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# FOSTER YOUTH

## CAMPUS SUPPORT PROGRAMS

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### A LEADERSHIP GUIDE

CALIFORNIA ★  
COLLEGE   
PATHWAYS 

*Supporting Opportunity and Success for  
Foster Youth Scholars*

# ACKNOWLEDGEMENTS

The information presented in this document relied heavily on the following publications:

Casey Family Programs, *“Supporting Success: Improving higher education outcomes for students from foster care,”* Version 2.0, 2010.

Cooper, Darla et al., *“Serving Former Foster Youth in California Community Colleges: Successes, Challenges, and Recommendations,”* RP Group Center for Student Success, October 2008.

Dworsky, A. and Perez, A. *“Helping Former Foster Youth Graduate from College: Campus Support Programs in California and Washington State,”* Chapin Hall at the University of Chicago, 2009.

The Advisory Board Company, *“Fostering Student Success: Building a Support Program for Students from Foster Care,”* Washington D.C., 2009.

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California College Pathways is a project of the John Burton Foundation that provides resources and leadership to campuses and community organizations to help foster youth succeed at community colleges, vocational schools, and four-year universities. By engaging institutions to work together, sharing best practices, and educating key decision-makers, California College Pathways is helping foster youth across the state achieve their higher education goals and move on to fulfilling careers.

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# | 1 | INTRODUCTION

Every year, approximately 4,000 foster youth turn 18 in California’s Child Welfare system. In surveys conducted of foster youth, the vast majority express a desire to go to college. Unfortunately, the outcomes for these youth do not match up to their aspirations. In 2007, the Children’s Advocacy Institute at the University of San Diego School of Law reported that “only 20% of [foster youth] who complete high school even begin to pursue postsecondary education, compared with 60% of their peers.<sup>1</sup> The percentage of all former foster youth who attain a college degree is even lower, at only 1 to 3%.” A 2011 study found that at age 26, only 8% of former foster youth hold either a two- or four-year college degree as compared with 46% of the general population.<sup>2</sup>

Despite these dismal statistics however, there is hope. Proven strategies exist to help foster youth succeed in higher education. Comprehensive, cohesive supports for foster youth on college campuses can make all the difference in enabling them to succeed in college. Research tells us that when foster youth participate in campus support programs and/or receive financial aid, they are more likely to stay in school and obtain their degrees.

There are many different models for what a Foster Youth Campus Support Program (CSP) can look like, and the components are likely to vary in order to serve the unique needs of the youth on any individual campus. There are, however, some common themes that can help guide the development or expansion of a campus support program. This guide is intended to outline these essential common components and provide a road map for campus professionals wishing to provide targeted support for foster youth attending their institution.

This guide is divided into four sections. The first discusses advance work that a campus can engage in to create a plan for a CSP, laying the necessary groundwork to maximize success. The second section describes the various elements that may be included in a CSP. Within each element, “**TIER 1**” services require fewer resources and can be implemented by emerging programs and/or programs with limited funding. “**TIER 2**” services are further options for those programs with additional resources looking to enhance and strengthen specific aspects of their program. The third section provides information on other considerations related to the development and maintenance of a successful CSP. The final section provides samples of forms that are referenced throughout the document that can be adapted for use by a developing program.

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<sup>1</sup> Children’s Advocacy Institute, “Expanding Transitional Services for Emancipated Foster Youth: An Investment in California’s Tomorrow,” January 2007.

<sup>2</sup> Courtney, Mark, et al. “Midwest Evaluation of the Adult Functioning of Former Foster Youth: Outcomes at Age 26,” Chapin Hall, 2011.

## |2| CREATING A PLAN

The planning process below is divided into eight components. The process is not likely to be linear, and many segments will need to take place simultaneously.

### IDENTIFY A DESIGNATED LEADER

A point person to guide the initiative as it moves forward is essential to the success of the effort. This can be the person who ultimately provides direct services to students, or it can be an administration level position that guides the planning and identifies the direct service staff. It is important that this individual have buy-in regarding the program's mission and is prepared to be a strong advocate for the program. If feasible, consider how the person's workload can be adjusted to ensure they have adequate time to devote to the program planning.

### DEMONSTRATE THE NEED

It is likely that you will need to make a case for your program to potential funders, campus administrators and other campus departments whose resources you may need to leverage. Preparing background information to make this case early in your process can help you as you move forward.

With the extension of foster care to age 21 that began in 2012 through the passage of California Assembly Bill 12, it is expected that greater numbers of foster youth will be able to access college. The availability of housing and other supports through the foster care system will make it more financially feasible for youth to pursue higher education; this can help bolster your case for why now is the time to develop or expand your program.

**[TIP]** The California College Pathways (CCP) website ([www.cacollegepathways.org](http://www.cacollegepathways.org)) has a wealth of information that can be used to support your case. The "Reports" section includes various statewide and national studies that describe the needs of foster youth, current educational outcomes and the case for foster youth campus support programs.

You will likely need to create a process for identifying foster youth in order to collect accurate data. Foster youth are often reluctant to self identify for various reasons, including the fear of the stigma associated with being in the foster care system. In other cases, students sometimes

misidentify themselves as foster youth on college applications or financial aid applications. Section 3 of this guide provides additional information about strategies for identifying foster youth on your campus.

Information that you may want to collect includes:

- ★ How many foster youth have been identified on your campus?
- ★ How many college-age foster youth reside in your county?
- ★ How many new youth are expected to participate in extended foster care in the next several years in your county?
- ★ How many youth participate in your county's Independent Living Skills Program (ILSP)?
- ★ What services are currently available to foster youth in your county?

## CULTIVATE CHAMPIONS ON CAMPUS

Identifying other individuals on your campus who can help support and advocate for your program is an essential element of the planning process. Some options to consider for cultivating such advocates include:

**HOST** a “Foster Youth Awareness Event” and invite campus professionals to come and meet a few youth who are at different stages in their educational journey. Invite the local child welfare agency, ILSP, Juvenile Probation, and community-based organizations to discuss the need in the community.

**OFFER** training to faculty and staff about the needs of foster youth and the project. Take advantage of requirements your campus has for professional development, such as a “flex days” program at community colleges. Pass around a sign-up sheet to solicit volunteers, and be sure to follow up with them in a timely manner.

**ATTEND** and speak at different campus committees to provide information about foster youth and the project. Opportunities may include outreach to counseling, department chairs, senior staff, Admissions and Records, Disabled Students Programs and Services, Housing Services, Financial Aid and the Tutoring Center.

**REMIND** campus administrators at the community college level that making a concerted effort to serve this population meets a variety of fiscal requirements with regard to Title V funding.

**INVOLVE** higher levels of administration early on in the project. Having the campus President, Vice President and Deans on board is essential.

**LEVERAGE** legal obligations: All community college and CSU campuses are required to offer foster youth priority enrollment and are requested to offer priority for on-campus housing.<sup>3</sup> Other statutory obligations include requirements related to outreach activities to foster youth and tracking of retention data.<sup>4</sup> Developing a CSP that can identify foster youth and provide them with support will assist the school administration in implementing these legislative mandates.

## CREATE A PLANNING COMMITTEE

A variety of minds around the table can enhance and strengthen your planning process and ultimately your program. Bringing in a range of representatives from different arenas not only brings a multitude of perspectives to the process, but also helps to facilitate buy-in and allows you to spread the workload among many individuals.

The committee can include representatives from campus departments such as:

- ★ Admissions and Records
- ★ Financial Aid
- ★ EOP/EOPS
- ★ Counseling Services
- ★ Career and Transfer Centers
- ★ Housing Services (if applicable)
- ★ Disabled Students Programs and Services
- ★ Academic Advising

The committee can also include:

- ★ Campus Faculty
- ★ Associate Student Organizations or Campus Clubs/Student Life



<sup>3</sup> California Education Code Sections 66025.9 (priority enrollment) and 76010, 90001.5, 92660 (housing)

<sup>4</sup> California Education Code Section 89340-89347

- ★ Off-campus partners such as
  - County Child Welfare and/or Juvenile Probation Agency
  - California Youth Connection (CYC) chapters
  - Foster Youth Services program through County Office of Education
  - Housing providers who serve foster youth (e.g. THP-Plus providers)
  - Independent Living Skills Program (ILSP) providers
  - Other nonprofit community-based organizations serving foster youth
- ★ Campus Foundation/Development Office
- ★ A foster youth student
- ★ California College Pathways (CCP) technical assistance advisors
- ★ CCC Foster & Kinship Care Education Program (where available)
- ★ YESS-ILP Program (where available)

## CONNECT WITH OTHER CAMPUS SUPPORT PROGRAMS AND PEER NETWORKS

If you are starting a new program, there is no need to recreate the wheel—many others have paved the way before you. Foster youth CSPs exist across the state within every sector of California’s public higher education system. A wealth of knowledge exists within these programs, and program staff often make themselves available to assist newer programs. Regional networks providing peer support and guidance also exist in many areas. In addition to providing practical support, these relationships can help you to manage the many challenges that come with this extremely rewarding, but often challenging, work.

**[TIP]** You can find a comprehensive list of campuses across the state that have a foster youth CSP on the California College Pathways (CCP) website: [www.cacollegepathways.org](http://www.cacollegepathways.org). Programs are searchable by a variety of parameters and contact information for each program is included.



Strategies for connecting with colleagues engaged in similar work include the following:

**SET UP** site visits to other campuses with established campus support programs. Make time to have informal conversations with the program staff, participating youth and others who work to support the program. California College Pathways (CCP) can assist in setting up visits for you.

**CONNECT** with CSP consortia, which exist in Northern California and Southern California. San Diego County also hosts a Council of Colleges. The CCP website has additional information on each group.

**ATTEND** and participate in conferences that focus on child welfare and education, specifically college-age youth. At CCP’s Blueprint Conference, for example, you can connect with advocates and fellow professionals working to support foster youth during a variety of transitions in their life. You can also visit the Foster Youth Education Task Force’s webpage at <http://www.cfyetf.org> to find out about the annual Education Summit.

**NOTIFY** California College Pathways about your program in order to receive notices about peer networks and opportunities for support, and get listed on the CCP website.

## ESTABLISH PROGRAM ELIGIBILITY CRITERIA

Before you begin to identify the services that you wish to provide, you must identify whom you plan to serve. The term “foster youth” can mean a variety of things depending on if you wish to narrow or broaden the pool of students who are eligible for your services. There are different models for determining your core target population, and knowing in advance which model you will start with can assist your planning process. As your program grows and evolves and your day-to-day experience continues to inform your program model, you may choose to shift your target population. But you must start with a working definition to begin your program. Below are some considerations as you establish your eligibility criteria:

### DETERMINE

- ★ The criteria for participation in your program (e.g. youth who were in foster care at age 18, youth who qualify for FAFSA independent status based on foster care involvement, Chafee eligible youth, youth who had contact with the foster care system at any point in their life, etc.).
- ★ If your program will serve all eligible students or limit participation to a specific cohort of students. It is also possible to create a hybrid model with different tiers of service. Define criteria for participation and create a ***Program Application Form***.

- ★ If you will have participation criteria such as regular meetings with program staff, mid-term grade reports, minimum academic progress, etc. If so, create a **Program Agreement Form** for students to sign which lays out the expectations for both the student and the program. Programs with participation criteria should also identify an accountability process for students if they do not comply with the program agreement.

## DETERMINE THE PROGRAM ELEMENTS

There is no one right way to design a campus support program. The elements that you choose to include will depend on available resources, the specific needs of your students and the priorities identified by your campus. Review the elements described later in this guide and determine which to include. You may choose to focus on just three or four specific goals during the first year of implementation, and expand your services as the program evolves and matures.

See some strategies for determining the specific elements to incorporate below:

**USE** the information gathered on other campus visits to determine priorities for your project and realistic goals.

**CONDUCT** focus groups and/or interviews with youth.

**BUILD** your program incrementally over time, adding new components as resources or gaps are identified.

**EVALUATE** the program regularly once it is operational. You may want to schedule evaluation meetings at designated intervals with those involved with implementation. Solicit feedback from students as well on a regular basis to inform program design. If funds allow, hire an outside evaluator to come in and interview staff, youth and others on campus who work closely with the program.

## IDENTIFY RESOURCES

Finding the money to operate your program can be the most challenging aspect of the planning process. Visit the California College Pathways website for more information about how to engage in fundraising or reach out to a CCP staff person to find out what technical assistance may be available. Some tips for raising funds are:

**ASK** your campus administration to provide in-kind support as well as direct financial support for the program. Such support can include office space, equipment, supplies or dedicated staff time.

**BUILD** a relationship with the campus' Foundation or Development office and engage in joint fundraising efforts. Cultivating such a relationship can be enormously beneficial as the person spearheading the project will wear many hats, and fundraising can be very time consuming.

**DEVELOP** fundraising skills to solicit donations from foundations, corporations, major donors and individual donors. Make sure to check with your campus first to ensure that you are in compliance with campus protocols related to grant submission and other fundraising strategies.

**IDENTIFY** options for leveraging funds from other campus departments.

**CREATE** an advisory group to assist with fundraising. A strong and effective advisory group can be a tremendous asset to both new and well-established programs. There are many online resources for help in creating such a group.

**WORK** with local businesses to secure in-kind donations such as clothing, transportation vouchers, food for events and gift cards for youth. Cultivating these relationships can lead to cash donations down the road as well.

**ENSURE** that you are aligning your funding with realistic goals and objectives.

**DESIGN** a clear long-term plan for sustainability and donor engagement. This can include a plan for cultivating donors over time to increase their level of support through vehicles such as multi-year commitments and program endowments.



## |3| PROGRAM ELEMENTS

Although there is no one cookie-cutter approach to designing a CSP, there are specific program elements that are typical across programs. The degree to which your program can provide each of the services described in this section will be dependent on the resources that you have available as well as the priorities established on your campus. Within each element described below, **TIER 1** services require fewer resources and can be implemented by emerging programs and/or programs with limited funding. **TIER 2** services are additional options for those programs with more resources looking to enhance and strengthen specific aspects of their program.

### CENTRAL POINT OF CONTACT

Research conducted by Casey Family Programs, The Advisory Board Company and the RP Group found that foster youth often tell of the importance of having a single individual whom they can count on to provide guidance and support, especially when systems seem overwhelming. Many youth experienced frequent turnover of the adults in their lives or found themselves lost in an impersonal bureaucracy. They often do not have family or other consistent adult relationships to whom they can turn for advice. For this reason, establishing stable and trusting relationships with students coming from foster care is especially important to their college success. Having a trusted individual as a central point of contact who knows each student's needs and is knowledgeable about campus and community resources is the best way to help students succeed.

Typically this individual would oversee the program including outreach, providing support, networking within the university and in some cases fundraising.

### SYSTEM FOR IDENTIFICATION AND OUTREACH

Creating an identification process for finding foster youth is an essential element of a CSP. Foster youth are often reluctant to self identify for various reasons, including the fear of the stigma associated with being in the foster care system. They often do not know about the resources that may be available based on their foster care status, so a proactive effort to identify foster youth on your campus will likely be necessary. Once foster youth are identified, you can employ outreach strategies to make sure students are aware of your program and the benefits that may accrue from participation.

## Strategies for Identification:

**OBTAIN** a list of youth who self-identify as foster youth on the FAFSA and youth who apply for a Chafee grant. If your campus application includes a question about foster care status, obtain a list of those who self-identified as foster youth. If your campus application does not currently ask about foster youth status, work towards adding such a question to the admissions application.

**PRESENT** at a Flex Day activity or any other event where campus personnel are in attendance. Cover topics including: foster care system facts, the realities that foster youth face, information about your program and how faculty can play a role in helping support these students. Put this item on meeting dockets in smaller committees within the campus (enrollment management, counseling meetings, Dean’s meetings, and senior staff.)

## ASK

- ★ Faculty, staff and administrators to help identify foster youth and refer them to your CSP. Schedule individual meetings if necessary to achieve the appropriate support across the campus.
- ★ Your campus EOP/EOPS office to identify foster youth participating in their program.
- ★ Your county child welfare agency and/or ILSP program to identify youth whom they know are attending or planning to attend your campus.
- ★ Other community-based providers such as foster youth housing providers to identify youth whom they know are attending or planning to attend your campus.
- ★ Foster youth liaisons at the County Office of Education and local school districts to identify foster youth who are considering attending your school.

## Strategies for Outreach:

Once foster youth are identified, the next step is to make sure that they are aware of your services. There are a number of strategies that you can use to inform foster youth about your program and maximize participation.

**TIER 1** - For programs with fewer resources and/or limited funds.

- ★ Set up an email notification system to contact those who answered “yes” to the foster youth question on either the admissions or financial aid application, letting them know about foster youth specific services.
- ★ Create a **Program Brochure** describing your services that can be distributed to other campus departments and external agencies such as child welfare, juvenile probation,

ILSP, California Youth Connection and community-based nonprofit providers. Follow up with these agencies regularly to ensure that new staff are informed about your program.

- ★ Make sure information about your program is included on the general campus website.
- ★ Attend regional meetings with other CSPs in your area and ask campus representatives to make referrals to your program as appropriate.
- ★ Ask that your campus include information about your program during campus orientations.
- ★ Utilize existing students to advertise the program through a word-of-mouth approach, including social media.
- ★ Hold an “open house” to provide an opportunity for foster youth who are curious about the program to stop by your office, gain information about available services and meet current participants.
- ★ If your program has an advisory or planning committee, ask for ideas from participants about additional outreach strategies.



## TIER 2 - For programs with more resources.

- ★ Offer to present about your program at local conferences and events focused on child welfare.
- ★ Offer to attend ILSP and county child welfare agency staff meetings to present information about your program and request referrals.
- ★ Present information about your program at campus orientations.
- ★ Attend your local CYC chapter meetings to present information about your program.
- ★ Host a table or booth at campus events.
- ★ If your county has a sub-committee providing guidance and feedback on the implementation of extended foster care (AB 12), attend meetings to provide program information and solicit outreach strategy ideas.

## DEVELOP ON-CAMPUS PARTNERSHIPS AND COLLABORATION

It is unlikely that your program will be able to provide every type of service in-house, so creating partnerships with other departments in order to leverage existing services is essential. Below are a variety of tips and suggestions for making the most of existing resources on your campus.

### TIER 1

- ★ Establish partnerships with key departments including housing services, counseling, psychological services, transfer centers, EOP/EOPS, TRIO, Disabled Student Services, tutoring center, career center, financial aid, admissions and records, and student success services.
- ★ Encourage departments via their Deans to designate a point-of-contact person to whom foster youth can be referred.
- ★ Connect students immediately to financial aid and an academic advisor to begin working on their Education Plan.
- ★ Create a referral system that supports the youth in accessing the service. This can include making direct contact with a department to let them know the youth is coming, and encouraging the youth to schedule an appointment while in your office. At some campuses, departments offer priority to youth referred by the CSP, bypassing waiting lists or other obstacles to access.

### TIER 2

- ★ Walk the student over to the referral office to introduce them to the appropriate point person and make sure they understand how to access the services they need.
- ★ Track the referrals made in order to follow up with both the student and campus department to ensure the student received the needed services. This could include creating a referral card that students have signed by the referred department, creating accountability.
- ★ Develop a trigger system to ensure that staff follow up on each referral made to determine if the student accessed the service and the outcome of the contact.
- ★ Create an agreement with your campus' EOP/EOPS program to reserve spots for foster youth from your program.

## PROVIDE HOUSING AND TRANSPORTATION RESOURCES

Having a safe, stable place to live year-round is essential to success in college. Recent studies have found that one third of foster youth report having episodes of homelessness after leaving foster care.<sup>5</sup> Unlike most students, foster youth residing on campus often do not have family to go to when on-campus housing is closed, raising the challenge of where to go during school breaks. Those who must live off campus often have not developed independent living skills, jeopardizing their ability to both find and maintain stable housing. Financial constraints are often a consideration as well, especially in more costly urban areas. In rural communities, affordable housing options may be more readily available, but access to transportation can be a significant obstacle to getting to class. Whether your campus has on-campus housing available or not, resources can be put in place to assist students with this vital need.

### TIER 1

- ★ Campuses with on-campus housing should explore setting aside units for foster youth and options for year-round housing. Current law requests that all three public higher education systems give priority for on-campus housing to current and former foster youth. Campuses that offer housing that is open during breaks are also requested to give first priority to current and former foster youth.<sup>6</sup> Determine if your campus is abiding by this law, and if not, advocate for implementation.
- ★ For those campuses considering year-round housing, you may want to create specific eligibility criteria (e.g. maintaining a certain amount of units during summer if available or working a certain number of hours per week during the summer).
- ★ As of 2012, foster youth can stay in foster care until their 21st birthday. Youth in care have a variety of housing options available to them, including receiving a direct monthly stipend while residing in an approved housing setting. Create relationships with the local child welfare agency to ensure that all eligible youth are receiving any housing benefits to which they are entitled.
- ★ Most counties offer transitional housing specifically for emancipated foster youth through the Transitional Housing Placement Plus Program (THP-Plus). THP-Plus pro-

[TIP] The California College Pathways website ([www.cacollegepathways.org](http://www.cacollegepathways.org)) has a link to the “*Foster Youth’s Guide to Housing*” which provides guidance to foster youth regarding finding an apartment, evaluating roommates, budgeting and maintaining housing.

5 Dworsky, Amy and Courtney, Mark, “Assessing the Impact of Extending Care beyond Age 18 on Homelessness: Emerging Findings from the Midwest Study”, Chapin Hall Issue Brief, March 2010.

6 California Education Code Section 76010, Section 90001.5 and Section 92660



vides transitional housing for up to 24 months along with support services. Determine eligibility criteria for your local THP-Plus providers ([www.thp-plus.org](http://www.thp-plus.org)) in order to refer youth to these programs.

- ★ At a minimum, create a housing guide for youth if your campus has no on-campus housing. This resource guide can include the local emergency shelters, THP-Plus providers, community-based organizations that offer affordable housing and other local housing resources.
- ★ Work with your local public transit agency to obtain free or reduced-cost transit vouchers that can be distributed to foster youth students.
- ★ Collaborate with other local agencies to determine if students can receive funds for metro/bus tokens. For example youth who are Workforce Investment Act (WIA) eligible may be able to receive transportation assistance. Some ILSP programs have funds to assist with transportation as well.

## TIER 2

- ★ For campuses without on-campus housing, develop partnerships with local housing providers to make residences available to foster youth students, potentially including nearby four-year institutions, affordable housing sites and THP-Plus providers.
- ★ Financial aid often does not cover the summer months and this can be very challenging for foster youth. If your program has year-round housing available, consider raising funds to help cover summer housing costs.
- ★ Purchase bus tokens or other transit vouchers to provide to students with unmet transportation needs.

## CREATE A PLACE TO BELONG

Having a physical location designated for foster youth allows for staff to meet with individual students and can create a “home” for foster youth where they feel safe. Make sure that whatever space you are able to provide is friendly and welcoming.

## TIER 1

- ★ Identify a confidential office space to meet with students and ensure access to a group meeting space for larger events.
- ★ Use the space to create a culture of community—include things like youth-friendly art, a bulletin board of reminders and monthly updates and a student birthday board. Engage youth in decorating the space.

## TIER 2

- ★ Identify a designated program space for youth. If feasible, arrange the space for multi-functionality including space for studying, social interaction, student advising and counseling, and just hanging out. Include a couch or other furniture that creates a welcoming environment (no sleeping 😊). Engage youth in decorating the space.
- ★ Include private office space for sensitive conversations in addition to general program space.
- ★ Provide computers and printers for students to utilize.
- ★ Create a resource library with books about career options, employment preparation, graduate school, test preparation guides and other useful materials.

## FINANCIAL ASSISTANCE

Research shows that foster youth who receive financial aid are more than twice as likely to succeed in college as those who do not.<sup>7</sup> Helping youth to meet financial aid deadlines is one of the most critical roles that a CSP can play. Currently less than 1 in 5 foster youth who apply for financial aid receive a Cal Grant, primarily due to missing the March 2nd deadline.<sup>8</sup> For programs with additional resources, using funds to provide additional direct financial support to youth can be an effective way to improve retention.

## TIER 1

- ★ Educate those who work in your financial aid office about the special needs of foster youth. Offer to provide training regarding how to be thoughtful when asking for sensitive information needed to establish independent status on financial aid forms. *The Casey Family Foundation's Providing Effective Financial Aid Assistance to Students from Foster Care and Unaccompanied Homeless Youth* is a helpful resource for understanding the unique issues of foster youth as they relate to financial aid.
- ★ Ask the financial aid office to designate a financial aid officer who will develop a specialized knowledge of foster care, learn the resources available for these youth and work directly with them.
- ★ Provide guidance regarding FAFSA completion and other financial aid forms.
- ★ Assist students in trouble-shooting financial aid issues.

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<sup>7</sup> "First Look, Foster Youth Education Outcomes in Four California Counties," Stuart Foundation, November, 2010.

<sup>8</sup> "Hopes & Hurdles, California Foster Youth and College Financial Aid," Institute for College Access and Success, October, 2009.

- ★ Identify relevant scholarships and provide application process assistance.
- ★ Connect with the Burton Scholars Backpack to Success Program ([www.johnburton-foundation.org](http://www.johnburton-foundation.org)), which provides foster youth attending college with gift cards for local stores to purchase life necessities and school supplies.

## TIER 2

- ★ Provide book vouchers: These can be useful in particular for students who do not qualify for financial aid or have not received their financial aid disbursement in time to purchase books at the start of the term. These vouchers can be used in the campus bookstore, or the program director can find better textbook deals online and purchase books on the students' behalf.
- ★ Create a lending library: Programs that do not have the resources to provide book vouchers can, with more limited funding, acquire books for courses commonly enrolled in by students and lend these books to foster youth as needed.
- ★ Create a revolving loan fund program for books: A common complaint among students receiving financial aid is that payments can be delayed, resulting in a student not acquiring needed books and supplies at the start of the term. A revolving loan fund can be used to lend students funds to purchase books when financial aid is delayed. The student then repays these funds when financial aid is disbursed.



- ★ Create a pool of resources for emergency funds: These can be dispersed at the director's discretion depending upon the unique need of the student. Typically, emergency funds help students pay for their rent, a monthly bill, or any other financial need they have which can derail them from staying in school. Emergency funds are to be used judiciously and criteria should be established in order to protect these funds from being misused or abused. It is advisable to pay emergency funds directly to the payee of a bill or a landlord for rent rather than directly to the student. It is a best practice to collect and maintain written documentation such as past due bills or late rent notices as evidence of the expense. When providing funds, the CSP coordinator should help the student to develop strategies, such as developing a budget and learning money management skills, to ensure that they don't end up in a similar predicament again.

- ★ Provide scholarships: Solicit funds from private donors to be able to offer scholarships through your program to help offset the costs of tuition, books and living expenses not covered by financial aid.

## ACADEMIC AND CAREER COUNSELING

Assistance directly related to achieving academic goals is likely to be a fundamental component of any foster youth CSP. New requirements at the community college level restrict access to higher education to those progressing towards a clearly articulated educational goal. Time limits on federal financial aid have become more restrictive and Board of Governors fee waivers at community colleges can be rescinded if academic progress is not maintained.

Foster youth often enter college disadvantaged by frequent changes in schools resulting from placement disruptions. Identifying potential problems early can make all the difference to a foster youth's academic career. When possible, use a proactive advising approach: advisors make regular contact and use early warning systems to identify students who are having difficulty.

At community colleges and CSUs, foster youth are entitled by law to register for classes prior to general enrollment.<sup>9</sup> Ensuring that all eligible youth receive this valuable benefit is another key role for a CSP.



### TIER 1

#### Priority Registration

- ★ Develop a system to notify eligible students about priority registration.
- ★ Aid students in navigating the system on your campus to ensure that they submit necessary documentation and receive their priority registration designation in a timely manner.
- ★ Notify students about key registration dates through mail, email, phone, text, social media such as Facebook and flyers posted in the CSP program office.

<sup>9</sup> California Education Code, Section 66025.9.

## Remediation Support

- ★ Encourage students to enroll in the appropriate courses for their skill level.
- ★ Reduce the stigma of basic skills classes by stressing their importance and using encouraging terminology: “essential skills” instead of “remediation” or “basic skills.”
- ★ If courses are available, see if the student can take these classes prior to the fall/spring term (winter/summer).

## Tutoring

- ★ Develop a system to ensure referrals are made to your point person in the tutoring center BEFORE it is too late.
- ★ Remain in contact with the tutor to check on students’ progress.

## Transfer Assistance (community colleges only)

- ★ Refer students who are considering transfer to a four-year institution to your campus transfer center.
- ★ Identify which four-year universities have foster youth support programs. The CCP website ([www.cacollege.pathways.org](http://www.cacollege.pathways.org)) hosts a searchable database with current contact information for all foster youth campus support programs in California.
- ★ Create formal or informal relationships with local four-year campuses to allow for a seamless transition for students.

## TIER 2

- ★ Include individuals on staff at the CSP who are trained to create educational plans and assist students with transfer requirements.
- ★ Hire and train tutors to work exclusively with your students.
- ★ Create a foster youth student success course:
  - Personal development courses can be offered at different stages of the students’ experience on campus; either part of a summer bridge experience, or during the students’ first semester on campus. These may be similar to existing First Year Experience courses offered on your campus but more specifically targeted to the foster youth experience.

- Focus these courses on study skills, academic etiquette, time management, organizational skills, and learning the supports available on campus. They can also include special topics such as healthy relationships, dealing with the holidays and positive communication skills.
- These courses can be credit or non-credit depending upon the availability of the course offerings and campus budget.
- ★ Create an “early alert system” to watch for students having difficulty by using mid-term grade reports:
  - Create small “report cards” for the student to have their instructors complete and sign. The student then brings the card to the CSP office at their scheduled appointment with the academic advisor mid-way during the semester/quarter. Samples of these report cards are included in the sample forms section at the end of this guide.
  - Depending upon the level of involvement with faculty, some programs have created a mid-way email notification where a standardized email is sent to each instructor asking for a mid-way grade along with any additional information necessary.
- ★ Provide support during the transition to college including linkages to your school’s summer bridge program if applicable or the creation of a summer bridge experience for entering foster youth.

## PERSONAL GUIDANCE AND SUPPORT

Most youth in foster care have faced more than their share of challenges well before they arrive at college. Foster youth are more likely to experience mental health and/or substance abuse issues, and often become teen parents. By definition, foster youth suffered abuse and/or neglect as children resulting in a removal from their biological parents. Many youth in foster care experience frequent changes in placement, which can lead to a general sense of instability, lack of trust in adults and even posttraumatic stress.

### TIER 1

- ★ Create a culture of community and support within your program with periodic events, lunches, etc.
- ★ Develop a direct relationship with your campus’ Disability Services office and assist foster youth in establishing eligibility and accessing these services as needed.

- ★ If your campus has counseling and psychological services and/or health services, create a relationship with key staff in order to expedite access to these services.
- ★ Negotiate agreements with campus counseling departments to enhance services. For example, at one school most students were limited to six psychological services sessions, however, this limit was waived for former foster youth.
- ★ Craft a system of referral to mental health and social services in your area, as well as to other nonprofits catering to foster or transition age youth. Be prepared to make referrals to substance abuse treatment programs when necessary as well.
- ★ Assist youth in accessing all health benefits to which they are entitled. With the passage of the Affordable Care Act, effective January 1, 2014 foster youth are eligible to receive Medi-Cal until they turn 26.
- ★ Learn about and make referrals to services in your area for parenting students, including childcare options.
- ★ Train staff in the principles of “trauma informed care,” an approach to engaging people with histories of trauma that recognizes the presence of trauma symptoms and acknowledges the role that trauma has played in their lives.
- ★ Incorporate elements of positive youth development (PYD), which emphasizes the importance of focusing on youth’s strengths instead of their risk factors, into all aspects of your program.



## TIER 2

- ★ Schedule regularly structured meetings with all participants during each term to check in about how things are going in their lives. Don’t just accept “everything’s fine” as a response, but instead take the time to delve deeper so that personal issues that could lead to a youth dropping out of school are identified and addressed early. One strategy is to begin these meetings with a discussion about what is going well as a way to create an environment that facilitates open and meaningful conversations.
- ★ Produce program gear with your name and logo to promote student pride and connection.

- ★ Develop a mentoring system: either peer-to-peer or with adult supporters. Mentoring programs can take a variety of forms:
  - Carefully select youth to be mentors to incoming students/program participants on campus.
  - Set up mentoring between campuses using mentors attending a 4-year college to mentor those who are attending a community college or are still in high school.
  - Provide mentors with specific tasks and responsibilities that they must complete with their student within a certain timeframe (e.g. campus tour, attending social events, community involvement, etc.)
  - Provide mentors with adequate training and regular monitoring.
  - Conduct a profile assessment of each party to ensure that “right fit”
- ★ Create a position for a master’s level Social Work Intern from your own campus if your school offers a MSW program or from a nearby campus to provide case management services and mental health support for program participants in need of such services.
- ★ Offer peer support groups led by a trained professional or MSW intern. These can be open to all or focused on a specific population such as parenting students.

**EXAMPLES OF CRITERIA  
FOR BECOMING A MENTOR:**

- ★ Completed 1 year of college
- ★ Maintained a B average (2.7 to 3.0 GPA)
- ★ Selected a clear academic path (BA, AA, Certificate, transfer)
- ★ Positive and uplifting attitude; encouraging and mature enough to be a guide

## SOCIAL EVENTS

Coming to college can be overwhelming for many students. Foster youth are likely to feel well out of their comfort zone and may not have close friends or others to turn to for support. Sponsoring social events can be a way to facilitate positive peer relationships and reduce feelings of isolation. Holding a welcome event at the beginning of each term can be a nice starting point to orient new students to the program and introduce them to continuing students.



Offer other group events such as:

- ★ Movie night
- ★ Study jam (have the office open late during mid-terms and final exams)
- ★ Field trips (museums, community events)
- ★ Recognition events for student's academic achievements
- ★ Sports events
- ★ Open-mic nights; poetry jams
- ★ Graduation/end of year parties
- ★ Community service events to support foster youth in learning the importance of giving back to their communities.
- ★ A Foster Care Awareness Event in May (Foster Care Awareness month) to bring awareness to the campus and create a shared experience for youth organizing the event.
- ★ A graduation celebration for those students exiting your program.

Consider offering childcare so that parenting students can participate or include kid-friendly events for parenting students.

## RESOURCE GUIDE

Creating a resource guide with information about local services can be a valuable tool for foster youth. The guide could contain contact information for the most commonly accessed on-campus departments as well as community resources for services such as:

- ★ Career and employment assistance
- ★ Clothing
- ★ Legal rights/advocacy
- ★ Peer support such as local CYC chapters
- ★ Emergency needs (food banks, emergency shelter, reduced cost utility programs etc.)
- ★ Childcare

- ★ Transportation
- ★ Health care
- ★ Mental health and substance abuse treatment

The information can be made available both in hard copy and on a simple website. Make sure to update the information regularly.

## STUDENT WORKSHOPS

In addition to offering individualized support, group workshops can be an effective strategy for imparting information and creating community. If you choose to offer workshops, create a schedule of different workshops being offered during the term and provide this to students when they enter your program or drop by for services. You can often leverage the expertise of others on campus as well as community-based organizations to deliver workshops. Examples include but are not limited to:

### Education and Career

- ★ Employment skills: resume writing, applying for a job, interviewing skills, keeping a job
- ★ Academic etiquette: study skills, test-taking, time-management, how to be a student
- ★ Planning for life after graduation, including advanced degrees
- ★ Transferring to a four-year college (for CCs)
- ★ Introduction to campus: campus tour and scavenger hunt

### Life Skills

- ★ Basics of independent living
- ★ Landlord and tenant rights
- ★ Money management: budgeting, balancing a checkbook, banking basics, establishing credit
- ★ Preparing tax returns
- ★ Purchasing and maintaining a car
- ★ Buying groceries and shopping on a budget

## Health and Wellness

- ★ Healthy sexuality
- ★ Communication skills
- ★ Substance use and abuse
- ★ Managing peer pressure
- ★ Mental health services and referrals
- ★ Depression and suicide prevention
- ★ Parenting support
- ★ First aid/CPR
- ★ Healthy lifestyles: nutrition, healthy eating & cooking, exercise



## LEADERSHIP AND COMMUNITY ENGAGEMENT OPPORTUNITIES

Youth from foster care often grow up in many temporary placements, which prevents them from feeling connected to a supportive community. Some may feel disempowered and unsure how they can empower themselves to impact their own life as well as that of the community around them. Making students aware of and creating opportunities for engagement and leadership can be a valuable role that a CSP can play.

**PROVIDE** information about on-campus activities such as clubs, athletics, student organizations and student government as well as opportunities in the community such as churches, recreational groups, volunteering and peer mentoring. As you get to know individual students, you can suggest activities that match student interests or personality.

**SUPPORT** the creation of informal clubs for youth from foster care who want to spend time with others with foster care experience.

**CREATE** a connection with the Associated Student Organization/Student Life department to support the creation of clubs for youth from foster care who want to spend time with others with foster care experience and to connect students to other campus engagement opportunities.

**ENCOURAGE** connection and participation in youth advocacy organizations such as California Youth Connection and other leadership opportunities.

**PROVIDE** opportunities for students to mentor others including younger foster youth. Outreach to high school students in foster care is one meaningful way to engage students on campus who have experienced foster care.

## CAREER SUPPORT AND TRANSITION AFTER COLLEGE

In addition to helping foster youth successfully complete their degree or certificate programs at your campus, providing help during the transition out of college and into the job market can be crucial. Below are some ideas for creating transition and career support services in your program.

**CREATE** linkages to your campus' career center. Make sure students are aware of Job Fairs on or off campus, and training and resources offered by the campus' Career Center.

**DEVELOP** relationships with the county ILSP, local job search centers, nonprofit agencies providing employment assistance, workforce investment act programs and one-stop employment centers.

**PROVIDE** workshops or seminars on employment-related topics such as career exploration, resume writing, mock interviewing, job search, employment readiness and workplace expectations.

**CREATE** a senior seminar to address planning for life after graduation, including securing stable housing and transportation and how to access mainstream resources.

**PROVIDE** one-on-one coaching regarding transition to employment after college.

**COLLABORATE** with the campus and business communities to identify career internship or mentorship opportunities.

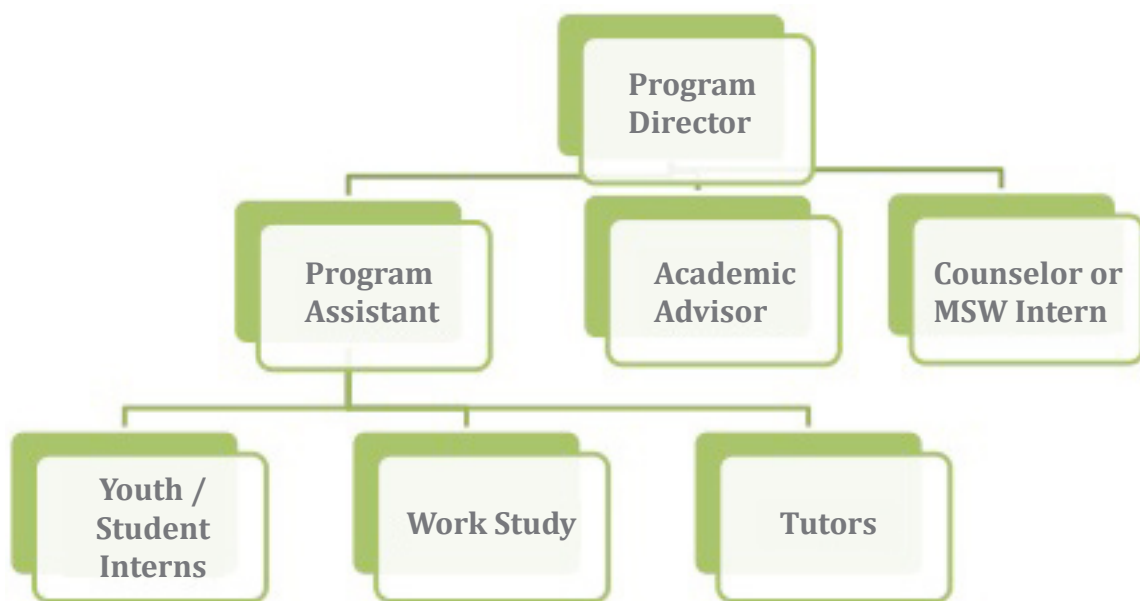
**WORK** with other campus offices to establish a priority status for students from foster care to gain access to on-campus jobs, work study and internships.

**CONNECT** interested students to the UC Davis Guardian Professions Program for students pursuing graduate and professional degrees.

## |4| OTHER CONSIDERATIONS

### STAFFING

There is no one right way to staff your program. The number of staff you will be able to utilize is obviously linked to the resources that are available to pay for them. The chart below shows a sample staffing structure for a support program with ample funding. Many highly successful programs, however, are able to provide an exemplary level of service with many fewer staff.



#### Descriptions of Positions:

##### Program Director

The Program Director is typically responsible for managing the program's operations and key staff along with creating and maintaining relationships on campus and in the community. The Program Director will often have direct service responsibilities as well, including meetings with students, conducting outreach and organizing events. The Program Director often manages the budget and allocates available resources, and may also have fundraising responsibilities.

##### Program Assistant

A Program Assistant supports the Program Director in managing day-to-day activities. This can include administrative responsibilities, outreach activities and direct support to participants in the program. The Program Assistant may also manage youth interns, work-study students and tutors if applicable.

### Academic Advisor

The Academic Advisor meets with students to determine their education plan; advises them about which courses to enroll in and how to arrange their schedule; refers them to a general college counselor if necessary; provides support and encouragement to students during the semester as issues arise; counsels them to drop or withdraw from courses in time if necessary; and refers to tutoring or other academic support services as needed.

### Counselor or MSW Intern

A counselor or MSW Intern can provide counseling and mental health support to program participants. This staff person generally is also responsible for determining if any referrals need to be made to any outside agency for more in-depth psychological services.

### Youth/Student Interns or Work Study

Student workers can assist with administrative tasks such as weekly emails to students informing them of activities and important deadlines, and scheduling events and seminars for the youth to participate in, along with other daily tasks.

### Tutors

Dedicated tutors can help students with their homework and focus on academic strategies to empower them for success (test-taking, reading tips, study skills).

## DATA COLLECTION

Data is a powerful tool to use when seeking funding, meeting with partners and creating awareness both on and off campus about your program. Data can also be used to help inform the program's functionality by analyzing student outcomes and readjusting or shifting certain programmatic aspects to best meet the needs of the participants. Some campuses have been able to set up relationships with the registrar's office, financial aid or other campus departments in order to access data, and such an arrangement can be a valuable tool for both tracking an individual student's progress as well as cumulative program outcomes. The type of data that you may want to consider collecting includes:

- ★ Total number of foster youth on campus
- ★ Number of youth who participate in your program
- ★ Number of new students each year in your program
- ★ Yearly rate of retention (the number remaining in program or successfully completing an educational goal)
- ★ Average student GPAs
- ★ Average number of units attempted

- ★ Average number of units completed
- ★ Percent and number of students who successfully obtain a degree, certificate or transfer

Additional data elements to consider tracking include:

- ★ Percent and number of students who successfully utilize priority registration
- ★ Number who receive Pell Grants, Cal Grants, Chafee grants and/or Community College Board of Governors fee waivers
- ★ Number of youth on academic probation
- ★ Campus or community engagement in student activities, student government or other activities
- ★ Referrals made to various campus services
- ★ How participants hear about your program and referral sources

You may want to create a participant survey that is administered at the end of the term or academic year asking students to report their level of satisfaction with program services, as well as to provide suggestions for new services or changes to the program.

## ONGOING YOUTH INVOLVEMENT

Including current and former foster youth in the development and management of your program will not only create leadership opportunities for the youth, it will enhance your program and allow youth to create a sense of “ownership” in the program’s development and evolution. Some ways to include youth in your program design and function are:

- ★ Allow the students to develop the name for your program.
- ★ Create peer-staff positions that are filled by current students.
- ★ Invite all former foster youth for a reception, soliciting ideas from students in an informal environment.
- ★ Involve students in the planning for and decoration of program space.
- ★ Include a student in hiring panels for new staff.

- ★ Include students when advocating for your program with campus administrators or potential funders.
- ★ Include students in the process of planning events and/or workshops.
- ★ Create a student advisory board to help guide the program, or include a student representative on a larger advisory board.
- ★ Conduct periodic focus groups and/or written surveys with students to assess how the program is going and hear ideas for new elements.

## CULTIVATING FUTURE FOSTER YOUTH SCHOLARS

Many youth in foster care have not lived with a consistent expectation that they will, could, or even should attend college. They often come from families where attending college was not part of the family experience. Foster children are often moved from one placement to another, leading to changing schools, often resulting in being behind in credits, not taking college preparation coursework, and not having a consistent education advocate to help prepare them for life after high school. Many may be unaware of or miss important deadlines for pre-college testing, entrance applications and/or financial aid applications.

Foster youth CSPs can play a role in improving access for high-school age foster youth by collaborating with County Child Welfare agencies and developing programs meant to encourage and support younger foster youth in pursuing post-secondary educational goals.

**COLLABORATE** with external partners such as the ILSP and child welfare agency to bring their youth on to your campus to take a college tour and expose them to campus life. Some counties sponsor half-day or full-day events where foster youth can hear from other foster youth on campus about their experience, learn about admissions and financial aid requirements, and gain exposure to the campus environment.

**PROVIDE** training about the value of higher education and the services that are available through your program to your local county child welfare agency, child welfare partners such as foster parents and housing providers, and/or programs for foster youth serving in high school and middle school.

**CREATE** mentorship programs that allow current college students to mentor foster youth in high school.



## |5| SAMPLE FORMS

All sample forms are available as Word documents on the California College Pathways website: [www.cacollegepathways.org/resources](http://www.cacollegepathways.org/resources).

### **Program Intake Form**

- ★ Community college
- ★ Four year



### **Release of Information**

### **Student Agreement**

### **Checklist**

- ★ Community college
- ★ Four year

### **Emergency Fund Form**

### **Mid-term Grade Check**

- ★ Short
- ★ Long



**PROGRAM INTAKE FORM – Community College**  
*All information is confidential and only accessible to program staff*

Date: \_\_\_\_\_

**STUDENT INFORMATION**

Name: \_\_\_\_\_ SID #: \_\_\_\_\_  
Address: \_\_\_\_\_ Apt. #: \_\_\_\_\_  
City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_  
SS#: \_\_\_\_\_ DOB: \_\_\_\_\_ Age: \_\_\_\_\_ Female  Male   
Cell Phone #: \_\_\_\_\_ Home Phone #: \_\_\_\_\_  
Work Phone #: \_\_\_\_\_ Email: \_\_\_\_\_  
Do you have children?  Yes  No If yes, how many children do you have? \_\_\_\_\_  
Currently enrolled in foster care?  Yes  No  
County of jurisdiction: \_\_\_\_\_ Dates of dependency: \_\_\_\_\_  
Submitted Minute Order/Ward of Court Letter:  Yes  No

**EMERGENCY CONTACT INFORMATION**

Name: \_\_\_\_\_ Relationship: \_\_\_\_\_  
Address: \_\_\_\_\_ Apt. # \_\_\_\_\_  
City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_  
Home Phone: \_\_\_\_\_ Cell Phone #: \_\_\_\_\_

**COLLEGE ASSESSMENT INFORMATION**

Math:  Yes  No English:  Yes  No Appointment Date \_\_\_\_\_  
Math Placement: \_\_\_\_\_ English Placement: \_\_\_\_\_  
Have you attended GSP Orientation?  Summer  Fall  Spring  Have NOT attended

**CAMPUS FEES/TUITION**

ASO Fees:  Yes  No  
Health Fees:  Yes  No

**SUPPORT SERVICES ON CAMPUS**

Are you currently receiving services from the following?

Services	Yes	No	Name of Contact (if known)	Notes
EOP&S				
TRIO				
DSPS				
Tutoring				
Career/Transfer				

**ACADEMIC COUNSELING/EDUCATIONAL PLANNING**

Counseling (General Counseling / EOPS / TRIO / DSPS)

Meeting #1: Date \_\_\_\_\_

GSP – Academic Advisor

Meeting #1: Date \_\_\_\_\_

Meeting #2: Date \_\_\_\_\_

Have you completed an Education Plan?  Yes  No

Have you completed a College Success or Readiness Course Class?  Yes  No

Which course? \_\_\_\_\_

**APPEALS**

EOP&S:  Yes  No Due on/ before: \_\_\_\_\_

Financial Aid:  Yes  No Due on/ before: \_\_\_\_\_

**HOUSING**

Living Situation:

Apartment  Dorms  Transitional Housing  Family

Foster Home  Homeless  Decline to state

Other: \_\_\_\_\_

List transitional housing program: \_\_\_\_\_

**FINANCIAL RESOURCES**

Completed FAFSA:  Yes  No Year: \_\_\_\_\_

Completed Chafee application:  Yes  No Receiving Chafee:  Yes  No

Applied for Scholarships:  Yes  No Receiving Scholarships:  Yes  No

If yes, which ones: \_\_\_\_\_

Are you currently employed?  Yes  No If yes, how many hours per week? \_\_\_\_\_

Place of employment: \_\_\_\_\_

Other sources of financial support:  Foster Care  Family/friend  Financial Aid

Other: \_\_\_\_\_

**OTHER INFORMATION**

Any other information you'd like to share with us?

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**I certify that the information I have completed is true and correct to the best of my knowledge.**

\_\_\_\_\_  
**Student's Signature**

\_\_\_\_\_  
**Date**

**PROGRAM INTAKE FORM – Four Year Institution**  
*All information is confidential and only accessible to program staff*

Date: \_\_\_\_\_

**STUDENT INFORMATION**

Name: \_\_\_\_\_ SID #: \_\_\_\_\_

Address: \_\_\_\_\_ Apt. #: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_

SS#: \_\_\_\_\_ DOB: \_\_\_\_\_ Age: \_\_\_\_\_  Female  Male

Cell Phone #: \_\_\_\_\_ Home Phone #: \_\_\_\_\_

Work Phone #: \_\_\_\_\_ Email: \_\_\_\_\_

Do you have children?  Yes  No If yes, how many children do you have? \_\_\_\_\_

Currently enrolled in foster care?  Yes  No

County of jurisdiction: \_\_\_\_\_ Dates of dependency: \_\_\_\_\_ to \_\_\_\_\_

Submitted Minute Order/Ward of Court Letter:  Yes  No

**EMERGENCY CONTACT INFORMATION**

Name: \_\_\_\_\_ Relationship: \_\_\_\_\_

Address: \_\_\_\_\_ Apt. # \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_

Home Phone #: \_\_\_\_\_ Cell Phone #: \_\_\_\_\_

**COLLEGE ENROLLMENT/ASSESSMENT INFORMATION**

Freshman Admission  Transfer from: \_\_\_\_\_

English Placement Test:  Yes  No  Exempt Placement: \_\_\_\_\_

Entry Level Mathematics Test:  Yes  No  Exempt Placement: \_\_\_\_\_

Have you attended summer bridge?  Yes  No

Have you attended GSP Orientation?  Summer  Fall  Spring  Have NOT attended

**CAMPUS FEES/TUITION**

Tuition Paid:  Yes  No

Outstanding Balance: \$ \_\_\_\_\_ Due on: \_\_\_\_\_

**SUPPORT SERVICES ON CAMPUS**

Are you currently receiving services from the following?

Services	Yes	No	Name of Contact (if known)	Notes
EOP				
TRIO				
Disabled Students Services				
Tutoring				
Counseling/Psych Services				

**ACADEMIC COUNSELING/EDUCATIONAL PLANNING**

Have you completed an Education Plan?  Yes  No

Have you completed a College Success or Readiness Course Class?  Yes  No

Which course? \_\_\_\_\_

**APPEALS**

EOP:  Yes  No

Due on/ before: \_\_\_\_\_

Financial Aid:  Yes  No

Due on/ before: \_\_\_\_\_

**FINANCIAL RESOURCES**

Completed FAFSA:  Yes  No Year: \_\_\_\_\_

Completed Chafee application:  Yes  No Receiving Chafee:  Yes  No

Applied for Scholarships:  Yes  No Receiving Scholarships:  Yes  No

If yes, which ones: \_\_\_\_\_

Are you currently employed?  Yes  No If yes, how many hours per week? \_\_\_\_\_

Place of employment: \_\_\_\_\_

Other sources of financial support:  Foster Care  Family/friend  Financial Aid

Other: \_\_\_\_\_

**HOUSING**

Living Situation:

- Apartment       Dorms       Transitional Housing       Family  
 Foster Home       Homeless       Decline to state  
 Other: \_\_\_\_\_

List transitional housing program: \_\_\_\_\_

**OTHER INFORMATION**

Any other information you'd like to share with us?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**I certify that the information I have completed is true and correct to the best of my knowledge**

\_\_\_\_\_  
**Student's Signature**

\_\_\_\_\_  
**Date**

## <NAME OF PROGRAM> AUTHORIZATION TO RELEASE PERSONAL INFORMATION

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 <NAME OF PROGRAM> at <NAME OF SCHOOL> to review and discuss any information contained in your educational records related to or impacting your participation in the <NAME OF 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 <NAME OF SCHOOL> and/or the <NAME OF PROGRAM>. The Release remains in effect until you graduate from <NAME OF SCHOOL> or officially leave the program. You may send a written letter revoking this Release to the staff of the <NAME OF PROGRAM> prior to leaving the university.

### How Will the Release Be Used?

There may be situations in which 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 <NAME OF PROGRAM> staff to request information from your instructors and your academic department related to your class participation and grades. Finally, this Release allows the <NAME OF 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 <NAME OF SCHOOL>.

### May I Rescind this Release?

To rescind this Release, please send a written statement to the <NAME OF 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?

<NAME OF PROGRAM> staff are available to answer your questions during normal business hours. You can reach the Program by calling <PHONE NUMBER>.

### CERTIFICATION

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

---

Print Student's Name

---

Student's ID number

---

Student's Signature

---

Date (mm/dd/yyyy)



# STUDENT AGREEMENT

I, \_\_\_\_\_, as a participant in the <PROGRAM NAME> agree to the following conditions and will do my best to fulfill the below requirement/conditions in order to remain in good standing with the program:

- \_\_\_\_\_ Maintain an overall GPA of 2.0 or higher
- \_\_\_\_\_ Maintain a fulltime load of 12 units or an equivalent load of units as designated by the DSPS office if I am a DSPS participant
- \_\_\_\_\_ Maintain continuous enrollment (unless a formal Leave of Absence is granted)
- \_\_\_\_\_ Participate in weekly one-on-one meetings with the \_\_\_\_\_<PROGRAM STAFF TITLE>
- \_\_\_\_\_ Participate in all aspects of the program including attending monthly activities and special events
- \_\_\_\_\_ Develop and follow a Student Education Plan
- \_\_\_\_\_ Participate in a minimum of four (4) workshops each semester
- \_\_\_\_\_ Attend a minimum of four (4) tutoring sessions throughout the semester (if advised by program staff)
- \_\_\_\_\_ Abide by all college standards for appropriate conduct and community behavior

In addition, below are my personal learning outcomes I hope to achieve:

1)
2)
3)

In signing this contract I give permission to the <STAFF TITLE> to discuss with the suitable agencies the appropriate information regarding my academic and personal situations.

_____	_____	_____
Student's Name	Student's Signature	Date
_____	_____	_____
Staff Name	Staff Signature	Date

## CHECKLIST – COMMUNITY COLLEGE

Student Name: \_\_\_\_\_

Program (Guardian Scholars etc.) Application

FAFSA

Admissions Application

Official Transcripts

EOPS Application

Housing Application (if applicable)

Assessment Completed

*English score:* \_\_\_\_\_ *Math score:* \_\_\_\_\_

Orientation Completed

Education Plan Completed

BOG Fee Waiver

Disabled Students Program (if applicable)

Other Campus Programs: \_\_\_\_\_

## CHECKLIST - FOUR YEAR

Student Name: \_\_\_\_\_

- Program (Guardian Scholars etc.) Application
- Freshman     Transfer    *GPA:* \_\_\_\_\_
- FAFSA
- Admissions Application
- EOP Application
- Official Transcripts
- Official SAT Scores    *Math:* \_\_\_\_\_ *Written:* \_\_\_\_\_ *Verbal:* \_\_\_\_\_
- Housing Application (if applicable)
- EPT/ELM Test
- Disabled Students Program (if applicable)
- Other Campus Programs: \_\_\_\_\_

## EMERGENCY FUND REQUEST FORM

**Student Name:** \_\_\_\_\_

**Reason for Request:**

- Delayed Financial Aid
- Unexpected one-time expense
- Inadequate resources to cover expenses (must demonstrate a budget plan for future months)

**Amount Requested (not to exceed \$ \_\_\_\_\_):** \$ \_\_\_\_\_

**Payee Information:** (If there are multiple payees, include information on an additional page.)

**Name:** \_\_\_\_\_

**Address:** \_\_\_\_\_

**City/State/Zip Code:** \_\_\_\_\_

**Exact Dollar Amount:** \_\_\_\_\_

**Account Number:** \_\_\_\_\_

Please attach the bill, landlord notice, invoice etc. to this request. This request will not be reviewed without supporting documentation.

By signing this form I certify that all of the information provided is accurate. I understand that any payments made must be made to a third party (e.g. landlord, utility company, book store, etc.) and will not be made directly to me. I understand that I may be required to work with program staff regarding money management and budgeting as a condition of approval of this request.

**Student's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**For Office Use Only**

Approved  Denied

Approval amount \$ \_\_\_\_\_

Reason Denied: \_\_\_\_\_

Reviewed by: \_\_\_\_\_ Date: \_\_\_\_\_

Payment Sent to: \_\_\_\_\_ Amount: \$ \_\_\_\_\_

**<COLLEGE SUPPORT PROGRAM>**  
**<term/year>**

**Student Name:** \_\_\_\_\_ **ID:** \_\_\_\_\_

Course Title	Attendance	Academic Progress	Current Grade	Instructor Signature

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Note: This student's academic progress is being monitored periodically. This information will be submitted to the <College Support Program> to assist the student's educational needs to ensure success at <Name of College>.**

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**<COLLEGE SUPPORT PROGRAM>**  
**<term/year>**

**Student Name:** \_\_\_\_\_ **ID:** \_\_\_\_\_

Course Title	Attendance	Academic Progress	Current Grade	Instructor Signature

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Note: This student's academic progress is being monitored periodically. This information will be submitted to the <College Support Program> to assist the student's educational needs to ensure success at <Name of College>.**

# Mid-Quarter Progress Report

Name \_\_\_\_\_ ID# \_\_\_\_\_ Quarter \_\_\_\_\_ Total Units \_\_\_\_\_

**Student:** Complete "Course" and "Units" columns using information from your class schedule. Schedule appointments with your instructor to review your current progress in each course. Please be sure to have your instructors sign the form before turning it in to your advisor.

**INSTRUCTOR:** Please assess the student's progress by completing/discussing the fields to the best of your knowledge. \*Mark "+" (plus) to indicate a student's strength in the given area or "-" (minus) to indicate improvement is needed. Thank you for your assistance. **Please Note this form is intended to help the student assess their standing in your class and is not an indicator of previous negative performance.**

Course	Units	Attendance Comments / Number of Absences	Student Assessment	Participation*	Homework*	Tests*	Study Skills*	Motivation*	Current Grade	Additional Comments (use reverse for additional comments)	Instructor Signature/ Date
			+ / -								
			+ / -								
			+ / -								
			+ / -								
			+ / -								
			+ / -								

Advisor's Comments: \_\_\_\_\_