

County-Wide LCAP for Foster Youth

Identified Need:

Foster Youth often have difficulty acclimating to new school environments and teachers are not equipped to deal with unique educational needs of foster youth. They often fall below their counterparts in skills and credits due to school stability and not feeling connected to their school. Staff trainings are needed to provide teachers with tools and sensitivity training on foster youth issues. Due to the mobile nature of foster youth and multiple school placements, foster youth are in need of earlier interventions and tutoring services to catch them up to their grade level. Coordination between schools, social workers, and foster parents, are needed for implementing tutoring and improving educational outcomes for foster youth. Foster Youth also need academic counseling and educational planning meetings to start by 7th grade so they can set academic goals and play an active role in their education. Due to the lack of parental support at home, the academic advising meetings are necessary to support foster youth in pursuing post-secondary education.

Matrix:

Tutoring will be measured by improved test scores, grades, and graduation rates for foster youth. Liaison/site mentoring services will be measured by the resources and services provided to foster youth, school stability, school climate, and connectedness the foster youth has with their school placement. How many liaison's/site mentor attendees are at each training on foster care needs and how many staff trainings are completed on sensitivity and foster youth issues and needs. 50% of Foster Youth in grades 7-12 will complete Educational Plans and have an academic advising meeting (AAM) twice a year and will be measured by how many foster students are attending post-secondary education, or successfully transitioning to a career, military, workforce, or being self-sufficient productive adults.

Goals (year 1):

1. Identify a liaison/site mentor for foster youth at all school sites in the county.
2. Train all liaisons/site mentors on foster care issues and sensitivity training.
3. Staff trainings at school sites for teachers on the unique educational needs of foster youth and how to better serve them.
4. Collect quarterly grades for ALL foster youth in the county and identify foster youth who are in need of tutoring and intervention services.
5. Track and Coordinate Supplemental Educational Services (SES) paperwork to assure foster youth students are receiving tutoring services in grades K-12 through a state provider.
6. Establish and implement a follow-up and track tutoring services for all foster youth.

7. Identify half foster youth in grade 7-12. Develop an Individual Learning Plan through the Academic Advising Meeting (AAM) process. The AAM will include, but not be limited to the foster youth, counselor, social worker, foster parent, and Foster Youth Services (FYS) coordinator. Complete educational goals and plan for each student.

Actions (year 1):

1. Train and meet with school site liaison/mentors on foster care needs and issues quarterly to discuss concerns, successes, ideas, and resources for foster youth.
2. Establish liaison/site mentor responsibility duties to include: a) contacting foster youth within the first 48 hours of placement to help student acclimate, b) work with county FYS coordinator to assure student needs are met, c) support and mentor foster youth in school environment and address any concerns the student may have.
3. FYS will collect grades for foster youth and input educational data into the CWS/CMS (Child Welfare System/Case Management System) and will make referrals to SES tutoring based on academic needs.
4. Identify students in need of tutoring and work with the foster parents, social workers, and SES provider to coordinate and follow-up on tutoring services.
5. Collect baseline data on all foster youth who are receiving tutoring through SES.
6. In collaboration with school site counselors, set up an Academic Advising Meeting (AAM) for foster youth in grades 7-12 similar to a Student Success Team (SST) meeting. This meeting will include the foster parents, social worker, FYS coordinator and counselor. Its purpose will be to set academic goals and post-secondary support and planning.
7. All 7-12 grade foster youth will complete an educational planning meeting with the FYS coordinator and will begin working on the college pathways planning for post-secondary education.
8. Foster youth, foster parents, biological parents, social workers, guardians, and CASA's will be informed on all the educational supports and resources available for foster youth at their school site and will play an active role in their academic success.