

2019 | John Burton Advocates for Youth



## **SB 12 Social Worker Toolkit**

Guide for social workers and probation officers assisting foster youth with applications for college and financial aid

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# College Planning and Application

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# Tips for SB 12 Implementation

## 1. What is Senate Bill 12?

[Senate Bill 12](#) went into effect January 1, 2018 and included a requirement that the case plan must identify who will assist any foster youth 16 or older with applications for college and financial aid. The California Department of Social Services issued [ACL 18-104](#) which provides additional explanation for how to implement the law.

## 2. How to Identify the “Individual” or “Individuals”

Is there a person already in the youth’s life who will be a reliable person to provide assistance?

- Resource Parent or relative caregiver
- Court Appointed Special Advocate (CASA)
- College preparation or mentoring program (such as TRIO, AVID, or community-based program)
- High-school counselor
- Education rights holder
- Family member or mentor

If there is no appropriate person already in the youth’s life, who else can the youth be referred to?

- Independent Living Program (ILP)
- County Foster Youth Services Coordinating Program (FYSCP)
- College foster youth support program (visit the [CA College Pathways website](#) to find support programs)
- College preparation or mentoring program (such as TRIO, AVID, or community-based program)
- High-school counselor

## 3. Setting Expectations

- Make sure the individual identified understands their responsibilities.
  - Note that the identified person may be the actual person to provide direct support to the youth with completing financial aid and college applications. If the identified supporter does not have the necessary expertise, their responsibility can also be to support the youth to complete necessary steps by linking them to other resources, monitoring progress and ensuring that all required steps have been completed.
- Make sure if a referral is given (to ILP, etc.) that a “warm handoff” is made, that a specific individual is identified, and that the youth remains in contact with that person.
- Provide resources to the identified individual as needed to ensure they have all the necessary information to effectively support the youth to complete financial aid and college applications and matriculation steps (see [SB 12 toolkit](#) for resources).
- Follow up regularly with both the youth and supporter to check in on progress. At a minimum, a review should be conducted every six months to ensure that the identified individual continues to be an appropriate person to fill the role. If the person identified can no longer fill the role, identify a new person as quickly as possible.
- Use checklists during monthly visits to track whether all activities necessary for successful college enrollment are being completed (see [SB 12 toolkit](#) for resources).
- Supervisors should regularly review case plans to ensure the new requirement is being appropriately implemented.

## 4. Using the CFT Process

Child and Family Team meetings can be an opportunity to identify an appropriate individual to provide this support. Once an individual is identified, consider inviting them to CFT meetings to report on progress and brainstorm around any challenges or obstacles that have emerged.

- CFTs can be used for discussions about long-term educational goals and to help youth determine their educational steps after high school. The conversations should be youth-driven, and youth should be encouraged to voice their hopes and dreams related to career goals and educational aspirations and then supported to take concrete steps that move them towards their goals.
- Do advance planning with the youth prior to the CFT to help them determine their career goals. The California community college system offers [career assessments](#) to help guide this exploration or visit [CCCMYPATH.org](#) for additional information about the wide range of career options available and other resources.
- Use the CFT to develop a realistic plan that includes specific steps needed to be taken to ultimately achieve long term goals.
- Continue to use CFTs to track progress towards goals and update plans as needed.

[ACIN 1-71-18](#), which encourages placing agencies to include education representatives in the CFT process, also provides additional tips for using team meetings to increase collaboration between child welfare and educational agencies, including post-secondary education.

## 5. Using the Transitional Independent Living Plan (TILP)

The Transitional Independent Living Plan (TILP) must be completed every 6 months for youth 14 and older and can be a helpful tool for college planning. The table below provides some tips on completing the TILP.

Goal	Activities	Responsible Party	Planned Completion Date
<ul style="list-style-type: none"> <li>• <b>Actionable:</b> Is it something that the youth can realistically do?</li> <li>• <b>Invested:</b> Is it something the youth wants to do?</li> <li>• <b>Meaningful:</b> How does this goal help the youth?</li> <li>• <b>Specific:</b> Is the goal too broad? Does it need to be broken down into smaller steps?</li> </ul>	Identify specific steps to be taken to achieve the goal  <i>Examples:</i> <ul style="list-style-type: none"> <li>• Meet with high school counselor and review transcript</li> <li>• Tour a potential college campus</li> <li>• Complete the FAFSA</li> <li>• Submit EOPS application</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure that the responsible party is clearly identified for each task</li> <li>• Try to engage both support persons and the youth to take responsibility for specific tasks</li> </ul>	<ul style="list-style-type: none"> <li>• Set realistic completion dates and check in regularly on progress</li> <li>• When tasks are not completed by target dates, determine what the barriers were and how to remove barriers in the future</li> </ul>

## 6. Recording in the Case Plan

[ACL 18-104](#) provides step-by-step instructions for where to record the required information in the case plan.

Below is an overview of the steps involved.

- Post-secondary support person should be documented in CWS/CMS as a “collateral.”
- Open the **Collateral Notebook** (Blue Section) to verify that the person is not already attached to the case.
- Add the new collateral if not already attached.
- In the **Planned Client Services** grid open the dialog box. Highlight Participant(s), choose “Education Services” from the Category drop down list, and choose “Other” from the Type list.
- In the **Provider** frames on the **Planned Client Services** tab Click the ‘Collateral’ from the Provider type radial button list.
- Complete the **Description/Responsibilities for Service** describing what assistance the identified supporter will provide.

# TOP FIVE THINGS TO KNOW ABOUT COLLEGE FOR FOSTER YOUTH

## Community College is Available to Anyone

Most community college programs don't require that students have a certain grade point average (GPA) and there are no tests to take or essays to write in order to be admitted. Community colleges offer students training and education in more than 175 different fields, many of which are hands-on career education programs that can lead directly to good-paying careers through short-term certificates and 2-year associate degrees. A high school diploma or GED is not required for enrollment, although this is a requirement for most forms of financial aid.

The Community College Promise Grant pays tuition costs for low-income students, making this an affordable option for most students.

## The Priority Deadline for Financial Aid is March 2

Students must submit a Free Application for Federal Student Aid (FAFSA) or California Dream Act Application (CADAA) for undocumented students by March 2 to qualify for maximum financial aid. Download the [Financial Aid Guide for California Foster Youth](#) (also available in Spanish) for a detailed step-by-step guide on how to complete the FAFSA. Any youth in foster care after the age of 13 is not required to provide any income or asset information for their parents, and foster youth can qualify for thousands of dollars in grant aid. In addition to completing a FAFSA or CADAA, students should submit a [Chafee grant](#) application to qualify for even more money.

## Enrollment in a 4-Year University is a Viable Option for Foster Youth with Advance Planning

Over 5,000 students with experience in foster care are currently enrolled at Cal State University and University of California campuses. In order to qualify for admission, students must take specified courses in high school known as "[a-g courses](#)" and meet minimum GPA and test score thresholds, and so careful planning is required beginning in the 9<sup>th</sup> grade. Download the [Foster Youth Educational Planning Guide](#) for grade-by-grade checklists (also available in Spanish) and make sure the student is receiving guidance from a school counselor regarding the classes necessary for CSU/UC admission.

## Matriculation into College Requires Several Steps

Successful matriculation typically involves applying for admission, completing skills assessments and orientation, applying for housing, applying for campus support programs, creating an educational plan, paying fees and registering for classes. Use the checklists on the pages that follow to ensure students have completed all the necessary steps.

## Support is Available

All public colleges and universities in California have a foster youth liaison and most campuses now have dedicated support programs for foster youth. A variety of other programs also exist including EOPS/EOP, disabled student programs and programs for parenting students. Visit the [CA College Pathways website](#) for a list of foster youth campus support programs. Programs such as EOPS and EOP tend to fill up, so early application is essential.

# Foster Youth College Planning and Enrollment Checklists

## GRADES 9-11

- In order to qualify for admission to a 4-year university, students must take specified courses known as “a-g courses.” Students should meet with a counselor prior to the 9<sup>th</sup> grade and every year following to ensure they are taking the right classes. It also recommended that students take the SAT or ACT in the 11<sup>th</sup> grade.
  - *Tip: Students can use the High School Planner at [californiacolleges.edu](http://californiacolleges.edu) to track course enrollment and then upload courses taken directly into their CSU or UC application. More info is also available at <http://blogs.calstate.edu/college/students>.*
- All 11th graders will participate in the CAASPP (California Assessment of Student Performance and Progress) exam. Included on the Score Report is an Early Assessment Program (EAP) score which provides an indicator of their readiness to take college-level English and math courses. Students should mark the release button at the end of each exam to ensure that the CSU campus(es) receive the EAP results.
  - *Tip: EAP results are not used to determine admission eligibility but can be used to determine correct course placement. Students not on track for college readiness can use their senior year to gain skills. Taking math and English during their senior year is highly recommended for all students*
- Refer students to participate in college prep programs such as AVID, Upward Bound, MESA, and Early Academic Outreach Programs (EAOP).
  - *For comprehensive college planning checklists and more information about how to prepare for college, download the [Foster Youth Educational Planning Guide](#) (also available in Spanish).*

## GRADE 12

### Community College

- Select a college.
  - *Tip: Support youth to visit college campuses and get comfortable with the idea of going to college.*
- Complete the online application at [www.cccapply.org](http://www.cccapply.org).
  - *Tip: A Student I.D. number and e-mail address will be assigned shortly after application. Correspondence from the college will be sent to the e-mail address, so students should check it at least once per week.*
- Apply for EOPS and/or the foster youth support program. Students with disabilities should also apply to the college’s disabled students program. Parenting students may qualify for additional services through the college’s CARE and/or CalWorks program.
  - *Tip: Visit the [CA College Pathways website](#) for a list of foster youth campus support programs. Programs tend to fill up so early application is essential.*
- Complete assessment: Students may be required to take Reading, English, and Math assessment tests in order to determine if they will need to enroll in basic skills courses. **These tests are very important and should be prepared for in advance.** Many institutions now rely not only test scores but other measures such as high school transcripts in the assessment process.
  - *Tip: Most college assessment centers offer links to test preparation materials on their website.*
- Orientation: Visit the college’s website to determine how to register for an orientation.
  - *Tip: Orientations may be available both in-person and online.*
- Educational Plan: Meet with a counselor to create an educational plan and select courses.
  - *Tip: Whenever possible, utilize an EOPS counselor rather than a general counselor to create the plan.*
- Enroll in courses.
  - *Tip: To access priority enrollment, foster youth must complete assessment, orientation and an educational plan prior to the priority enrollment period, which is typically in the Spring for the upcoming Fall term. Visit [www.stepforward.cccco.edu](http://www.stepforward.cccco.edu) for details and check the college’s website for exact registration dates.*
- Pay fees: While tuition costs are generally waived for low-income students through the Community College Promise Grant, many colleges have nominal health and student activity fees that are not covered by the waiver.
  - *Tip: Disenrollment may occur after registration if fees have not been paid within a certain timeframe. Check with the college admissions office for relevant deadlines.*
- Submit final high school transcript to college.

## **Four Year University**

- Confirm eligibility for admission to a CSU or UC campus. This will include taking all required courses (known as “a-g” courses), high school graduation and minimum GPA and test scores, which vary by institution.
  - *Tip: The [CSU eligibility index](#) shows what combination of GPA and SAT/ACT score is required to meet minimum admission requirements. Students who do not meet regular admission criteria still may be eligible for admission through the Education Opportunity Program (EOP).*
- Take the SAT or ACT by November of senior year.
  - *Tip: Fee waivers are available by contacting the student’s high school counselor.*
- Complete the online application no later than November 30 for fall admission. A personal essay is required.
  - *Tip: Both the CSU and UC systems will waive the application fee at up to four campuses for low-income students. A fee waiver can be requested through the admission application.*
- Apply for the Education Opportunity Program (EOP) along with the admission application. Three letters of recommendation are required.
  - *Tip: The EOP program provides ongoing support to students once they are enrolled. The EOP application must be submitted along with the application admission. Students cannot be admitted after enrollment.*
- Apply to participate in the foster youth support program on campus if one is available. Students with disabilities should also apply to the college’s disabled students program.
  - *Tip: Visit the [CA College Pathways website](#) for a list of foster youth campus support programs. Programs tend to fill up so early application is essential.*
- Submit the Intent to Enroll by stated deadlines.
  - *Tip: Foster youth campus support programs may be able to provide assistance with intent to enroll fees.*
- Have transcripts sent to requesting colleges.
- Apply for on campus housing.
  - *Tip: Foster youth qualify for priority access to on-campus housing, but must comply with all deadlines to qualify. Foster youth campus support programs may be able to assist with paying housing deposits.*
- Complete the assessment process: First-year CSU students must demonstrate proficiency in English and math, or enroll in their college’s Early Start Program or in enhanced courses designed to provide additional support.
  - *Tip: The CSU assessment process underwent a significant redesign in 2017. Visit the [CSU Assessment page](#) or the university’s website for up to date information.*
- Complete the university’s required orientation.
  - *Tip: Orientations may be available both in-person and online.*

## **Financial Aid (All Students)**

- Complete a FAFSA or California Dream Act Application.
  - *Download the [Financial Aid Guide for California Foster Youth](#) for a detailed step by step guide. For maximum aid, the application must be submitted by March 2.*
- Submit a Chafee Grant application at <https://www.chafee.csac.ca.gov>.
  - *Tip: Priority for grants is determined in part by the order in which applications are received, so early application is better.*
- Create a Webgrants account at [mygrantinfo.csac.ca.gov](http://mygrantinfo.csac.ca.gov).
  - *Tip: Students should make sure to update information in webgrants about what school they will be attending and any changes to contact information.*
- Ensure that your high school submitted your GPA verification.
  - *Tip: Public and charter schools are required to electronically submit student GPAs but it is important to verify that this has been done, in particular if the student changed schools during their senior year.*
- Confirm that your foster care status has been verified.
  - *Tip: Effective 2018, financial aid offices can automatically verify foster care status through webgrants. If a student is not automatically verified, they may need to provide verification manually.*
- Apply for private scholarships.
  - *Tip: Websites such as [Career One Stop](#) and [FastWeb](#) can help as well as the college financial aid office.*
- Meet with a financial aid counselor and respond to any requests for additional information.
  - *Tip: If the college requests additional information, make sure youth respond promptly.*

## **CAREER EDUCATION FACT SHEET AND RESOURCE GUIDE**

*Learning by Collaborating, Exploring, Doing*

Career Education (CE) programs at California Community Colleges offer accessible and practical routes to skilled professions with advancing career paths. The short-term nature of these programs that lead to good-paying jobs make them great options for foster youth who want to start making money quickly or who are reluctant to embark on a longer-term degree path.

The California Community College system launched a major initiative in 2016 to coordinate with local industries to revamp and expand career education curricula to better prepare students for well-paying jobs that meet industry pleas for more skilled workers. Programs are designed to support students while coordinating with employers to provide real world experience in professions ranging from advanced manufacturing, health care, renewable energy, information technologies and more.

Old ideas about career technical education as a second-class option for students fly out the window as students leave school with high-paying jobs such as:

- Radiologic technologist, median annual wage of \$90,000
- Advanced manufacturing, median annual wage of \$40,000 - \$70,000
- Telecommunications equipment installer, median annual wage of \$62,000
- Web developer, annual wage \$75,000
- Biotech careers starting at \$44,000 with a certificate

To learn more about career education options visit <https://careered.cccco.edu> or view the California Community College Career Education Programs video at <https://vimeo.com/225629508>.

### **CAREER LADDERS**

CE certificate programs are designed to align with job skills needed at entry level, mid-level and advanced level jobs. Each step allows the participant to gain a marketable skillset and credential, preparing them for the next job on the career path. Programs range from one to four semesters.

#### **Advantages**

- Hands-on training means credibility in the job market
- Suits students who like working with their hands and being active
- It's a short term to real jobs
- Financial aid is available for 1-year certificates or longer

- Career ladders mean a student can get started quickly, begin earning money quickly while building skill in a career path, and return to college for a higher level certificate whenever it suits them.

### PAID APPRENTICESHIPS

Some Career Education programs are coordinated with the California Division of Apprenticeship Standards (DAS) Apprenticeship programs which allows students to earn while they learn. These programs provide individualized mentoring while learning on the job and in the classroom. Beyond the traditional fields with apprenticeships such as building trades, DAS apprenticeships are expanding into areas such as information technology and careers in the health and medical industry.

Learn more at their website: [www.dir.ca.gov/databases/das/descOfAppr.html](http://www.dir.ca.gov/databases/das/descOfAppr.html)

### RESOURCES

- [www.cccmypath.org](http://www.cccmypath.org)

This one stop shop hosted by the California Community College system allows users to take career assessments, explore careers and learn about applying and paying for college.

- [salarysurfer.cccco.edu](http://salarysurfer.cccco.edu)  
Provides detailed information about salaries for hundreds of jobs and career paths in hundreds of industries and careers based on real employment outcomes for community college graduates.
- Access this information on your phone with the *Here to Career* mobile app. ([www.heretocareer.org](http://www.heretocareer.org)).

- [careered.cccco.edu](http://careered.cccco.edu)

Explore career, salaries and community college program options. Includes links to short videos that describe jobs in a wide range of industries and careers.

- [livingwage.mit.edu](http://livingwage.mit.edu)

This “Living Wage Calculator” provides actual estimates of living wages and minimum wages in specific cities and regions across the U.S.

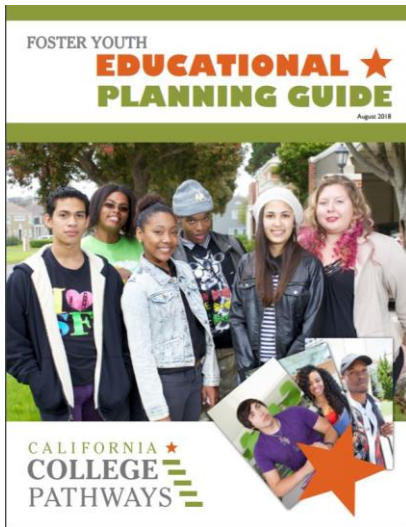
- [www.doingwhatmatters.cccco.edu](http://www.doingwhatmatters.cccco.edu)

Find California regional industry sector experts, workforce resources, research data, labor market reports, and more.

- [www.cacareerzone.org](http://www.cacareerzone.org)

Explore industry sectors and take assessments to determine the best career options for you.

## Foster Youth Educational Planning Guide



Getting into college takes some work. As you help foster youth plan and apply for college, organization and staying on track are key. To help you get started, review JBAY's college planning guide (also available in Spanish) through the link below:

<http://www.jbaforyouth.org/fy-ed-planning-guide/>

This guide aims to help foster youth chart their course to the college that is right for their interests and career goals. It also directs youth to the support and resources available for foster youth scholars on college campuses.

# NAVIGATING COMMUNITY COLLEGE ASSESSMENT & PLACEMENT

California's 114 community colleges have different policies and processes for determining course placement for new students. Noncredit remedial courses, which may also be called developmental or basic skills courses, may delay graduation or transfer plans so it's important to help ensure students aren't taking more courses than they need.

## WHAT TO KNOW

1

Research has found that using the traditional assessment test (e.g. Accuplacer) frequently places students in remedial courses below their actual abilities.

- However, when "multiple measures" are utilized for assessment, students are more likely to place higher.
- Multiple measures = using multiple variables (i.e. high school grades, test scores & courses) to assess readiness.

2

Most students who are placed into remediation never make it to college-level courses because underestimating their abilities is discouraging and adds unnecessary time and expense to get to college-level work.

- Placement tests especially hurt foster youth as they are more likely than the general student population to be placed unnecessarily into low-level remediation courses.
- Students who rely on financial aid may waste their eligible years of aid on courses that don't count toward their degree, certificate or transfer.

3

Major changes shown to improve student success are underway at community colleges! Assembly Bill 705 (Irwin) requires community colleges to:

- use one or more of the following measures to determine placement: high school coursework, grades or grade point average; and
- ensure that students enter and complete transfer level math and English courses within a one-year timeframe.

*These changes will be fully implemented statewide by fall 2019, however in the meantime, some colleges have begun changing their practices and some have not.*

*California State Universities are adopting similar policies beginning fall 2018.*

For colleges still using the test...

4

Campuses provide varying levels of information & support to students about preparing for assessment:

- Free online study guides/sample tests
- Test prep workshops (often part of summer bridge program)
- One-on-one tutoring

5

Some colleges allow students who are unsatisfied with their test scores to retake the assessment test before registering for their courses, however:

- The time a student must wait before retaking the exam varies drastically from college to college (i.e. one day, eight weeks, six months, one year).
- Some colleges only offer re-testing on a case-by-case basis.
- Most colleges limit the number of retakes and may prohibit a student from re-testing once they have started their English or math course series.

# WHAT TO ASK & HOW TO HELP STUDENTS

1

## Find out about the assessment process at your local college(s):

- ⇒ Colleges often do not list which measures they use for assessment on their website, so it's important to call or visit the assessment center to inquire about students' options.
- ⇒ *Because of the system-wide changes underway, check back regularly for changes & inquire about the school's timeline for implementing AB 705.*

### If the school uses the traditional assessment test:

- ⇒ Find out from the assessment center what type of test prep the school provides.
- ⇒ If they don't offer anything specific, consider these online resources, and encourage them to study:
  - <http://www.test-guide.com/free-accuplacer-practice-tests>;
  - <http://www.studyguidezone.com/accuplacertest.htm>;
  - <https://www.khanacademy.org/math>
- ⇒ If the student is unsatisfied with their test score, encourage them to inquire about re-taking the exam.

2

### If the campus utilizes multiple measures, they may require high school transcripts:

- ⇒ Assist the student in acquiring their high school transcripts.
- ⇒ Start early to make sure transcripts accurately reflect work completed, and if necessary, assist student in correcting their transcripts: contact high school counselor, foster youth district liaison (foster youth) or McKinney Vento district liaison (homeless youth) to assist with credit recovery; contact college assessment center to verify appropriate credit is being given for coursework.
- ⇒ Communicate to current high school students that their high school performance impacts where they start in college.

3

### If a student places into remediation, make sure they inquire about best options where available:

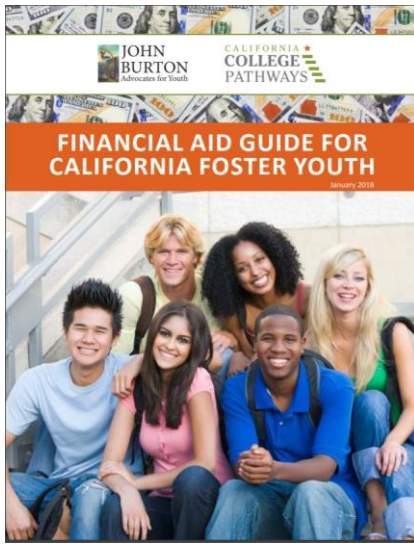
- ⇒ Begin directly in transferrable, college-level courses (regular transfer-level English/math or transfer-level courses with "co-requisite" support - e.g. 2 or 3 extra units to help them succeed in the course).
- ⇒ Begin in "accelerated" courses one level below a transferrable English/math course (integrated reading/writing, pre-statistics course for students who aren't STEM majors). Accelerated courses combine two or more required classes, thereby shortening the required course sequence.
- ⇒ Take "stretch" courses that integrate remedial content and college-level content over the course of 2 semesters.
- ⇒ *Because of the system-wide changes underway, check back regularly for changes & inquire about the school's timeline for implementing AB 705.*
- ⇒ *Remember, every remedial course a student takes reduces their likelihood of earning a degree or transferring!*

# Financial Aid

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## Financial Aid Guide for California Foster Youth



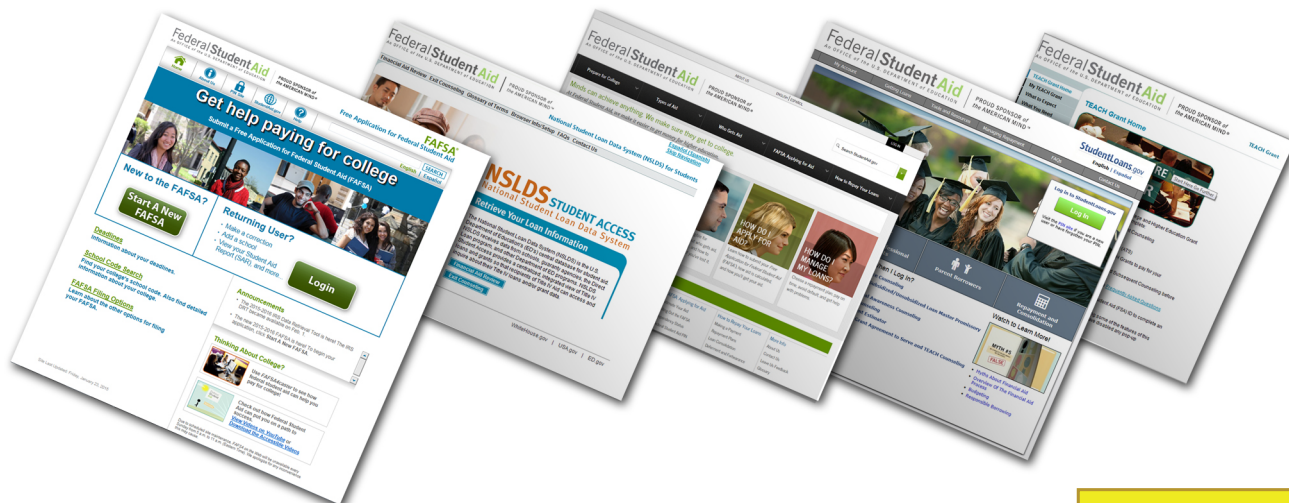
The financial aid process no longer has to feel intimidating and confusing. The student-friendly JBAY Financial Aid Guide for California Foster Youth, available also in Spanish, takes the mystery out of applying for and keeping financial aid. This comprehensive guide begins with an explanation of different types of financial aid available, includes a step-wise guide to completing the FAFSA, tips on what to do after the FAFSA to ensure maximum aid awards, and explains how to stay in good standing and keep getting financial assistance for school. To access, the guide, please visit the below link:

<https://www.jbaforyouth.org/ca-fy-financial-aid-guide/>

Also available on that page is the Visual Guide that accompanies the financial aid guide which provides screen shots of the actual FAFSA application and detailed instructions.

# How to create an FSA ID

The FSA ID – a username and password – has replaced the Federal Student Aid PIN and must be used to log in to certain U.S. Department of Education websites. Your FSA ID confirms your identity when you access your financial aid information and electronically sign Federal Student Aid documents. If you do not already have an FSA ID, you can create one when logging in to [fafsa.gov](http://fafsa.gov), the National Student Loan Data System (NSLDS®) at [www.nsls.ed.gov](http://www.nsls.ed.gov), [StudentLoans.gov](http://StudentLoans.gov), [StudentAid.gov](http://StudentAid.gov), and Agreement to Serve (ATS) at [www.teach-ats.ed.gov](http://www.teach-ats.ed.gov).



**Tip: Important:** Only the owner of the FSA ID should create and use the account. Never share your FSA ID.

**Step 1** When logging in to one of the websites listed above, click the link to create an FSA ID.

**Step 2** Create a username and password, and enter your e-mail address.

**Step 3** Enter your name, date of birth, Social Security number, contact information, and challenge questions and answers.

**Step 4** If you have a Federal Student Aid PIN, you will be able to enter it and link it to your FSA ID. You can still create an FSA ID if you have forgotten or do not have a PIN.

**Step 5** Review your information, and read and accept the terms and conditions.

**Step 6** Confirm your e-mail address using the secure code, which will be sent to the e-mail address you entered when you created your FSA ID. Once you verify your e-mail address, you can use it instead of your username to log in to the websites.

You can use your FSA ID to sign a FAFSA right away. Once the Social Security Administration verifies your information in one to three days, or if you have linked your PIN to your FSA ID, you will be able to use your FSA ID to access the websites listed above. For help, visit [StudentAid.gov/fsaid](http://StudentAid.gov/fsaid).

# California Chafee Grant

## *Free Money for Foster Youth for College or Technical and Career Training*



### What is a California Chafee Grant?

The California Chafee Grant is free money for current or former California foster youth to help pay for college or career and technical training. Chafee Grants don't have to be paid back. You may also use your grant to pay for child care, rent and transportation while you're in school. A Chafee Grant is a federal and state funded grant subject to yearly availability of funds.

### How do I qualify?

To qualify, you must:

- Be a current or former foster youth\*
- Not have reached your 26th birthday as of July 1 of the award year
- Not have participated in the program for more than 5 years (whether or not consecutive)

*\*To qualify, foster youth dependency of the court must have been established between the ages of 16 and 18. KinGap youth who are or were eligible to receive Independent Living Program services, guardian placements and voluntary placements may not be eligible for the California Chafee Grant unless court dependency was established between the ages of 16 and 18.*

### How do I apply?

You must submit the California Chafee Grant Program Application, Free Application for Federal Student Aid (FAFSA) or California Dream Act Application (CADAA).

- Submit the California Chafee Grant Program Application online at [www.chafee.csac.ca.gov](http://www.chafee.csac.ca.gov), or complete the paper form and mail it.
- Submit the FAFSA at [www.fafsa.ed.gov](http://www.fafsa.ed.gov) or CADAA at [www.caldreamact.org](http://www.caldreamact.org).

*\*Note: Forms are year-specific. Be sure to complete the applications that correspond with the academic year you will be attending school.*

### Where can I use my Chafee Grant?

You can use your Chafee Grant at any eligible California college as well as colleges in other states. In California, you can attend:

- Career and technical schools
- California Community Colleges
- California State University campuses
- University of California campuses
- Independent colleges
- Private colleges

### What happens after I apply?

- The Commission will review your FAFSA and CADAA and Chafee Grant Application.
- The California Department of Social Services (CDSS) will verify your foster status. If CDSS is not able to verify your foster status, please complete the Foster Care Eligibility Certification Form and mail it.
- Once all of the above is completed, the Commission will send you a letter if you are selected for an award.

### What is required to receive your Chafee funds?

Your school will verify that you are:

- Enrolled in an eligible public or private college or university or technical school.
- Enrolled at least half time.
- Enrolled in a program at least one academic year long.
- Maintaining satisfactory academic progress.
- Demonstrate financial need.
- The school will verify payment eligibility and disburse the check to you.

### Don't Have a Social Security Number?

No problem. You can apply for the Chafee Grant without one. If you are an undocumented foster youth, submit the California Dream Act Application and the Chafee Grant Application.

## How do I renew my Chafee Grant?

If you receive a Chafee Grant, it may be renewed through your 26th birthday (if you turn 26 after July 1 of the award year). You do not need to reapply for your Chafee Grant each year; however, you must submit a FAFSA or CADAA and your school must determine if you are still eligible.

The Commission may contact you for updated information. Be sure to respond to e-mails, letters or forms that you may receive.

## Where can I find out more about the Chafee Grant and other services for foster youth?

### For more information, contact your:

- High school counselor
- College academic advisor
- College financial aid office
- Foster Youth Success Initiative (FYSI) liaison
- County Independent Living Coordinator
- One-Stop Career Center
- Social worker or probation officer

### You can also visit the following websites:

- [www.chafee.csac.ca.gov](http://www.chafee.csac.ca.gov)
- [www.communitycollege.org](http://www.communitycollege.org)
- [www.fosteryouthhelp.ca.gov](http://www.fosteryouthhelp.ca.gov)
- [www.fosterclub.com](http://www.fosterclub.com)
- [www.childsworld.ca.gov](http://www.childsworld.ca.gov)
- [www.cacollege.pathways.org](http://www.cacollege.pathways.org)
- [www.cccco.edu/](http://www.cccco.edu/)
- [www.calyouthconn.org](http://www.calyouthconn.org)

## How can I contact the California Student Aid Commission?



Visit the Commission's Chafee Grant Web site at [www.chafee.csac.ca.gov](http://www.chafee.csac.ca.gov)



E-mail your questions to [chafee@csac.ca.gov](mailto:chafee@csac.ca.gov)



Call toll free 1.888.224.7268, option 3  
Monday through Friday from  
8:00 a.m. to 4:45 p.m. (PST)



Write or mail:

California Student Aid Commission  
Specialized Programs Operations Branch  
California Chafee Grant Program  
P.O. Box 419027  
Rancho Cordova, CA 95741-9027

### Keep Up to Date With *WebGrants4Students*

Log on to [www.webgrants4students.org](http://www.webgrants4students.org) to set up your account.

Access information and manage your account 24 hours a day, seven days a week.

You can also update your e-mail address, mailing address, telephone number, or school of attendance.

# College Enrollment

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## **ASSISTING YOUTH PURSUING POST-SECONDARY EDUCATION: KEY DATES & DEADLINES FOR APPLYING & ATTENDING**

This attachment is intended to provide social workers and probation officers with information about key dates and deadlines associated with applying to and attending post-secondary education. Note that some dates and deadlines may vary by institution so ensure students are aware of the academic calendar at the school they are planning on attending. For more in-depth planning information, and for student-friendly materials, visit [www.cacollegepathways.org](http://www.cacollegepathways.org).

### **Fall Semester Prior to Attending College:**

- **Coursework:** If a high school senior, ensure the youth is completing final “a-g” course requirements if planning on attending a four-year university. Determine if youth is eligible for partial credits to assist with on-time high school graduation.
- **Testing:** If a high school senior planning on applying to four-year universities, youth should register for the October American College Test (ACT) or Scholastic Assessment Test (SAT) in early September. If retaking the exam, youth should register for the December ACT or SAT in early November. Foster youth may request a fee waiver for these exams.
- **Four-Year University Applications:** For foster youth, applying to up to four UC and four CSU campuses is free. Youth will need assistance with their personal essay, gathering letters of recommendation, submitting transcripts and scholarship applications in addition to the college application. They should also apply for on-campus housing for each college they are applying to that has on campus housing. Foster youth have priority access to on-campus housing at most institutions.

#### *California State University (CSU):*

- The priority application deadline for fall admission is generally November 30<sup>th</sup> prior to the year of attendance, however some extended deadlines vary by school.
- Find out more information and apply for CSUs at <https://www2.calstate.edu/apply>.
- Make sure youth apply for the Educational Opportunity Program (EOP) when they submit their application; this is the only opportunity to apply for EOP.
- Specific high school (“a-g”) courses required for admission; ACT or SAT required unless student has a GPA above 3.0 and is a California resident.

#### *University of California (UC):*

- The application deadline for fall admission is generally November 30<sup>th</sup> prior to the year of attendance.
- Find out more information and apply for UCs at <http://admission.universityofcalifornia.edu/>.
- Specific high school (“a-g”) courses required for admission; GPA of 3.0 or higher in “a-g” courses, with no grade lower than a C; ACT Plus Writing or SAT Reasoning Test required no later than December of senior year; SAT Subject Tests not required but recommended for certain programs.

*Private and/or vocational schools:* See the school’s individual website for information about application deadlines and process.

- Campus Support Programs and Key Contacts: It is best to connect youth to campus supports early on (a year prior to beginning college, or at least sometime prior to starting school). Most college campuses have a foster youth support program or individual designated to support foster youth. Community colleges have Foster Youth Success Initiative (FYSI) Liaisons, and some have foster youth-specific programs within the Extended Opportunity Programs & Services (EOPS) program called CAFYES/NextUp. Many four-year universities have Guardian Scholars or other programs for current and former foster youth. These programs and/or individuals can support students with a range of activities including college and course planning, getting connected to critical resources on campus, navigating financial aid, and accessing books and supplies. **Search for campus support programs here: <http://www.cacollegepathways.org/find-campus-support-programs/find-campus-support-programs-for-foster-youth/>**. If no foster youth-specific programs exist on the campus, general campus support programs are available such as EOPS at community colleges, EOP at CSUs, and disabled student services across colleges. NOTE: In order to participate in EOP at CSUs, you must apply when you submit your admissions application to the school.

### Spring Semester Prior to Attending College:

- California Community College (CCC) Application:
  - Application deadlines vary by school but are generally during the spring prior to the fall of attendance.
  - Use the CCCApply website (<https://home.cccapply.org/>) to find out more information about the individual school the youth is planning on attending, and to submit an application.
  - No Grade Point Average (GPA) minimum; no tests or essays required with application.
  - No high school diploma is required for admission however a high school diploma or high school equivalency certificate (i.e. GED) is required to receive federal financial aid.
  - Encourage youth to check the box to self-identify as a foster youth on the application.
  - If the youth intends to ultimately transfer from a community college to a CSU, visit [www.calstate.edu/transfer/](http://www.calstate.edu/transfer/) for transfer pathways.
- March 2<sup>nd</sup> – Financial Aid Priority Deadline: March 2<sup>nd</sup> is the priority deadline for California students to submit either the Free Application for Federal Student Aid (FAFSA) or the California Dream Act Application (CADAA) for the upcoming academic year. (Students can begin to apply as early as October 1<sup>st</sup>). The CADAA is a state financial aid application for eligible undocumented immigrant students that is administered by the California Student Aid Commission; CADAA application information is kept private and is not shared with federal government agencies.

March 2<sup>nd</sup> is also the deadline for California high schools to submit the supplemental Cal Grant GPA Verification Form to the California Student Aid Commission. Students planning on attending community college can apply up until September 2<sup>nd</sup>, however may receive less funding. Legislation passed in 2018 will extend the deadline from March 2<sup>nd</sup> to September 2<sup>nd</sup> for foster youth attending community college to receive the entitlement Cal Grant, which means they would be guaranteed a grant if eligible. See the *Financial Aid Guide for California Foster Youth* for the most up-to-date information.

Foster youth should also be advised that March 2<sup>nd</sup> is the priority deadline for submitting a supplemental Chafee Grant application, which may qualify them for an additional \$5,000 per year and is awarded on a first come, first served basis. Students who miss the March 2<sup>nd</sup> priority deadline should still apply but may qualify for less money.

NOTE: Students must submit a FAFSA/CADAA every year in order to continue receiving federal and state financial aid. The FAFSA is available here: <https://fafsa.ed.gov/>. The CADAA is available here: <https://dream.csac.ca.gov/>. Find out more information about the Cal Grant here: <https://www.csac.ca.gov/cal-grants>. Find out more information about the Chafee Grant for current and former foster youth here: <https://chafee.csac.ca.gov/>. View the *Financial Aid Guide for California Foster Youth* here: [www.jbaforyouth.org/ca-fy-financial-aid-guide/](http://www.jbaforyouth.org/ca-fy-financial-aid-guide/).

- March / April / May – Matriculation and Priority Registration: Community colleges and CSUs require students to complete a matriculation process that includes application, assessment, orientation, and counseling to complete an education plan. Youth should inquire with their college about assessment policies and procedures so that they can prepare accordingly (i.e. study for a placement exam) or request any documents (i.e. high school transcripts) that might be needed. If possible, have students meet with an educational counselor through EOP, EOPS or CAFYES/NextUp to receive additional assistance with completing their education plan.

Current and former foster youth under age 26 and homeless youth under age 25 are eligible for priority registration once they complete the matriculation process. Make sure students know their enrollment date, that they seek help from a counselor with selecting classes ahead of time, and that they enroll during their assigned time. Learn more about matriculation and priority registration at community colleges here: <http://stepforward.cccco.edu/>. Priority registration often takes place in April or May at community colleges, however dates vary at each college.

- June/July/August – Summer Bridge Programs: Summer bridge programs are essential for assisting students in becoming prepared for college and familiarized with campus supports. All CSUs and many community colleges and UCs have a bridge program. Colleges without a summer bridge program may offer extended orientation sessions during the summer months.
- July/August – Books, Supplies & Transportation: Ensure youth understand their term bill, including payment deadlines, financial aid disbursement dates, and payment plan options. Youth may need assistance in setting up a bank account to receive and manage their financial aid. In addition to covering tuition and fees, youth must budget their financial aid to also cover non-tuition expenses, such as books, other supplies, transit, parking, and housing. Campus support programs in addition to the county Independent Living Program (ILP) can be great resources for students seeking financial assistance to cover books and supplies.

### **The College Academic Calendar:**

- August/September – Fall Semester Begins: Fall semester begins, depending on the school.
- September 2<sup>nd</sup> – Final Cal Grant Deadlines: Final deadline for community college students to submit a FAFSA or CADAA to receive a Cal Grant.
- October 1<sup>st</sup> – Financial Aid Applications Available: The FAFSA and CADAA become available for applying for financial aid for the next academic year.
- November – Priority Registration: Priority registration occurs for the spring semester. Students should meet with a counselor to discuss current course performance and select courses for the spring semester.
- December – Fall Semester Ends: Students who earn a D/F course grade, who receive an “Incomplete,” or who drop/withdraw from one or more courses should meet with a counselor to

discuss academic progress and make appropriate adjustments to their spring semester course schedule.

- January/February – Spring Semester Begins: Spring semester begins, depending on the school and whether they have a winter intersession.
- March 2<sup>nd</sup> – Financial Aid Priority Deadline: Priority deadline to submit the FAFSA or CADAA for the upcoming academic year and to submit the Chafee application. Students must submit a FAFSA/CADAA each year they are attending college in order to be considered for any federal and state financial aid. Students who previously received the Chafee Grant do not need to reapply.
- Late March/early April – Spring Break
- March/April/May – Priority Registration: Priority registration occurs for the fall semester, depending on the school. Students should meet with a counselor to discuss academic progress, summer school options, and course scheduling for the fall semester.

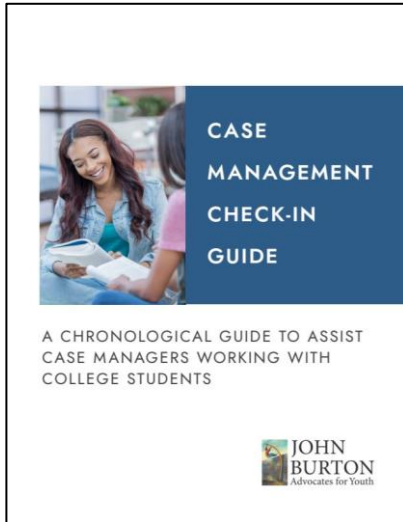
#### **Other Important Tips Throughout the Academic School Year:**

- Dates for financial aid disbursements vary; be aware and help students plan: Inquire with the individual school about their disbursement dates and consider scheduling a check-in with the students on your caseload on the day (or soon after) they get their disbursement to help them budget. Help the student establish a checking account for receiving financial aid. It is important to remind students to think carefully about how and when they spend their disbursement. If they end up dropping class(es) they may end up owing financial aid back depending on how many units they drop and when they drop them. If they owe back financial aid and they have already spent their entire disbursement, they will incur financial aid debt. Some schools may prohibit a student with financial aid debt from registering in upcoming terms until they have cleared their balance.
- Dropping courses can have bigger consequences than students anticipate: Generally, colleges offer a narrow window for students to add and drop courses after the semester has started. Students should be aware of the add/drop deadline and make any changes to their schedule by that date. Students who drop courses should be advised that changing their enrollment status (i.e. from full-time course load to part-time course load) can impact the amount of financial aid they can receive. They may be required to pay back a portion of their financial aid if they have already received their disbursement.

Following the add/drop deadline, students should meet with a counselor if they wish to withdraw from one or more courses. Withdrawing generally requires that they submit a form or petition and will be noted on their academic transcript with a “W.” Course withdrawals can negatively impact a student’s academic standing and put them at risk for academic probation. In some cases, students may lose financial aid if they are unable to maintain good academic standing.

Make sure students know that simply not showing up for class will not result in the professor dropping them from the course roster. It is up to the student to be aware of course add/drop dates and course withdrawal timelines and processes. Make sure that students meet with a counselor and the financial aid office BEFORE they decide to drop or remain in a class to ensure they fully understand how their decision may affect their academic progress and their financial aid.

## Case Management Check-in Guide



This document is a “cheat sheet” for case managers working for housing programs or other community-based providers to help guide check-ins with their youth who are enrolled in college, week by week. The guide outlines pertinent topics to raise at specific times throughout the semester, moving case managers from asking “how’s school going?” to asking targeted questions at just the right time, building trust, and providing timely reminders, support and referrals to resources. It also includes a generic academic calendar to provide a general time frame for important dates throughout the year.

[www.jbaforyouth.org/casemanagementcheckingguide/](http://www.jbaforyouth.org/casemanagementcheckingguide/)

## FOSTER YOUTH BENEFITS FOR COLLEGE

Benefit	Details	Eligibility	What to do
<b>Financial Aid</b>			
<b>Independent Status on the FAFSA/CA Dream Act Application (CADAA)</b>	Qualifying as Independent means that the student does not have to include parent's or guardian's income on the FAFSA/CADAA. This includes foster parents.	Foster youth who were in care at any time after the age of 13 and students who are or were in a legal guardianship at any point are considered "independent" for the purposes of financial aid	Students should answer yes to the foster youth or guardianship questions as appropriate on the FAFSA/CADAA to get this benefit
<b>Foster Care Payments and Financial Aid</b>	Extended foster care payments, including Supervised Independent Living Placement (SILP) payments made directly to youth or payments from a THP+FC program, do not have to be reported as income on the FAFSA/CADAA. This also includes the infant supplement.	Youth who choose to remain in foster care after the age of 18 and up until the age of 21. (Also called "Extended Foster Care" and "AB 12")	Students should not include these payments as part of their income when completing financial aid applications
<b>Chafee Grant</b>	Up to \$5,000 per year for foster youth	Foster youth who were in-care between 16-18 years old with financial need; under 26 years old on July 1 of award year and enrolled at least half time.	Complete a FAFSA or CA Dream Act Application and the Chafee application at <a href="http://chafee.csac.ca.gov">chafee.csac.ca.gov</a>
<b>Cal Grant</b>	Can help pay for tuition and fees at four-year universities in California, and up to \$1,672 per year for cost of living at both four-year universities and community colleges in California.	Foster youth who were in care after age 13 are eligible up to age 26 and exempt from requirement to apply within one year of high school graduation. Deadline for community college students extended through September 2. Eligibility for foster youth is extended to eight years. Must have financial need and at least a 2.0 GPA.	Ensure that FAFSA/CADAA application is complete and that high school GPA has been uploaded to CSAC and matched with the FAFSA/CADAA application. Students enrolling at a four-year university must apply by March 2. Community college students must apply by September 2.
<b>California Community Colleges Promise Grant Fee Waiver</b>	Waives enrollment fees at CA Community Colleges.	To qualify, students must meet certain income standards. While most students lose their eligibility for the Promise Grant fee waiver if they are on academic probation for two consecutive terms, foster youth are exempted from this.	Students must verify their foster youth status with the Financial Aid Department at their campus to qualify to maintain the fee waiver while on academic probation. The foster youth support program or FYSI Liaison can help with this.
<b>JBAY Book Fund</b>	Offers book vouchers at the campus bookstore where the student is enrolled for up to \$250.	In foster care after age 13 and enrolled in at least six units. Must complete a FAFSA. Students eligible for or participating in a NextUp program are not eligible.	Students can apply through the college foster youth support program at the college or university where they are enrolled.
<b>Enrollment</b>			
<b>Priority Registration</b>	Foster youth are entitled by law to priority enrollment at community colleges and CSUs. All UC campuses also provide this benefit. This offers access to classes before they fill so students can get the classes they need each semester and create a schedule that works for them.	In foster care on or after age 16 and under age 26 (some colleges have expanded who is eligible beyond these criteria, e.g. students who exited foster care at a younger age or who are older than age 26 currently) <i>NOTE: Foster youth do not lose eligibility if they are on academic probation.</i>	To qualify at community colleges, all eligible students must first complete orientation, assessment and an educational plan. All students must verify their foster youth status with Admissions and Records. The foster youth support program or FYSI Liaison can help with this.

## FOSTER YOUTH BENEFITS FOR COLLEGE

Benefit	Details	Eligibility	What to do
<b>Automatic Verification of Foster Youth Status</b>	Child welfare provides direct verification of foster youth status for the purposes of financial aid eligibility to college financial aid departments through the WebGrants system.	Any student who submits a FAFSA/CADAA and is under the age of 26 will be matched to the child welfare database. Students in care after the age of 13 will be verified as foster youth.	Students must list their college school code correctly on their FAFSA/CADAA so that the financial aid office at their college can verify their status. This process is designed to eliminate the need for students to obtain a ward of the court letter from their child welfare department, however if there is any difficulty with the verification process, contact the Foster Youth Ombudsman's Office, 877-846-1602, <a href="mailto:fosteryouthhelp@dss.ca.gov">fosteryouthhelp@dss.ca.gov</a>
<b>Programs and Direct Support</b>			
<b>NextUp Foster Youth Support Program</b>	45 Community Colleges have a special program for foster youth called NextUp (also known as CAFYES). This program provides academic counseling, books, transportation and child care vouchers, other direct financial support, referrals to a range of other resources and a supportive community.	In foster care on or after 16 <sup>th</sup> birthday, under the age of 26 when entering the program and enrolled in at least 9 units.	Go to <a href="http://www.student.cacollegepathways.org/find-campus-support-programs/cafyes">http://www.student.cacollegepathways.org/find-campus-support-programs/cafyes</a> to see which colleges have these programs and who to contact to apply to the program.
<b>Other Foster Youth Support Programs</b>	In addition to NextUp, many campuses—both community college and 4-year universities—have foster youth campus support programs. The names of these programs vary by campus and include Guardian Scholars, Renaissance Scholars, Promise Scholars, and other local campus names. Every community college also has a Foster Youth Success Initiative (FYSI) liaison.	Eligibility varies by program. Some admit students who were in care at age 16, others at age 13, others include students with any time spent in foster care.	Go to <a href="http://www.student.cacollegepathways.org/find-campus-support-programs">http://www.student.cacollegepathways.org/find-campus-support-programs</a> to see which colleges have programs and who to contact to apply to the program. This link also includes the complete list of FYSI contacts.
<b>EOPS (Extended Opportunity Program and Services)</b>	Provides personalized academic and personal counseling, vouchers for books and transportation, access to computers and printers at all community colleges.	For economically and educationally disadvantaged students. Students must qualify for a Promise Grant (fee waiver) and be enrolled full-time (unless exempt from full time requirement due to disability). A limited number of students are able to access the program with enrollment in 9 units.	Students must apply to the EOPS program at their campus. Procedures and deadlines vary but early application is encouraged as programs fill up.
<b>EOP (Educational Opportunity Program)</b>	Provides admission, academic and financial support services to historically underserved students throughout California at all CSU and UC campuses (some programs at UC campuses use alternative names).	Full time low-income students who need additional assistance to be successful.	Application must be submitted with general CSU or UC admission application. Additional essays and two letters of recommendation are required.
<b>Housing and Food Security</b>			
<b>Priority Access to Campus Housing</b>	CSUs are required and UCs are requested to give foster youth priority for on-campus housing. California community	Varies by campus.	Identify as foster youth on university/college applications. A separate housing application must be

## FOSTER YOUTH BENEFITS FOR COLLEGE

Benefit	Details	Eligibility	What to do
	colleges are requested to give priority to foster youth.		submitted by regular housing application deadline. Contact foster youth program on campus for assistance.
<b>Campus Housing During Breaks</b>	CSUs that have student housing open during school breaks are required to give first priority to current and former foster youth. UCs are only required to do so for foster youth who are otherwise eligible for a particular campus housing facility. CSUs and UCs are required to allow foster youth and homeless youth to remain in housing that is available during academic breaks at no extra charge. (This does not apply to summer.)	Varies by campus.	Contact foster youth program on campus for assistance.
<b>Extended Foster Care Housing Payments for Minors</b>	In general youth in foster care must be age 18-21 to qualify for placement in a supervised independent living placement (SILP). Minors (under age 18) however, can be placed in a SILP in a college dormitory or other college or university designated housing.	The student agrees to work together with the social worker or probation officer to facilitate implementation of the mutually developed supervised placement agreement and transitional independent living case plan. This benefit is not considered in financial aid awards.	Students must make arrangement with their county social worker and the housing department of the university or college.
<b>CalFresh Benefits</b>	In most cases students must be working 20 hours per week to qualify for CalFresh, however students in extended foster care and/or enrolled in a campus-based foster care program, EOPS, EOP, or other designated program are exempt from work requirement.	Eligibility for CalFresh benefits is made on a case by case basis and considers the individual's earned and unearned income, including any portion of the foster care payment they receive directly; assets; household composition; the amount of rent and utility expenses; student status and other factors.	Applications can be completed online at <a href="http://www.benefitscal.org">http://www.benefitscal.org</a> . The applicant will be required to participate in a phone interview and provide proof of income, expenses, and other circumstances. For additional information see <a href="http://www.jbaforyouth.org/calfresh-resources-colleges">http://www.jbaforyouth.org/calfresh-resources-colleges</a> .

LCFF Provisions for Foster Youth		
<b>Local Control Funding Formula Elements that Provide Support for College Transition</b>	<p>Provisions related to foster youth.</p> <ul style="list-style-type: none"> <li>▪ School districts are required to develop and implement plans specifying how the district will improve the educational outcomes of foster youth.</li> <li>▪ CDSS and CDE are required to share data and to inform school districts which of their students are in foster care.</li> <li>▪ CDE is required to track and report the educational outcomes for foster youth.</li> <li>▪ Schools and school districts with 15 or more foster youth will be held accountable for their academic performance.</li> <li>▪ School districts must develop, present and adopt a local control and accountability plan (LCAP). The plans must:                             <ul style="list-style-type: none"> <li>○ Identify goals for foster youth as a district subgroup.</li> <li>○ Describe the specific actions the districts will take each year to achieve these goals.</li> <li>○ Contain the budget associated with these actions.</li> </ul> </li> </ul>	Districts should reference the <b>Foster Youth Education Toolkit</b> , which is designed to assist school districts in meeting the promise of the Local Control Funding Formula (LCFF), ensuring foster youth receive full benefits of laws designed to protect them. This can be found at <a href="https://kids-alliance.org/wp-content/uploads/2016/09/FosterYouthEducationToolkit_v3.pdf">https://kids-alliance.org/wp-content/uploads/2016/09/FosterYouthEducationToolkit_v3.pdf</a> .