

*Vision*

*To provide comprehensive services to improve attendance, educational achievement  
and social-emotional  
well being for all youth in foster care.*



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April 8, 2015



Los Angeles Unified School District

# Purpose



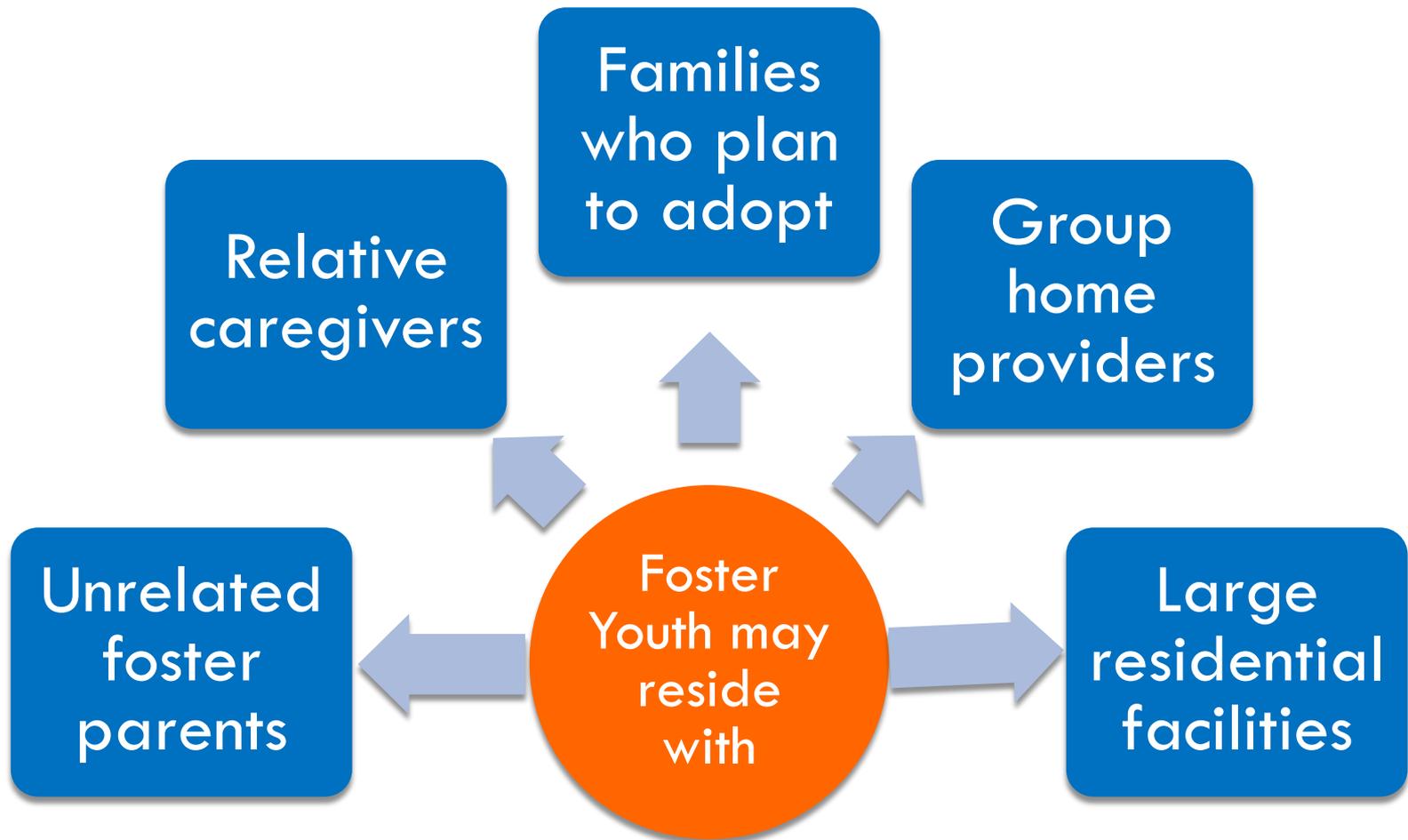
In this presentation you will learn:

- About the LAUSD foster care population and the related challenges for students
- Legislation and district policy specific to foster youth
- The services and responsibilities of the new Foster Youth Achievement Program and how to obtain resources and assistance

INTRODUCTION TO FOSTER YOUTH  
DATA AND STATISTICS: LOS ANGELES COUNTY  
AND LOS ANGELES UNIFIED SCHOOL DISTRICT

Foster Youth in Our Schools

# Types of Foster Care Placements



# Nationwide Research Shows

## Students in foster care:

- Experience much higher rates of school mobility than other students
- Have higher rates of absenteeism
- Perform lower on state testing
- Are twice as likely to be eligible for special education services
- Only 58% graduate from high school as compared to the statewide average of 84%
- In California, less than 3% go on to earn a college degree

# Children in Foster Care-Los Angeles County

In Los Angeles (L.A.) County, there are **28,000** children in foster care.

- 38% of California's foster care population is in L.A. County
- Nearly 2,000 youth are enrolled in extended foster care in L.A. County (foster care after age 18)
- 43% of foster children in L.A. County live with a relative and more than half are not eligible for federal foster care funding



# LAUSD Foster Youth by Grade Level

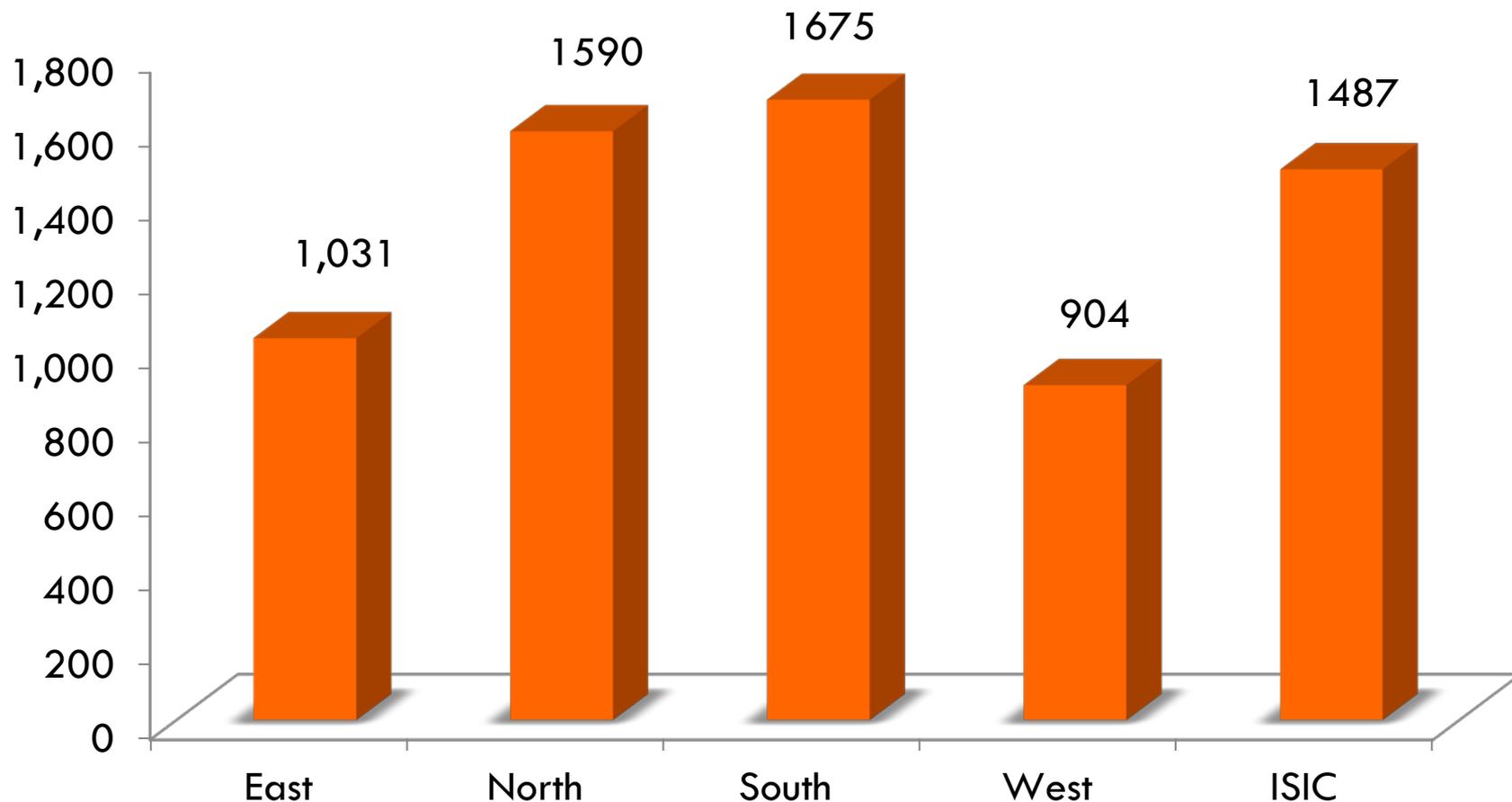
October 2014

Early Education Centers	292
Elementary Schools	4919
Middle Schools	1354
High Schools	1831
<b>Total</b>	<b>8,396</b>

*School-Based Support Determined By Need*

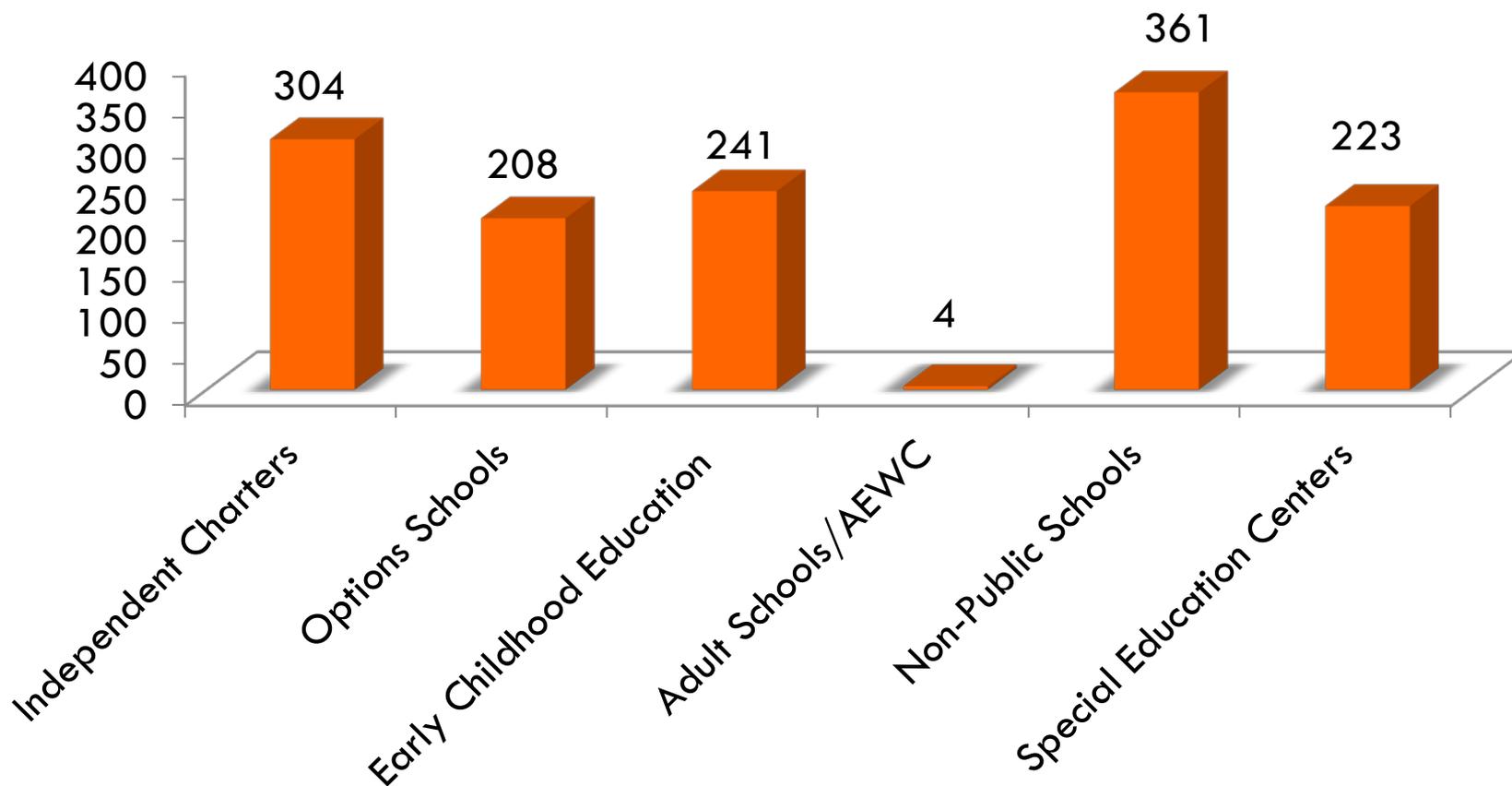
# LAUSD Foster Youth – November 2014

## Number of Foster Youth by ESC

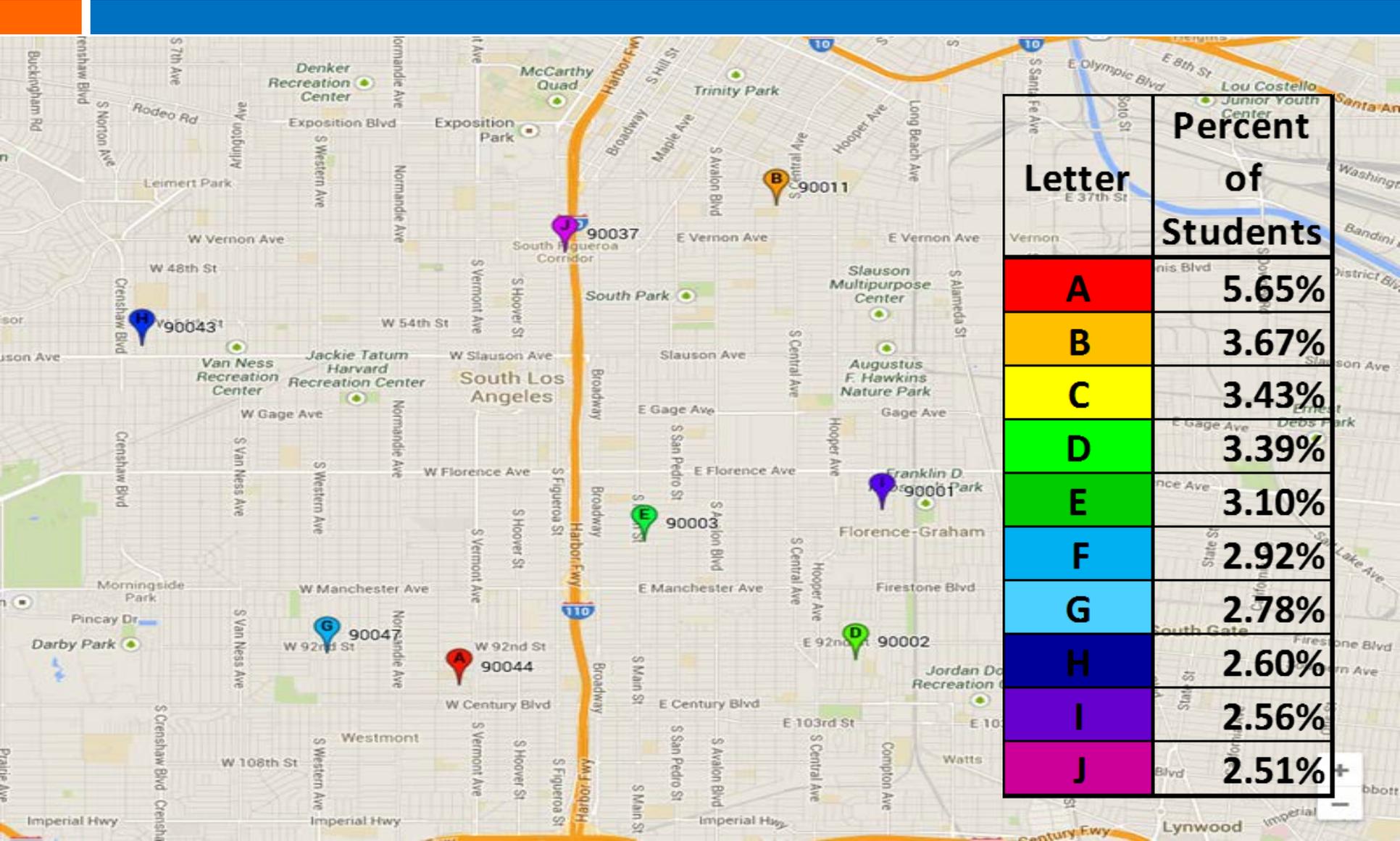


# LAUSD Foster Youth – November 2014

## Foster Youth In Other Schools/Programs

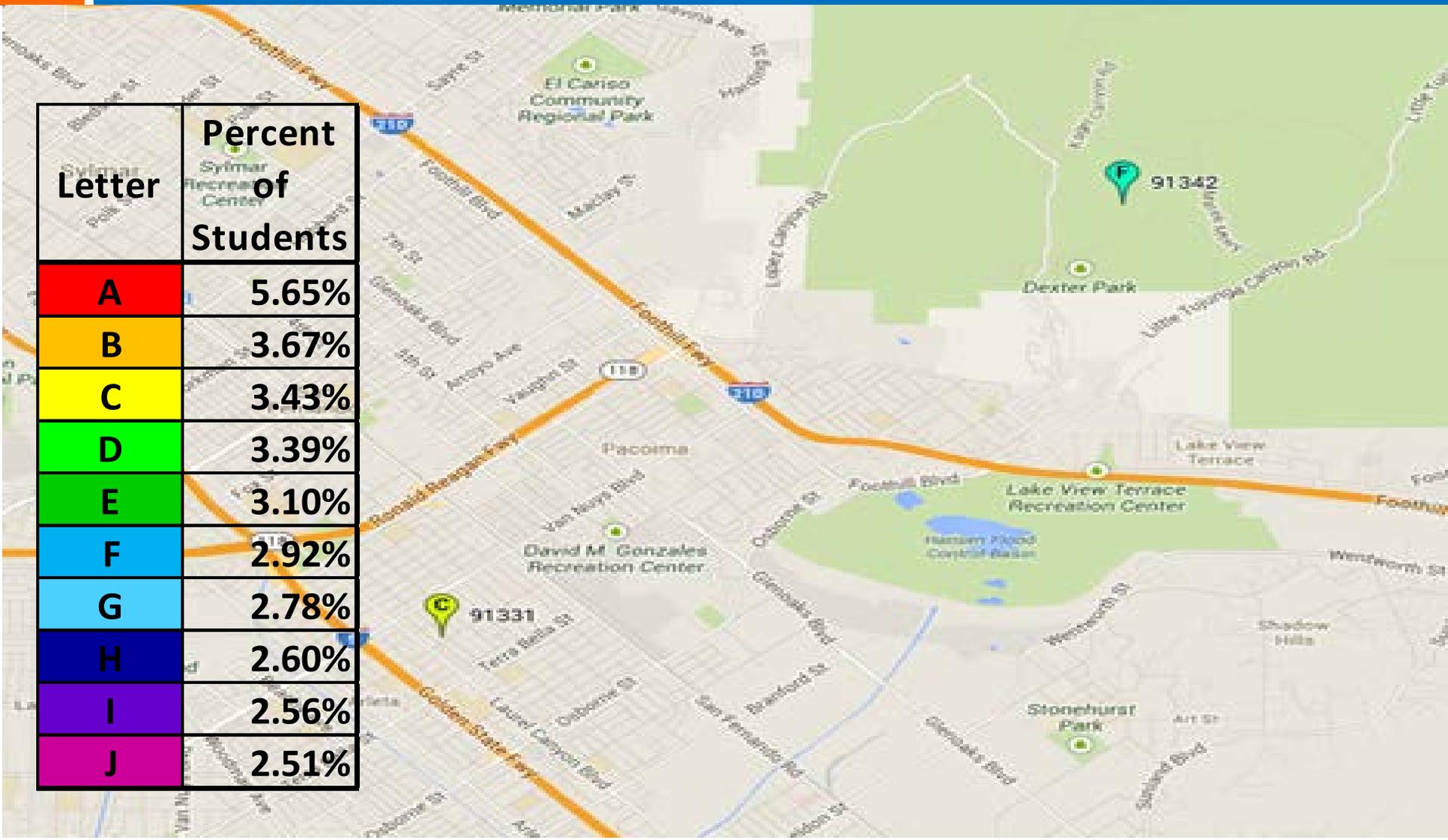


# Zip Codes with Highest Number of Students in Foster Care



# Zip Codes with Highest Number of Students in Foster Care – Cont.

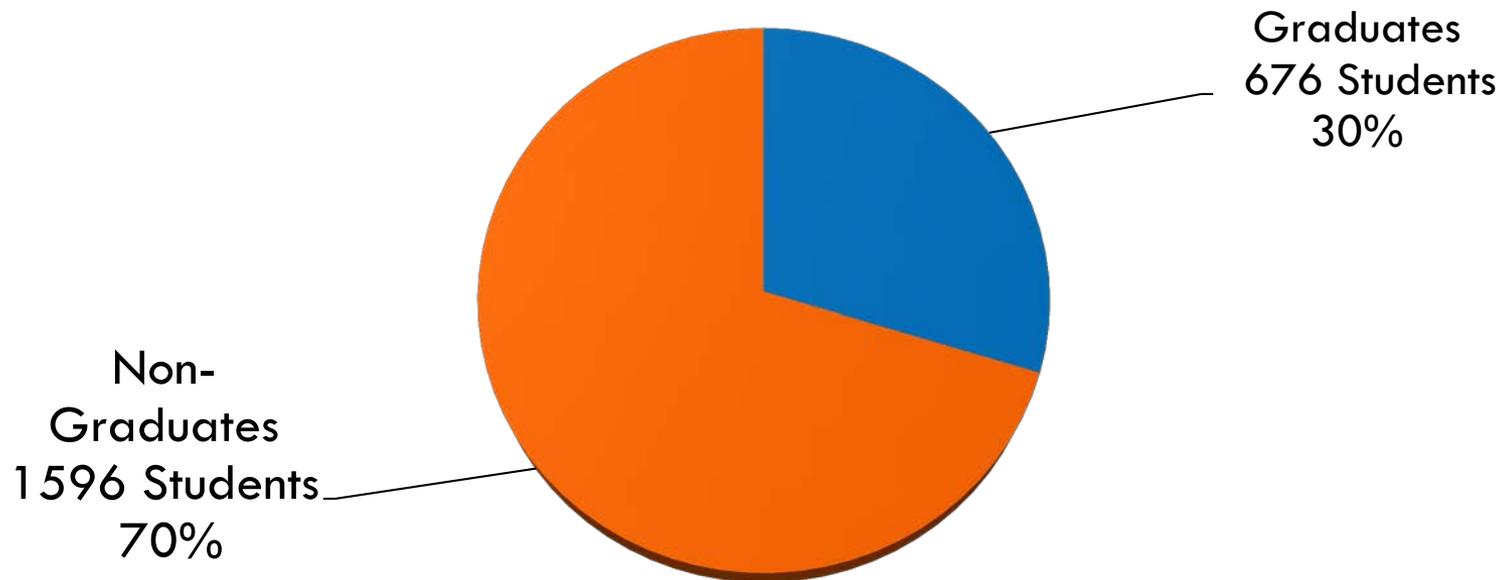
Letter	Percent of Students
A	5.65%
B	3.67%
C	3.43%
D	3.39%
E	3.10%
F	2.92%
G	2.78%
H	2.60%
I	2.56%
J	2.51%



# Graduation Rates (2013-2014)

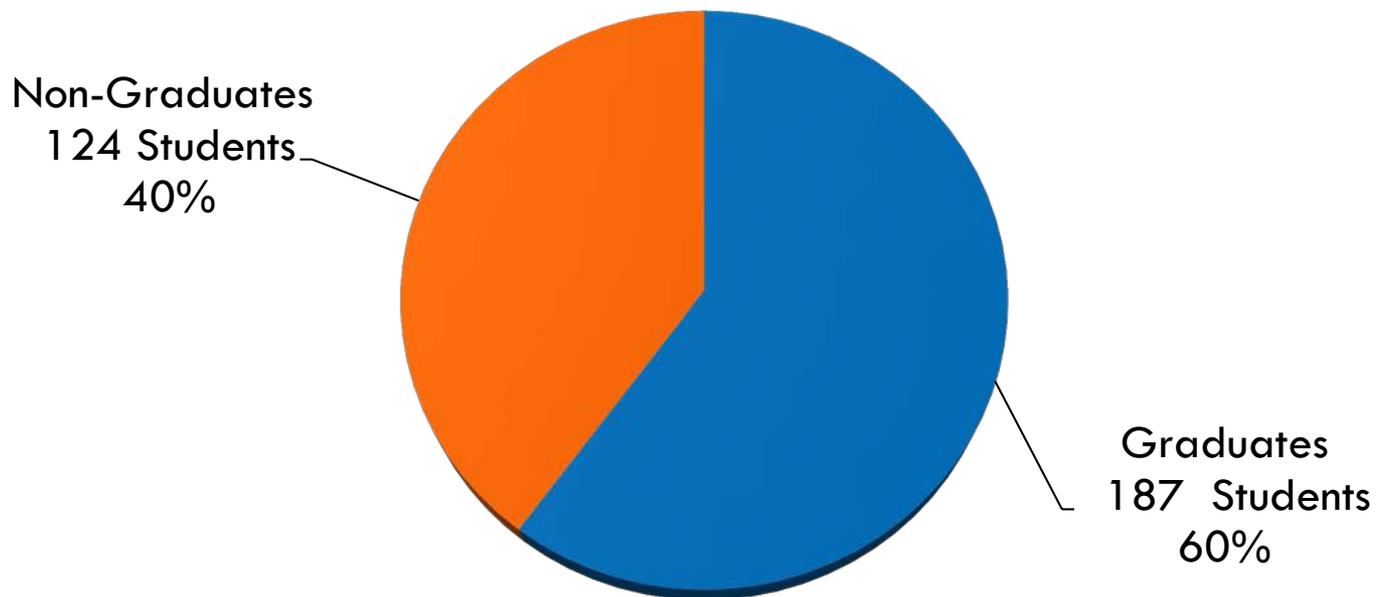
## Cohort Graduation Rate

Cohort based on any student identified as  
Foster Youth from  
9th -12<sup>th</sup> grade  
2010-2011 - 2013-2014



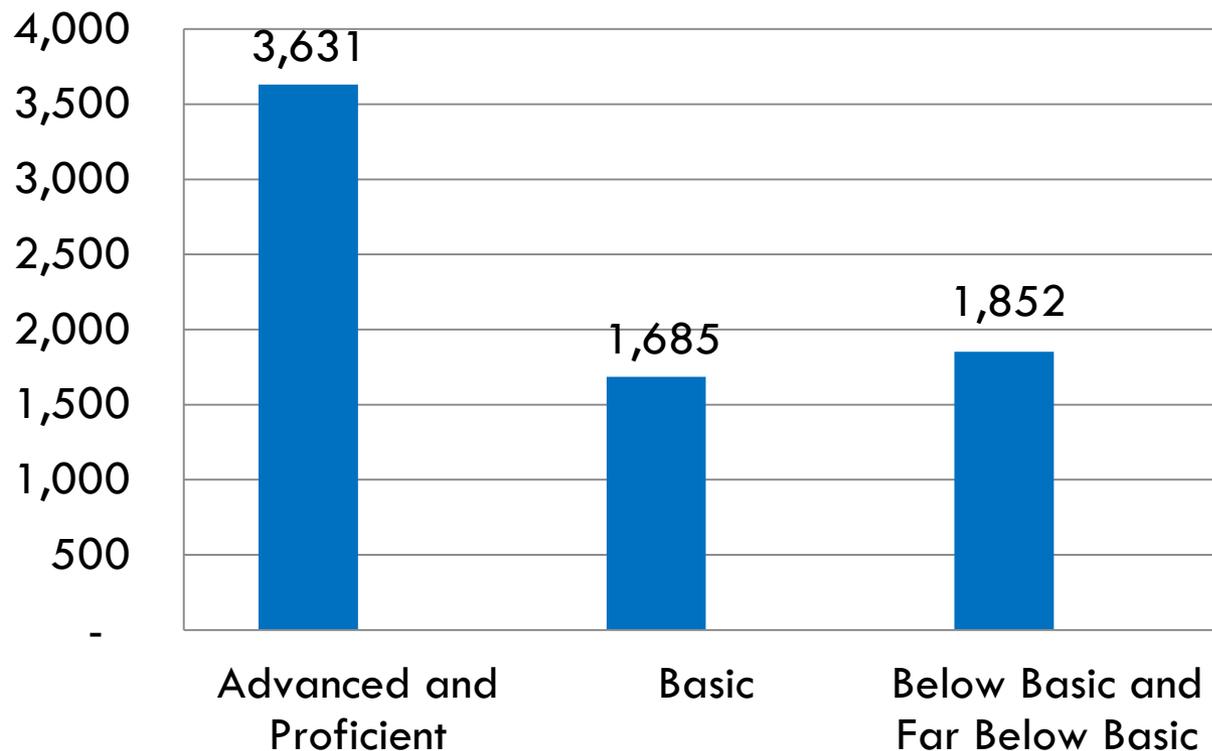
# Graduation Rates (2013-2014)

## Graduation Rate Class of 2014 311 Seniors



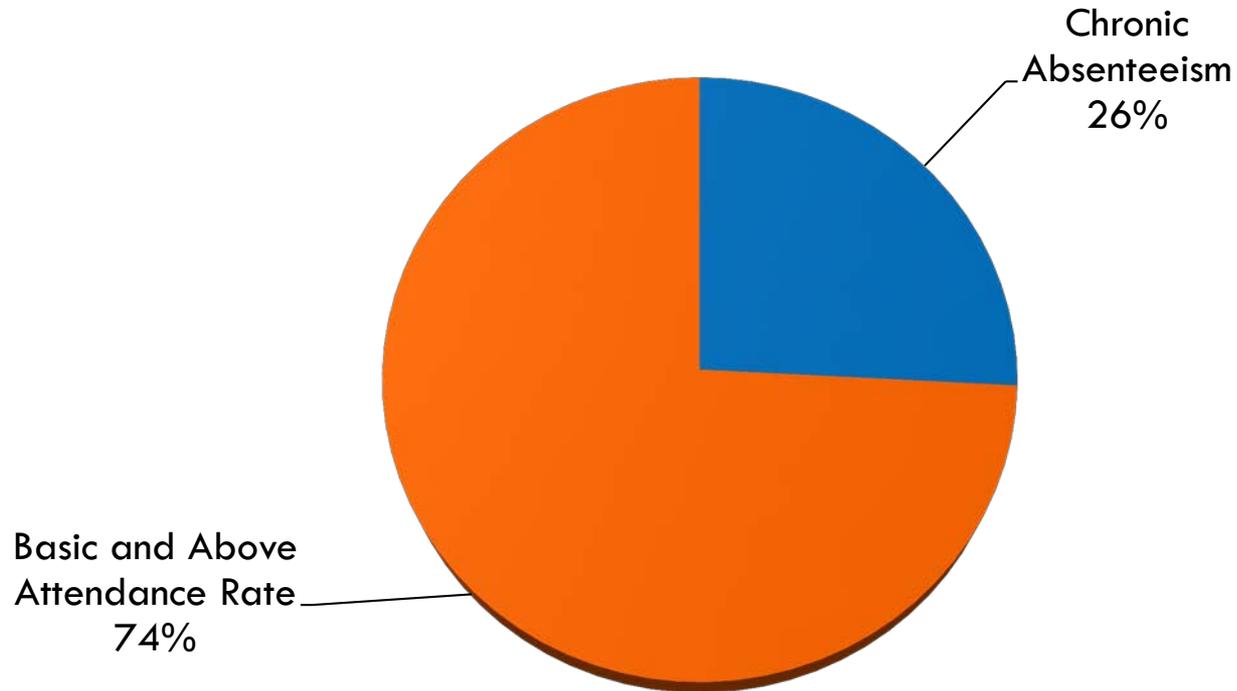
# Attendance Rates (2013-2014)

**Attendance Bands for Foster Youth  
2013 -2014**



# Chronic Absenteeism (2013-2014)

## Chronic Absenteeism Rates for Foster Youth 2013-2014





# Suspensions (2013-2014)

## Suspensions (Out-of-School)

Suspension Events	273
Suspension Rate	3.6%
Total Days Suspended	417

# Barriers to School Success



Some identified barriers to school success are:

- Being removed from their homes and communities
- Separation from siblings
- Unpredictable, frequent changes in homes and schools
- Having the Department of Children and Family Services (DCFS) and the court system involved in all aspects of their lives

# Adult Outcomes for Foster Youth

Within the first 2-4 years after transitioning out of foster care:

- Only 25% are consistently employed
- 68% receive public assistance
- 27% of the homeless population spent time in foster care
- One in four will be incarcerated



McCoy-Roth, et. al, (2010), "Numbers of Youth Aging Out of Foster Care Continues to Rise; Increasing 64 Percent since 1999." Fostering Connections Resource Center. Child Welfare Information Gateway, (2012), "Foster Care Statistics 2009.", Pew Charitable Trust and Jim Casey Youth Opportunities Initiative., (2007) "Time for Reform: Aging Out and On Their Own," Pecora, et. al, (2005), "Improving family foster care: Findings from the Northwest Foster Care Alumni Study.", Casey Family Programs, Courtney, et. al, (2005), "Midwest Evaluation of the Adult Functioning of Former Foster Youth: Outcomes at Age 19," Chapin Hall Center for Children at the University of Chicago, Smith et. al, (2009), "The National Report on Domestic Minor Sex Trafficking: America's Prostituted Children." Shared Hope International, Independent Living Program Policy Unit, Child and Youth Permanency Branch, California Department of Social Services, (2002), "Report on the Survey of the Housing Needs of Emancipated Foster/ Probation Youth."

# EMOTIONAL EFFECTS



# Emotional Effects

## **Attachment Disorder Symptoms:**

- General Mistrust
- Defensive or hostile presentation
- Lack of eye contact
- Poor peer relationships
- Destructive to self, others, and material things
- Low impulse control
- Inappropriate emotional connections (i.e., indiscriminate affection or a significant lack of affection)

# Emotional Effects – Grief and Loss

## Grief and Loss

**Causes:** Detainment, moving foster homes, parent death, missing loved ones and/or missing the familiar.

### **Stages of Grieving:**

- Denial (Shock)
- Anger
- Bargaining
- Depression/Despair
- Acceptance (i.e., understanding, coping, managing the loss)

\*Grieving processes are often also experienced by teachers and classmates.

LEGISLATION

# Assembly Bill 490 (Effective January 1, 2004) & LAUSD Bulletin 787.1

- School Stability
- School of Origin
- Immediate Enrollment
- Partial Credits

# School Stability in School of Origin

Foster youth have the right to stay in their school of origin. The school of origin can be:

- The school of residence prior to detainment.
- The school in which the foster child was last enrolled.
- A school the foster child attended and feels most connected.



# Immediate Enrollment

**Foster Youth must be enrolled immediately with or without:**

- *Academic records*
- *Immunization records*
- *Proof of residency*
- *A school uniform*
- *A debt owed to a prior school*

# Partial Credits

- ❑ Schools must award foster youth full or partial credit for coursework completed, even if the student did not complete the whole course.
- ❑ Foster youth will not be required to retake or repeat any portions of a course already completed.
- ❑ Foster youth are allowed to take or retake a course to meet the eligibility requirements for admission to the California State University or University of California campuses.

# Calculation of Partial Credits

12 hours of instruction is equivalent to 1 credit

(the number of hours is based on a 60 minute hour)

Hours of Instruction	Number of Credits
12 – 23 Hours	1
24 – 35 Hours	2
36 – 47 Hours	3
45 – 54 Hours	4
55 - 60 Hours	5

# Uninterrupted Scholars Act – AB 643

Effective January 14, 2013

New Legislation

## Amends Family Educational Rights and Privacy Act (FERPA)

- The new amendment permits school districts to release education records to child welfare agencies (i.e., Department of Children and Family Services without prior consent of the parents).
- Eliminates the requirements that education agencies notify parents before records are released.
- A school can release records to a 3<sup>rd</sup> party list on a **court order**, such as the child welfare agency or caseworker, caretaker, child's attorney, or court appointed special advocate (CASA).

# Assembly Bill 216: High School Graduation Law

**NEW LEGISLATION Effective 9/23/13**

## This law amends AB 167

- Requires a school district to exempt a foster student who transfers between schools any time after the completion of the student's 2nd year of high school from all coursework and other requirements adopted by the governing board of the school district that are in addition to the statewide coursework requirements, unless the school district finds that the student is reasonably able to complete the school district's graduation requirements in time to graduate from high school by the end of his/her fourth year of high school.
- Requires a school district that determines that a foster student is reasonably able to complete the school district's graduation requirements within the student's 5th year of high school to take specified actions, including permitting the student to stay in school for a 5th year to complete the graduation requirements.

# Assembly Bill 216: High School Graduation Law

**NEW LEGISLATION Effective 9/23/13**

- District must notify student, educational rights holder, and social worker of the exemption within 30 days of the student transferring schools.
- Prohibits a school or school district from requiring/requesting that the student graduate before the end of his or her 4th year of high school, if a pupil is exempted and completes the statewide coursework requirements before the end of his or her 4th year in high school.
- The bill would prohibit a student in foster care, the person holding educational rights, the student's social worker, or the student's probation officer from requesting a transfer solely to qualify the student for an exemption.
- The exemption shall continue to apply after the termination of the court's jurisdiction over the foster youth.

# California & LAUSD Graduation Requirements for 2014/2015 Graduating Classes

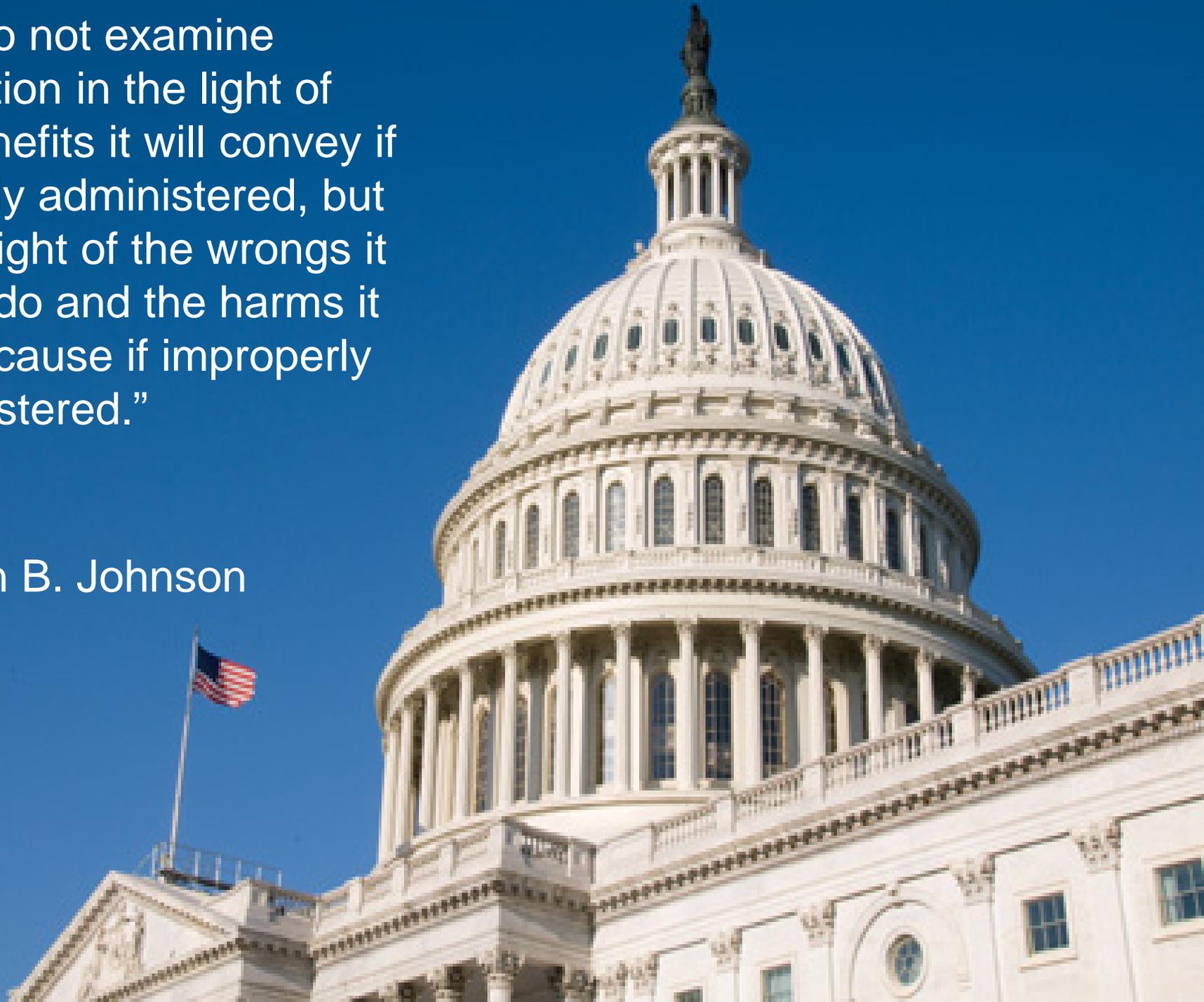
- Beginning 2005-2006, all students must pass the California High School Exit Examination (CAHSEE), in addition to course requirements.

- Beginning 2009-2010, eligible disabled students with an IEP or Section 504 plan are exempt from the CAHSEE graduation requirement.

Subject Area	California	LAUSD
Social Studies	3 years	30 credits
English	3 years	40 credits
Mathematics	2 years	20 credits
Lab Science	2 years	20 credits
Visual Performing Arts/Career Tech. Education	1 year (or 10 credits of a foreign language)	10 credits
Electives	0	75 credits
Applied Technology	0	10 credits
PE	2 years	20 credits
Health	0	5 credits
<b>Totals</b>	<b>13 courses</b>	<b>230 credits</b>

“You do not examine legislation in the light of the benefits it will convey if properly administered, but in the light of the wrongs it would do and the harms it would cause if improperly administered.”

Lyndon B. Johnson



PROGRAM GOALS  
EXPECTED OUTCOMES

In Depth Look at Services Provided

# Program Goals

LAUSD has worked closely with community stakeholders on program development, formulating program goals and expected outcomes.

## **The goals of the Foster Youth Achievement Program are to:**

- Provide support services to all foster youth attending LAUSD schools
- Conduct comprehensive academic assessments
- Promote school stability
- Facilitate timely enrollment
- Improve caregiver participation in the academic process
- Provide continuous training and education on legislation and policy related to foster youth



# Comprehensive Academic Assessment



## Pupil Services

"To ensure that all LAUSD students are enrolled, attending, engaged and on-track to graduate"

### FOSTER YOUTH ACHIEVEMENT PROGRAM COMPREHENSIVE ACADEMIC ASSESSMENT

Date: [Click here to enter a date.](#)

<b>Residency Status:</b> <b>ICP/IGP Completed:</b>	<input type="text" value="Choose an item"/> <input type="text" value="Choose an item"/>	<b>Student Status:</b> If Yes, Date:	<input type="text" value="Choose an item"/> <input type="text" value="Click here to enter a date."/>
-------------------------------------------------------	--------------------------------------------------------------------------------------------	-----------------------------------------	---------------------------------------------------------------------------------------------------------

STUDENT BIOGRAPHICAL INFORMATION			
Student's Name:		DOB: <input type="text" value="Click here to enter a date."/>	
Gender:	Ethnicity:	Age:	Grade:
<b>SpEd:</b> <input type="text" value="Choose an item"/>	If Yes: SLD LAS OHI ED	Other: _____	
Services: RSP SDC Speech & Language BII ERMHS Other: _____		Reviewed IEP: <input type="text" value="Choose an item"/>	
LAUSD ID:		SSID:	
Court Case #: CK:	DCFS Client ID #:		Zip:
Address:		City:	
E-mail Address:		Student Cell#:	
Home Language:		Pending Tickets/Warrants: <input type="text" value="Choose an item"/>	
<b>Educational Rights Holder:</b>	Relationship:	Address:	Phone:
Is Ed Rights Holder Biological Parent? <input type="text" value="Choose an item"/>	<i>Please note:</i> If the Educational Rights holder is biological parent, biological parents should <b>NOT</b> be given access to foster care caregiver information. In addition, biological parents should not be provided with school records if they are <b>NOT</b> the Educational Rights Holder for the youth.		

CAREGIVER INFORMATION			
<b>Caregiver:</b>	Relationship:	Address:	Phone:
Biological parent(s) access/contact restriction: <input type="text" value="Choose an item"/>		If Yes, whom? <input type="text" value="Choose an item"/>	
Is the court order on file?: <input type="text" value="Choose an item"/>			
Emergency Contact Name:		Emergency Contact Phone:	
Household Composition:			

CONTACT INFORMATION	
<b>Minor's Attorney:</b>	Phone/E-mail:
Probation Officer:	Phone/E-mail:
<b>County Social Worker:</b>	Phone/E-mail:
County Social Worker Supervisor:	Phone/E-mail:
Wrap Around (Agency Name/Point of Contact):	Phone/E-mail:
Other:	Phone/E-mail:

# Individual Success Plan



## Pupil Services

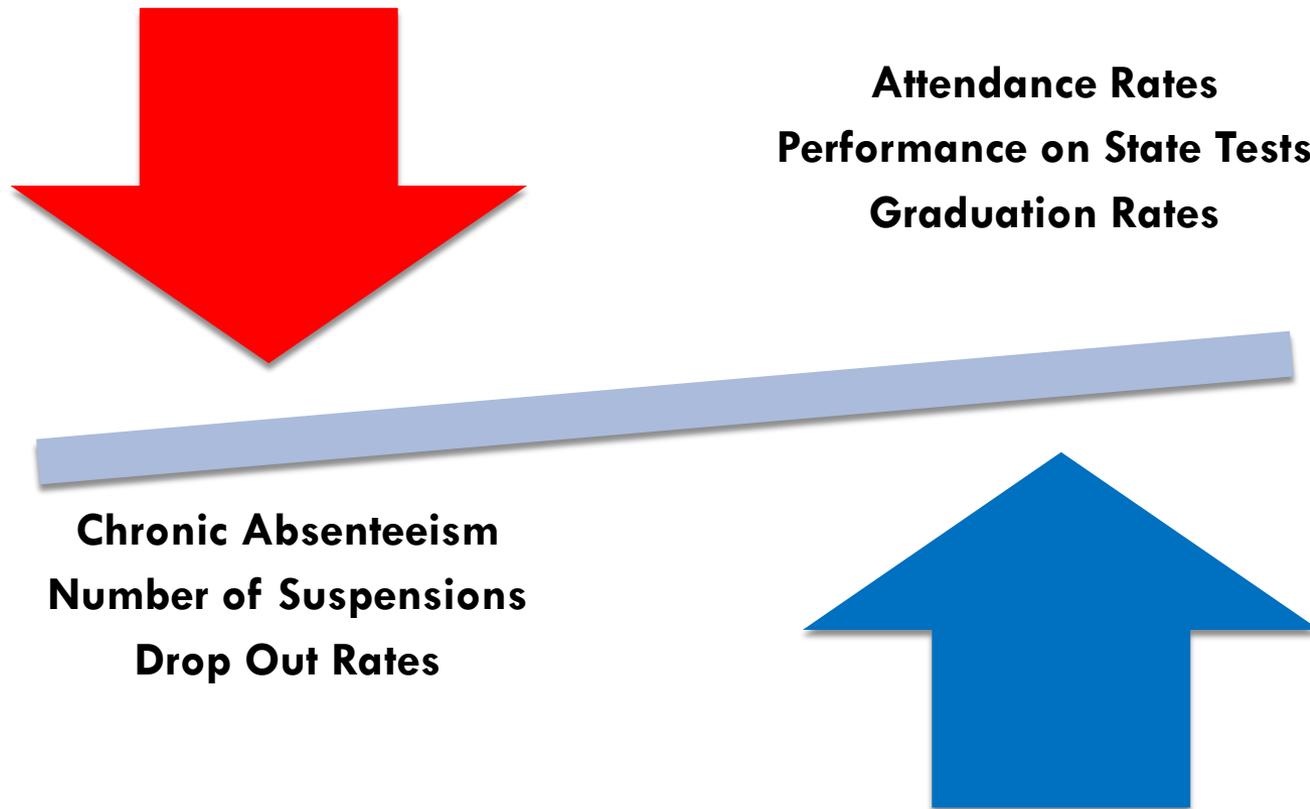
*"To ensure that all LAUSD students are enrolled, attending, engaged and on-track to graduate"*

### FOSTER YOUTH ACHIEVEMENT PROGRAM INDIVIDUAL SUCCESS PLAN

Student Name: _____	Date: <a href="#">Click here to enter a date.</a>
<b>INDIVIDUAL SUCCESS PLAN:</b> What are the goals for this student? <i>(When completing this section, please align goals with one or more of the following LCAP student outcomes: higher attendance rates, lower suspension rates, higher test scores, higher graduation rates and lower dropout rates)</i>	
<b>LONG TERM GOALS:</b> <i>Use direct quote from student and/or caregiver</i>	
<b>SHORT TERM GOALS:</b> <i>Must be SMART: Specific, Measurable/Quantifiable, Attainable, Realistic, and Time-Bound</i>	
<b>FOSTER YOUTH COUNSELOR INTERVENTIONS/REFERRALS:</b> <i>Must be related to objectives and achievable within time frame of this plan.</i>	
<b>OUTCOMES:</b> <i>To be completed when the objective is obtained. If not met, please specify what was or was not met.</i>	

# Expected Outcomes

It is expected that the comprehensive academic assessments conducted and interventions implemented by counselors within the Foster Youth Achievement Program will serve to:



# Support Services Provided



11 Foster Youth Lead Counselors will be assigned to support each educational service center, central office, and YouthSource and FamilySource Centers.

- Develop and implement trainings for District personnel
- Organize and facilitate quarterly caregiver engagement workshops
- Provide consultation and guidance to school based Foster Youth Counselors
- Provide consultation and support services to school site staff

# Support Services Provided (continued)



- Advocate for the educational rights of foster youth per federal/state legislation and District policies
- Ensure that all middle and high school students have an ICP or IGP
- Collaborate with K-12 counseling coordinators and academic counselors to ensure District compliance with AB 216, including notifications to social workers and holders of educational rights

# Support Services Provided

68 School Based Foster Youth Counselors will be assigned to schools heavily impacted with foster youth.

- Conduct comprehensive academic assessments
- Provide on-going intensive case management services
- Individual and group counseling
- Collaborate with school site personnel by participating in multi-disciplinary case conferences (i.e. IEP, SST)

# Support Services Provided (continued)

- Advocate for the educational rights of foster youth
- Monitor and increase the attendance and graduation rates of foster youth
- Provide dropout prevention and recovery services
- Provide transition counseling by encouraging foster youth to participate in the Pathways to College Program
- Collaborate with District and community partners to coordinate services for foster youth

# Questions and Answers



## ***FOSTER YOUTH ACHIEVEMENT PROGRAM***

***Coordinator***

***La Shona Jenkins, LCSW***

***(213) 241-3553***