Americans

OCA recognizes the lack of access to quality education and resources for underserved communities, including the Asian Pacific American (APA) community. OCA is known as a leading organization in administering scholarships for APA students. They administer scholarships sponsored by Avon, Verizon, UPS, Sysco, and AXA.

www.ocanatl.org

Scholarship Resource Network Express is a free web version of the Scholarship Resource Network (SRN) database. The SRN database focuses on private-sector, non-need-based aid, and includes information about awards from more than 1,500 organizations. The database is updated annually.

<http://www.srnexpress.com/>

Scholarships for Hispanics provides a free directory of scholarships geared specifically to students of Hispanic origin. <http://www.ScholarshipsforHispanics.org>

C. Major Financial Aid Programs

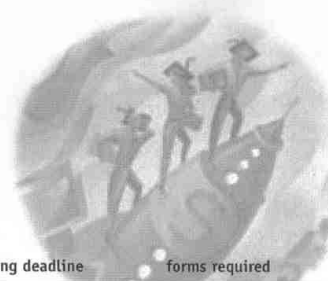
Major FINANCIAL AID PROGRAMS

AT A GLANCE

	program	who can apply	annual awards up to...	filing deadline	forms required
GRANTS Need-based financial aid that doesn't have to be repaid	Federal Pell Grant	undergraduates	\$4,050	contact your financial aid office	FAFSA
	Federal Supplemental Educational Opportunity Grant	undergraduates	\$4,000	contact your financial aid office	FAFSA
	Cal Grant A Entitlement and Competitive Awards	undergraduates	\$8,322	March 2 ■	FAFSA, verified GPA
	Cal Grant B Entitlement and Competitive Awards	undergraduates	\$8,322	March 2 ■	FAFSA, verified GPA
	Cal Grant A and B Transfer Entitlement Awards	California Community College students	\$8,322	March 2	FAFSA, verified GPA
	Cal Grant C	occupational, technical and career students	\$3,168	March 2	FAFSA, verified GPA
	University of California Student Aid	UC undergraduate/ graduate students	average grant award of \$3,430	contact your financial aid office	FAFSA
	State University Grant	CSU undergraduate/ graduate students	full systemwide fees	contact your financial aid office	FAFSA
LOANS Money you borrow that must be repaid, with interest	Federal Stafford Loan (subsidized and unsubsidized)	undergraduate/ graduate students	U - \$2,625-\$5,500 G - \$8,500	contact your financial aid office	FAFSA and Master Promissory Note
	Additional Unsubsidized Federal Stafford Loan	undergraduate/ graduate students	U - \$5,000 G - \$10,000	contact your financial aid office	FAFSA and Master Promissory Note
	Federal PLUS Loan	parents of dependent students	†	contact your financial aid office	PLUS Loan Application and Promissory Note
	Federal Perkins Loan	undergraduate/ graduate students	U - \$4,000 G - \$6,000	contact your financial aid office	FAFSA and Master Promissory Note
	Private Loans	students and parents	varies	contact your lender or college	Loan Application and Promissory Note
	Federal Consolidation Loan	borrowers of federal loans	††	contact your lender	Loan Application and Promissory Note

MAJOR FINANCIAL AID PROGRAMS

- Community college students have a second deadline of September 2 for Cal Grant A & B Competitive awards
- Contact your financial aid office or the California Student Aid Commission
- † Loan amount limited to college costs minus financial aid
- †† Refinance outstanding federal student loans into one loan to make repayment more manageable
- * Applications available February 1 from high schools
- ** Applications available March 1 from schools with approved teaching credentialing programs



	program	who can apply	annual awards up to...	filing deadline	forms required
WORK-STUDY Money for college that you earn	Federal Work-Study	undergraduate/ graduate students	contact your financial aid office	contact your financial aid office	FAFSA
	College Work-Study/Student Employment Programs	undergraduate/ graduate students	contact your financial aid office	contact your financial aid office	FAFSA
SPECIAL PROGRAMS	Robert C. Byrd Honors Scholarship	graduating high school seniors	\$1,500	nominations by April 15	Application Form*
	Child Development Grant	undergraduates	\$1,000-\$2,000	June 1	FAFSA and Application Form ■■
	Law Enforcement Personnel Dependents Grant	surviving spouses and dependents of peace officers	same as Cal Grant awards for each segment	applications accepted throughout the year	FAFSA and Application Form ■■
	California Chafee Grant	current and former foster youth	\$5,000	go to www.chafee.csac.ca.gov	FAFSA and Application Form
	Alan Patee Scholarship	surviving dependents of police or firefighters	waives registration fees at UC and CSU	contact your bursar's or registrar's office	contact your bursar's or registrar's office
	Community College Board of Governors' Fee Waiver	California Community College students	waives registration fees	applications accepted throughout the year	FAFSA or Fee Waiver Application
	Educational Opportunity Program	UC and CSU undergraduates	\$1,000	contact your financial aid office	contact your financial aid office
	Extended Opportunity Programs and Services	California Community College students	\$900	contact your financial aid office	contact your financial aid office
	Cooperative Agencies Resources for Education	California Community College students	contact your financial aid office	contact your financial aid office	contact your financial aid office
	Assumption Program of Loans for Education	K-12 and math and science teacher candidates, out-of-state teachers	\$19,000 (for four years of service)	nominations by June 30	Application Form**
	State Nursing Assumption Program of Loans for Education	nursing students who agree to teach nursing at the college level	\$25,000 (for five years of service)	go to www.csac.ca.gov	Application Form
	Institution-based scholarships, grants, work-study, loans	undergraduate/ graduate students	contact your financial aid office	contact your financial aid office	contact your financial aid office

D. Chafee Website Screen Shot

California Student Aid Commission
California Chafee Grant Program

<http://www.chafee.csac.ca.gov>


Welcome to the California Chafee Grant Program!

It's easy to apply!


The California Student Aid Commission (Commission) and Department of Social Services are pleased to announce that funding will continue for the California Chafee Grant Program for the 2005-06 academic year.

NOTE: Renewal students (students who applied for the Chafee Grant for 2003-04 or 2004-05) do not need to submit another Chafee application. If you've moved, changed your name, or transferred schools, please contact the Commission to update these changes at (888)224-7268 or download the Renewal Change Form and send/fax it to the Commission.

Just a reminder - be sure to complete a 2005-06 Free Application for Federal Student Aid (FAFSA) as soon as possible either by paper form or online at www.fafsa.ed.gov. Students without a Social Security number, or who are unable to complete a FAFSA, may contact the Commission for further instructions and assistance.



- [California Chafee Grant Program Online Application](#)
NOTE: Must be enrolled in an accredited college to apply.
- [California Chafee Grant Program Application Academic Year 2005-2006](#)
- [California Chafee Grant Program Application Academic Year 2005-2006 \(black and white version\)](#)
- [Renewal Change Form](#)
- [California Chafee Grant Program Frequently Asked Questions Academic Year 2005-2006](#)
- [2005-06 Chafee ILP Certification Form](#)

 Privacy Policy
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California Student Aid Commission California Chafee Grant Program

Student Application

- ☐ The following information is needed so that your application may be considered for the foster youth California Grant Program.
- ☐ The California Chafee Grant Program gives free money to current or former foster youth to use for vocational school training or college courses.

If you are an undocumented student, please select the box: ☐

SSN:
Last Name: First Name: MI:
Address: Home Phone: () -
City: Work Phone: () -
State: Zip: E-Mail:
Replace any prior address? ☐ Yes ☐ No

Foster Care County:

School of Attendance:
If you can not find your school in the drop down list above, enter the name, city and state in the boxes below.

School Name: City: State:

Degree Goal: Educational Level:

Major:

Are you eligible to receive an emancipated foster youth stipend or independent living program(ILP) funds? ☐ Yes ☐ No

Have you completed a Free Application for Federal Student Aid (FAFSA)? ☐ Yes ☐ No

(The 2005-06 FAFSA must be completed prior to receiving any Chafee Grant funds. The 2005-06 FAFSA can be filed on-line at www.fafsa.ed.gov)

How did you find out about the Chafee Grant Program?

I declare under penalty of the laws of the State of California and of the United States that this form has been examined by me and to the best of my knowledge and belief is true, correct and complete.

I authorize the Commission to receive and to release my student records, information regarding this application, including confidential information, and other information I have provided concerning my application with institutions and appropriate public and private agencies.

☐ I agree



E. FAFSA Website Screen Shot


Free Application for Federal Student Aid (FAFSA)

Student completes the FAFSA








- **Complete and submit on-line:
www.fafsa.ed.gov**
- or**
- **Submit paper application**

6/07 school year applications are now available, 07/08 will become available January 2008

<http://www.fafsa.ed.gov>



FREE APPLICATION FOR FEDERAL STUDENT AID

U.S. Department of Education **FREE** Application for Federal Student Aid Web Site

FAFSA ALERTS:

Application Deadlines:
 Submit 2005-2006 FAFSA on the Web Applications by **midnight Central Daylight time**, June 30, 2006.
 Submit 2006-2007 FAFSA on the Web Applications by **midnight Central Daylight time**, July 2, 2007. [More>>](#)

Scheduled Maintenance:
 FAFSA on the Web will be unavailable on every Sunday from 5 a.m. to 11 a.m. (Eastern Standard Time). We apologize for any inconvenience this may cause. [More>>](#)

Before Beginning a FAFSA

Get organized!
 To simplify filling out the application, gather the required documents and other information.

- ▶ FAFSA on the Web Worksheet
- ▶ Find my school codes
- ▶ Students and Parents apply for a PIN
- ▶ Check Application Deadline Dates

Filling Out a FAFSA

Fill out the application!
 FAFSA has seven steps that ask about you, your school plans, financial information and more.

- ▶ Fill out a FAFSA
- ▶ Llenar la FAFSA en español
- ▶ Fill out a Renewal FAFSA
- ▶ Llenar la FAFSA de Renovación en español
- ▶ Continue working on a saved FAFSA
- ▶ Sign Electronically with your PIN

FAFSA Follow-up

Find your FAFSA online!
 You can go back to your FAFSA to check status, make corrections to a processed FAFSA and get other information.

- ▶ Check status of a submitted FAFSA or Print Signature page
- ▶ Make Corrections to a Processed FAFSA
- ▶ View and Print your Student Aid R

F. Money for College: Cal Grant

Cal Money for College Grant

Cal Grant Awards guaranteed for students who qualify

College is now more affordable than ever for students with good grades and financial need. The best part is that Cal Grants cost nothing to apply for and do not have to be repaid!

Students who meet the following criteria are guaranteed grants:

Cal Grant A Entitlement Awards

Requirements include financial and basic eligibility (see box lower right), and a minimum 3.0 grade point average (GPA). Students must apply by March 2nd either the year they graduate from high school or the following year. This Entitlement Award provides for fees at the California State University and the University of California, as well as tuition support at private California colleges and universities.*

Cal Grant B Entitlement Awards

Requirements include financial and basic eligibility and a minimum 2.0 GPA. Students must apply by March 2nd either the year they graduate from high school or the following year. This Entitlement Award provides up to \$1,551 for books and living expenses for students in their first year of college.

For the second and subsequent years, the award also helps pay for tuition and fees at the California State University and the University of California, as well as tuition support at private California colleges and universities.*

California Community College Transfer Entitlement Awards

Students who meet financial and basic eligibility requirements, have a minimum 2.4 GPA from a California Community College, were California residents when they graduated from high school, and graduate from high school July 1, 2000, or later are

eligible for this award when transferring from a community college to a four-year institution. This Entitlement Award is offered to California Community College students who were awarded a Cal Grant within a year of graduating from high school, but certain eligibility requirements apply at the time of transfer from a California Community College to most four-year colleges or universities in California.

Basic Cal Grant eligibility requirements

All Cal Grant applicants must:

- Be California residents
- Be U.S. citizens or eligible non-citizens
- Meet U.S. Selective Service requirements
- Attend a qualifying California postsecondary institution
- Be enrolled at least half-time
- Maintain satisfactory academic progress as defined at the school of attendance
- Have family income and assets below the established ceilings
- **Not** be in default on any student loan
- **Not** owe any federal or state grant refund

*Students attending a California Community College may have their fees waived through the Board of Governor's Fee Waiver Program (BOGFW). Contact your local community college financial aid office for more information.

Everyone should apply!

Everyone should apply!

All students are encouraged to apply for financial aid, even if their family income and assets are above the ceilings.

Many things can happen, between the time the FAFSA is submitted and the start of school, that can dramatically change a family's situation, including illness or layoff.

Other Cal Grant Programs

Cal Grant A and B Competitive Awards

Students who are not eligible for a Cal Grant Entitlement Award may compete for a Cal Grant A or B Competitive Award.

These awards are similar to the Cal Grant A and B Entitlement Awards, except that they are not guaranteed. Each year, 22,500 awards are available. Of these, 11,250 awards are available to students who do not qualify for an Entitlement Award, but who file by the March 2 deadline and meet Competitive eligibility criteria. These criteria are geared toward nontraditional students and take into consideration family income, parent's educational level, GPA, time out of high school, high school performance standards and other factors, such as whether the student comes from a single-parent household or is a former foster youth.

California Community College students can compete for the remaining 11,250 awards during the September 2nd application deadline period.

Cal Grant C Awards

Cal Grant C Awards are available to assist students with tuition, fees and training costs for occupational or vocational programs. The \$576 Cal Grant C Award provides for books, tools and equipment.

Students planning to attend a school other than a California Community College may also receive up to \$2,592 in assistance.

To qualify for Cal Grant C Awards, students must meet basic eligibility requirements and be enrolled in a vocational program that is at least four months in length.

For more information on Cal Grants

Visit the California Student Aid Commission Web sites at:

www.csac.ca.gov or www.calgrants.org

Call the Commission's Student Support Service staff at:

888-224-7268 (that's 888-CA-GRANT)

Write to us at:

California Student Aid Commission
P.O. Box 419027

Rancho Cordova, CA 95741-9027

Email us at:

studentsupport@csac.ca.gov

For a list of Cal Grant eligible schools:

Log on to the Commission's Web site and click on: *Search for a Cal Grant Eligible School*

To find income and asset ceilings: On the Commission's Web site, click on *Income and Asset Ceilings*.

How to apply for a Cal Grant!

To apply for a Cal Grant, students do two things:

- submit a Free Application for Federal Student Aid (FAFSA), *and*
- file a Grade Point Average (GPA) Verification Form, or *make sure* their high school or college has filed the GPA on their behalf.

When to apply—Each January 1 is the application period when students can file their FAFSA online at www.fafsa.ed.gov or file a paper FAFSA. Students may obtain a paper FAFSA from their high school counselor, college financial aid office or download it from either of the Commission's Web sites, at left.

Deadlines—Both the FAFSA and Verification Form must be submitted post-marked, no later than **March 2**. California Community College students have a second chance to apply by the September 2 deadline.

Get a FAFSA PIN now:

To file a FAFSA online, each student needs a personal identification number, or PIN, and the parent or dependent student needs a PIN, too.

Students and parents may log on to the Internet, go to www.fafsa.ed.gov, click on *Getting Started* and follow the prompts. *It's fast and easy.*



This flyer provides general information. If there is any difference between the information in this flyer and California law, California law will apply.

This flyer may be reproduced or placed on your Web site.

G-185 (01-06) 90K

G. Your GED Can Open the Door to Higher Education...A Cal Grant Can Help You Get There



Your GED can open the door to higher education...

A Cal Grant can help you get there.

Money for college is available to those who apply and qualify.



Basic Cal Grant requirements

All Cal Grant applicants must:

- Be California residents
- Be U.S. citizens or eligible non-citizens
- Meet U.S. Selective Service requirements
- Attend a qualifying college, university or job training school
- Be enrolled at least half-time
- Maintain satisfactory academic progress as defined at your school
- Have family income and assets below the ceilings
- Not be in default on any student loan
- Not owe any federal or state grant refund

To obtain a FAFSA, contact the California Student Aid Commission or the financial aid office of any college, university or job training school you want to attend.



Here's what you can get

Cal Grant Entitlement Award

To receive this award, all you need to do is get your GED, show that you have financial need by filling out a FAFSA, and meet some basic requirements. See the Basic Cal Grant Requirements for details.

Some awards provide up to \$1,551 for books and living expenses for your first year at a California Community College (CCC), California State University (CSU) or University of California (UC) campus. For example, combined with other campus-based financial aid, you can pay for most of your expenses at a CCC. Beginning with your second year, these awards also help pay for your tuition and fees at public or private four-year colleges or other job training schools.

Other awards will pay for your full fees at a CSU or UC campus, or pay for part of your tuition or fees at private California colleges and universities.

Cal Grant C Award

If you are interested in job training or getting an occupational certificate, a Cal Grant C award can help get you there. Cal Grant C awards will pay for your tuition, fees and training. You can get up to \$576, free, for the things you'll need. If you're thinking about going to a school other than a California Community College, you may also get up to \$2,592! To get this money, you need to meet some basic requirements and be enrolled in a program that is at least four months long.



California Student Aid Commission
P.O. Box 419030
Fletcher Cordova, CA 95741-9030
www.csaac.ca.gov

G-75 (02-03 New) 50K



Congratulations, now that you have completed your GED, it's time to take the next step!

Higher education or job training is possible for you. Invest in yourself — two-year, four-year, public, private, occupational certificate or community college. You choose, and we'll help you pay for it with a Cal Grant!

The Cal Grant Program, administered by the California Student Aid Commission, provides money to thousands of college or job training students each year. College or job training schooling is now more affordable for students with a GED and financial need. The best part is that Cal Grant cash costs nothing to apply for and does not have to be repaid!

Just two steps

To find out if you qualify for a Cal Grant, you need to take two steps: complete and submit a Free Application for Federal Student Aid (FAFSA) and send a copy of your GED test scores or Certificate to the Commission. Be sure to send in both by March 2.

If you don't get a chance to apply this year, don't worry. You have another chance next year, within about a year after you get your GED. But, you must apply between January 1 and the March 2 deadline!

Two steps lead automatically to other kinds of money

When you fill out and submit a FAFSA and send in a copy of your GED certificate, you may also qualify to get other types of financial aid. Some kinds of money you don't need to pay back, like a Pell Grant; and some must be repaid, like a student loan.

The kinds of financial aid you receive while attending a college or job training school will depend on the "financial aid package," or different kinds of free and borrowed money, that you will receive from the college or job training school you chose to attend.

So, apply to a college or job training school and apply for a Cal Grant and other financial aid, and train for that great job you want.

More financial aid information:

Get full instructions and fill out and submit your FAFSA online:
www.fafsa.ed.gov

More information for parents and students on planning and paying for college or job training.
www.californiacolleges.edu

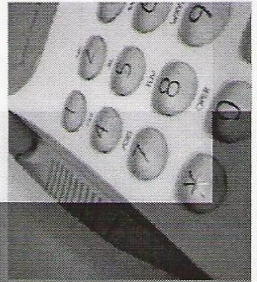
Find out about the California State University system at:
www.calstate.edu

Find out more about the University of California system at:
www.ucop.edu

Find out more about independent colleges and universities at:
www.aiccu.edu

Find out about the California Community College system at:
www.cccco.edu

Find out where the jobs are now and where they will be tomorrow.
www.edu.cahwnet.gov



Learn more about private scholarships at:
www.fastweb.com

Browse the biggest database on private sources of financial aid at:
www.fastweb.com

Learn more about college life and how to estimate the family contribution to your financial aid at:
www.finaid.org

At this site, you can enter your job and education goals and get a list of colleges and career schools that can help you. Go to:
www.nces.ed.gov/ipeds.cool

For more information on Cal Grants and filling out the forms:

Call a Commission customer service representative
Toll-free at 1-888-CA GRANT
(1-888-224-7268)

We have representatives who can talk with you in several languages.

Write to the Commission at:
California Student Aid Commission
Grant Programs Customer Service
P.O. Box 419027
Rancho Cordova, CA 95741-9027

Email the Commission at:
custsvcs@csac.ca.gov

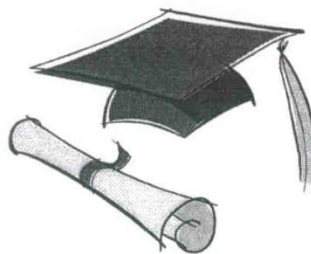
Visit the Commission Web site at:
www.csac.ca.gov

H. GRADUATION REQUIREMENTS⁸⁵

Graduation Requirements

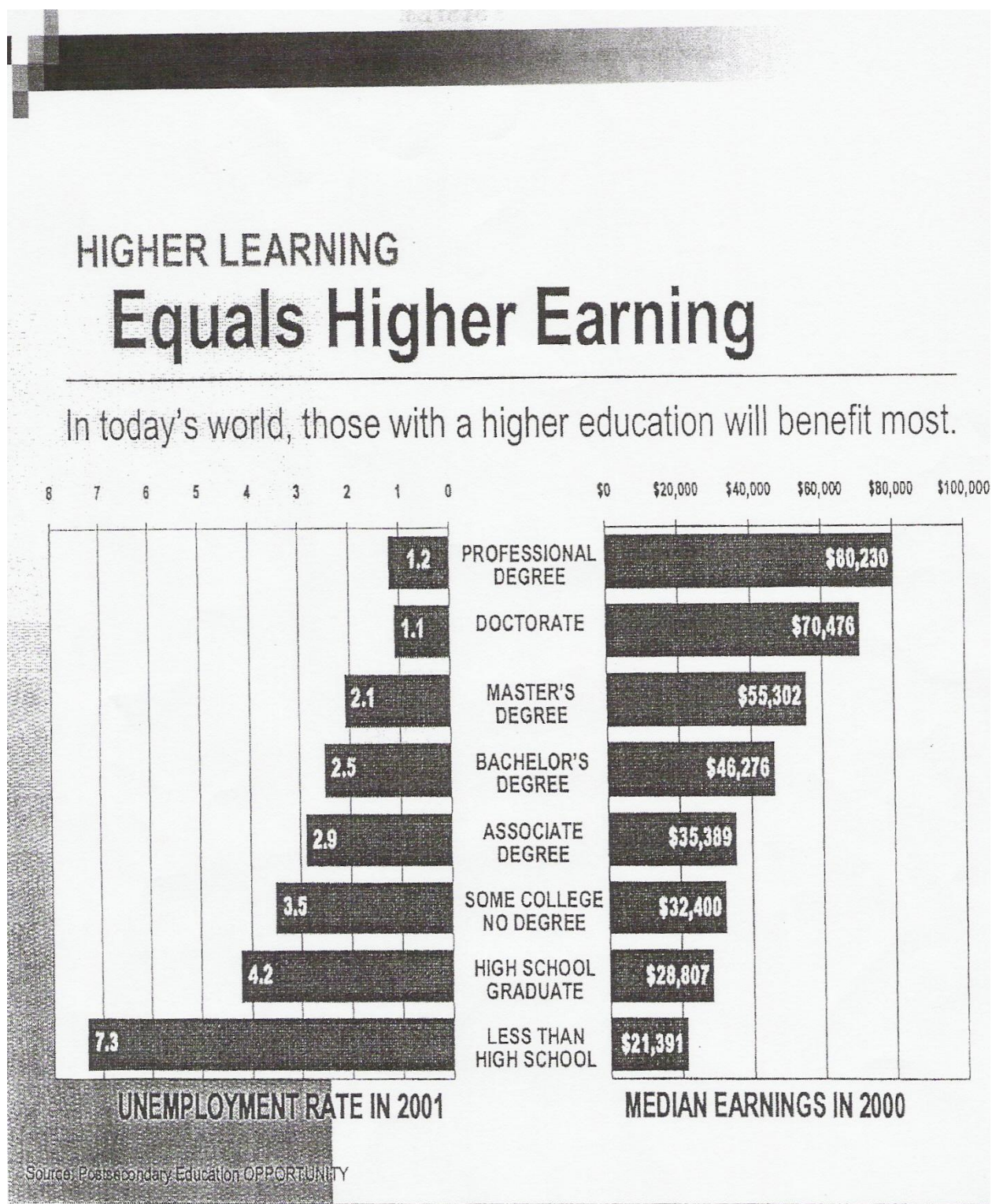
■ English	40 Credits
■ Social Studies	30 Credits
■ Science	20 Credits
■ Math	20 Credits
■ Fine Arts	20 Credits
■ Health	5 Credits
■ PE	20 Credits
■ Electives	70 Credits

Total= 225 Credits



⁸⁵ Bristow, K. (2006). "College Handbook. Contra Costa County ILSP.

I. HIGHER LEARNING EQUALS HIGHER EARNING⁸⁶



⁸⁶ Bristow, K. (2006). "College Handbook. Contra Costa County ILSP.

J. TYPES OF SCHOOLS⁸⁷

Types of Schools

- Vocational School
- Community College
- California State University (CSU)
- University of California (UC)
- Private Colleges



⁸⁷ Bristow, K. (2006). "College Handbook. Contra Costa County ILSP.

K. DIFFERING DEGREES⁸⁸

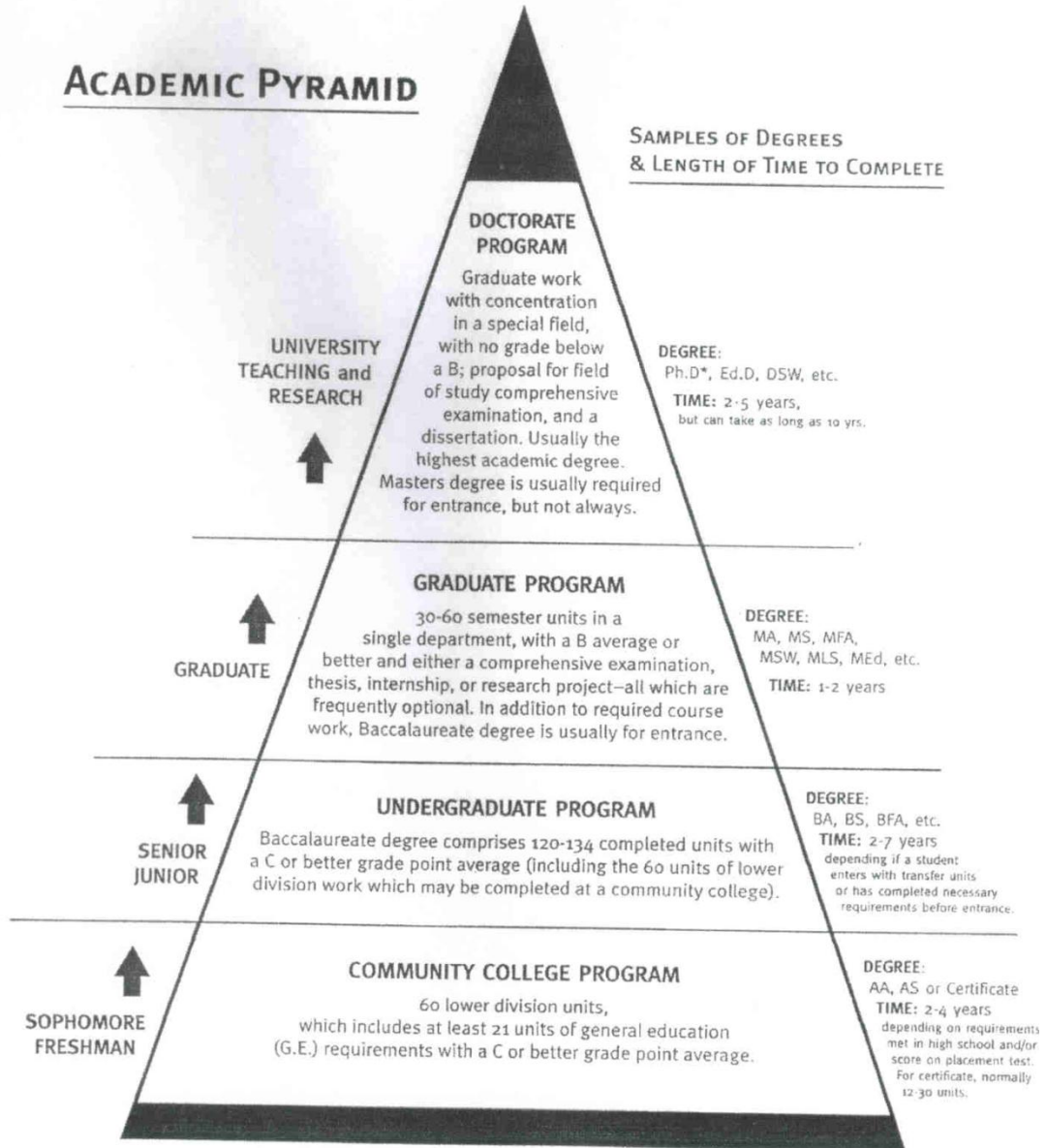
Differing Degrees

- Certificate of Achievement
- Associate of Arts (AA)
- Associate of Science (AS)
- Bachelor of Arts (BA)
- Bachelor of Science (BS)
- Master of Arts (MA)
- Master of Science (MS)
- PhD, PsyD, MD, JD...etc.



⁸⁸Bristow, K. (2006). "College Handbook. Contra Costa County ILSP.

L. ACADEMIC PYRAMID⁸⁹



**Regarding Doctor of Philosophy, one can take a Ph.D in any field from Anthropology to Zoology.
(Note: Medieval universities grouped all such secular subjects under the heading of philosophy to distinguish them from professional doctorates in theology, law, and medicine.)*



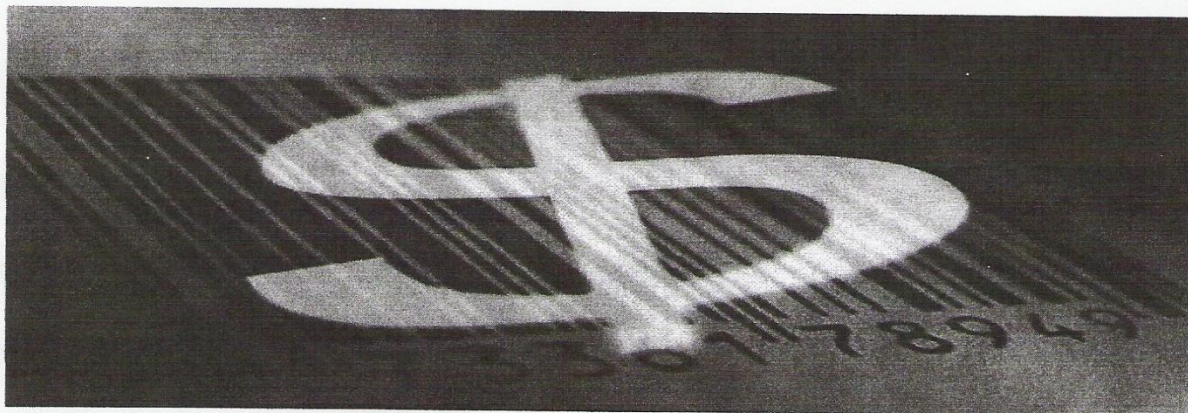
Office of Outreach and Recruitment Services
City College of San Francisco
50 Phelan Avenue, Science Hall 121

⁸⁹ Bristow, K. (2006). "College Handbook. Contra Costa County ILSP.

M. SAMPLE FINANCIAL AID AWARD LETTER⁹⁰

Sample Financial Aid Award Letter

	Fall Semester						Spring Semester					
	AUG	SEP	OCT	NOV	DEC	Semester Total	JAN	FEB	MAR	APR	MAY	Yearly Total
Pell Grant	\$490	\$490	\$490	\$490	\$490	\$2,450	\$490	\$490	\$490	\$490	\$490	\$4,900
Cal Grant B		\$387.5		\$387.5		\$775		\$387.5		\$387.5		\$1,550
Chafee Grant	\$500	\$500	\$500	\$500	\$500	\$2,500	\$500	\$500	\$500	\$500	\$500	\$5,000
EOPS Grant		\$150		\$150		\$300		\$150		\$150		\$600
Monthly Totals	\$990	\$1,527.5	\$990	\$1,527.5	\$990	\$6,000	\$990	\$1,527.5	\$990	\$1,527.5	\$990	\$12,000



⁹⁰ Bristow, K. (2006). "College Handbook. Contra Costa County ILSP.

N. COLLEGE CHECKLIST⁹¹

College Checklist



- ☐ Fill out your FAFSA and Chafee Grant.
- ☐ Turn in Admissions Application at the Admissions Office. *(If you're still in high school get a Concurrent Enrollment Form from your Principal.)*
- ☐ Get GPA Verification Form from your high school.
- ☐ Take Assessment Tests at the Assessment Center
- ☐ Turn in Foster Care Letter to the Financial Aid Office.
- ☐ Turn in BOG Waiver to the Financial Aid Office.
- ☐ Turn in EOPS Application to the EOPS Office.
- ☐ Get Class Schedule and Catalog from Bookstore and sign up for orientation.
- ☐ Make an appointment in the Counseling Center.
- ☐ Use Schedule and Catalog to register for classes

⁹¹ Bristow, K. (2006). "College Handbook. Contra Costa County ILSP.

6. Contact Information

A. County Independent Living Programs (ILP) Coordinators Contact List

Independent Living Program, County Coordinators

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Sue Hance, Social Services Consultant	(916) 653-6260	susan.hance@dss.ca.gov
Donna Lewis, Special Projects Analyst	(916) 654-1426	donna.lewis@dss.ca.gov
Vebra Switzer, ILP Coordinator	(916) 654-2572	vebra.switzer@dss.ca.gov
Marsha Tagawa, ILP Coordinator	(916) 657-3329	marsha.tagawa@dss.ca.gov

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www.dss.cahwnet.gov and www.childsworld.ca.gov

To use the hyperlinks below, please hold down your CTRL key and click on the letter with your mouse:

[A](#) [B](#) [C](#) [D](#) [E](#) [F](#) [G](#) [H](#) [I](#) [J](#) [K](#) [L](#) [M](#) [N](#) [O](#) [P](#) [Q](#) [R](#) [S](#) [T](#) [U](#) [V](#) [W](#) [X](#) [Y](#) [Z](#)

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Chellie Gaters

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LOS ANGELES – ESD Metroplex Office

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2006-2007

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