



Division of Student Programs and Services
Pupil and Administrative Services
Foster Youth Services Coordinating Program



2021-2022 FOSTER YOUTH SERVICES COORDINATING PROGRAM

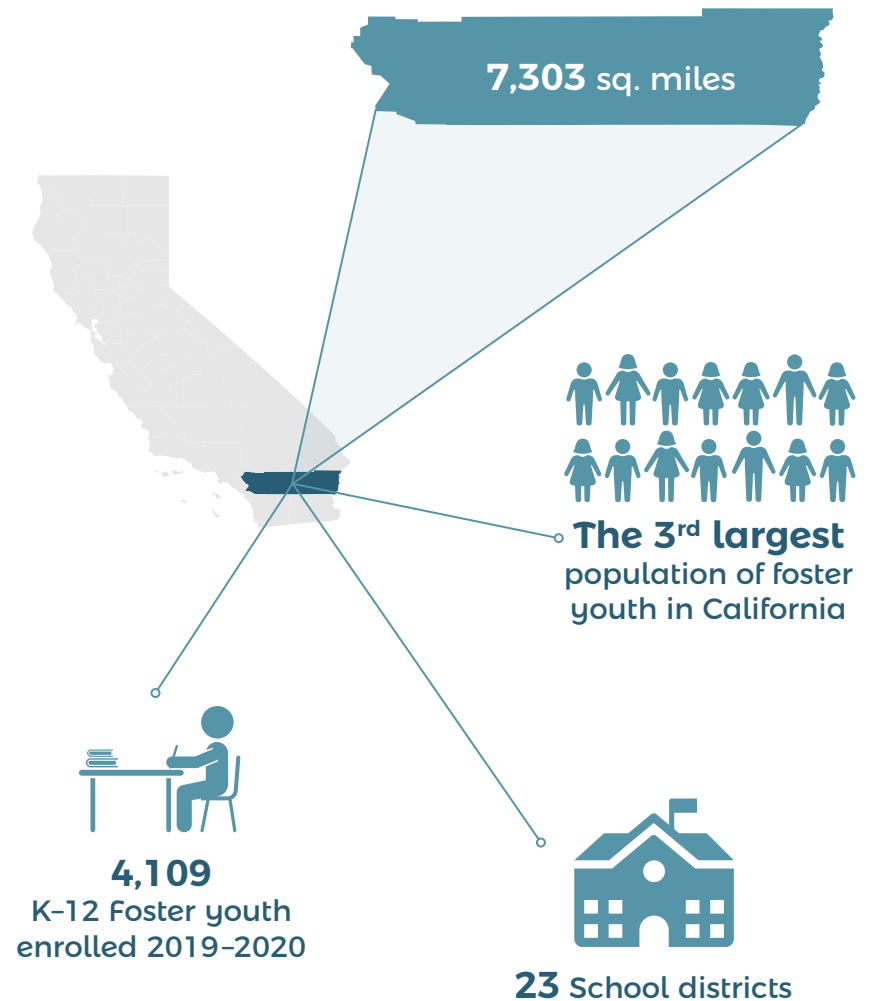
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FOSTER YOUTH SERVICES COORDINATING PROGRAM (FYSCP)

The Foster Youth Services Coordinating Program is fully funded through a grant from the California Department of Education (CDE). The purpose of the FYSCP grant is to build the capacity of the 23 Riverside County school districts to increase educational outcomes for foster youth through the lens of coordination.

The Riverside County Foster Youth Services Coordinating Program Serves:



MISSION

To increase educational outcomes for students in foster care by building the capacity of Riverside County school districts to support the academic and social-emotional needs of this at-promise student population while ensuring equity and equal access to rigorous coursework.



Every county office of education receiving Foster Youth Services Coordinating Program (FYSCP) grant funds is required to designate a FYSCP Coordinator. The FYSCP Coordinator serves as a liaison between California Department of Education (CDE), school districts, and partner agencies to support the identification and removal of barriers that stand in the way of academic success for foster youth attending schools in their county.

Coordinator responsibilities include: overseeing the Foster Youth Services Coordinating Program, ensuring the implementation of the CDE approved FYSCP plan, monitoring and managing the FYSCP budget, ensuring that funds are supporting and not supplanting services provided by districts and partner agencies, providing technical assistance and case consultation to districts as well as agency partners, supporting districts eligible for Differentiated Assistance based on the foster youth student group, assisting districts in the creation of foster youth-specific Local Control Accountability Plan (LCAP) goals and actions, writing and updating of Priority 10 for the RCOE LCAP, coordinating professional development as well as other supports and services that build the capacity of Riverside County school districts to increase educational outcomes of foster youth.

FYSCP COORDINATOR:
MELANIE BRIDGES | (951) 826-4700 | mbridges@rcoe.us

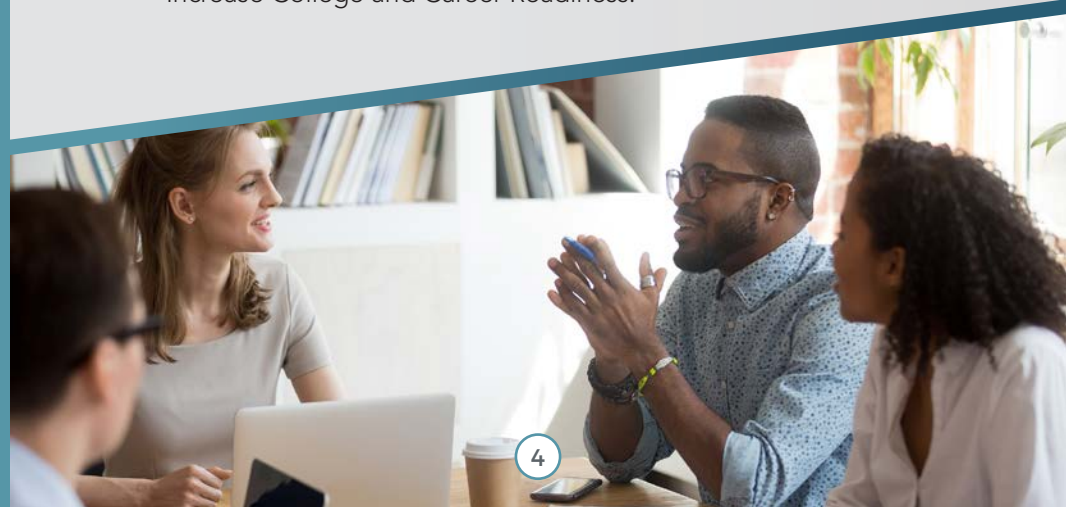
Executive Advisory Council (EAC)

Another requirement of the FYSCP grant is to maintain an Executive Advisory Council (EAC). Per CDE, "The role of the Executive Advisory Council (EAC) is to establish the manner in which services are to be delivered for pupils in foster care with the greatest needs, including developing a Foster Youth Services Coordinating Program (FYSCP) Plan, collaboration with multiple agencies to ensure educational practices are in place to improve school stability, appropriate placement and educational records transfer to utilize effective multi-agency educational case management to address the specific educational needs and services for foster youth in California."

The Riverside County EAC is an interagency council comprised of school district foster youth liaisons, representatives from child welfare, probation, behavioral health, post-secondary partners, former foster youth, tribal partners, and community partners with the common goal of increasing educational outcomes for students in foster care attending Riverside County school districts.

The EAC determines the goals for each FYSCP program plan during each three-year grant cycle. The following FYSCP goals have been established for the 2021-2024 school years:

- Increase foster youth high school graduation rates and decrease dropout rates.
- Facilitate and increase Trauma-Informed, Trauma-Sensitive, and Trauma-Responsive practices in Riverside County school districts.
- Increase College and Career Readiness.



FYSCP builds the capacity of Riverside County school districts to increase educational outcomes for foster youth through:

Data

FYSCP can assist with identifying foster youth, tracking student transitions, and supporting school stability.

Local Control and Accountability Plan (LCAP) Development

FYSCP is available to partner with districts on the development of goals and actions specific to the unique needs of the foster youth student group.

Professional Development

FYSCP provides professional development on a variety of topics tailored to meet the specific needs of the district or agency related to defining, interpreting, and applying legislation as well as increasing Trauma-Informed, Trauma-Sensitive, and Trauma-Responsive practices. Upon request, training can be tailored to meet the unique needs of individual schools, districts, and/or specific staff on critical issues including educational rights, legal mandates, and other school-related topics.

Technical Assistance

FYSCP is here to provide technical assistance and support related to the creation of policies and best practices to support the unique needs of the foster youth student group. Technical assistance can also include a review of specific student cases, guidance on developing a comprehensive foster youth support program, and support as a thought partner.

Foster Youth Legislation

Review of district policies and procedures to ensure compliance with foster youth laws. FYSCP can guide districts on meeting the requirements of the Every Student Succeeds Act (ESSA) Transportation requirements for foster youth.

Mediation

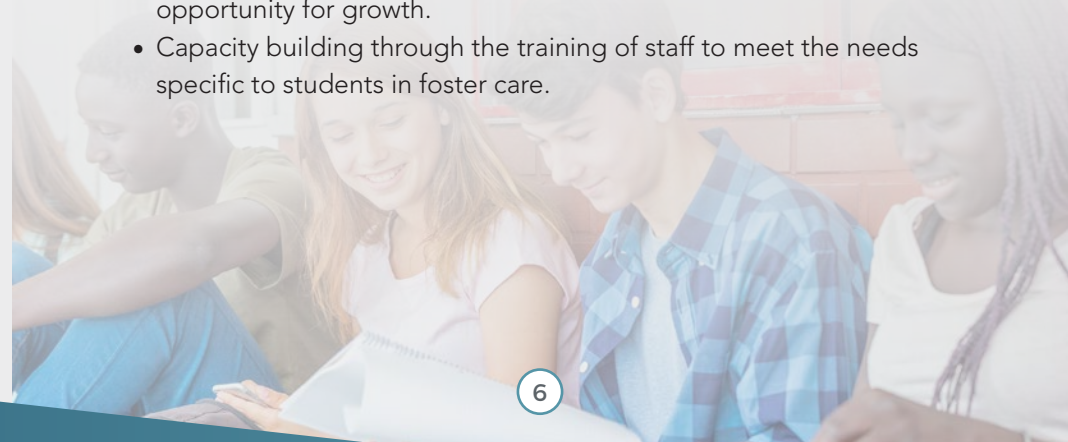
FYSCP can facilitate dispute resolution should they arise among agencies financially responsible for ESSA transportation. FYSCP can assist in mediation between Short Term Residential Treatment Programs, school districts, and/or placing agencies.

Differentiated Assistance

RCOE's Division of Educational Services and Foster Youth Services Coordinating Program, work together to provide support as collaborative partners to districts who qualify for Differentiated Assistance based on the foster youth student group performance level indicators on the California School Dashboard.

Differentiated Assistance supports are tailored to meet the unique needs of each eligible district. The FYSCP serves as a thought partner for districts by providing support in:

- Root cause analysis.
- Review of district data to determine areas of strength and opportunity for growth.
- Capacity building through the training of staff to meet the needs specific to students in foster care.



EVENTS, TRAINING, AND WORKSHOPS

Events

- Annual Dual County Foster and Homeless Youth Summit, a partnership with SBCSS
- Expanding Horizons College and Career event for foster and homeless youth, a partnership with SBCSS
- Rising Scholars Virtual College Tours
- Jr. Rising Scholars High School and College Exploration Days

Training and Workshops

- AB 490 (school stability/school of origin)
- AB 216 (minimum state graduation requirements)
- Best Interest Determination (BID) Best Practices
- Building a district-wide foster youth mentoring program
- College Transitions (Financial Aid application completion [FAFSA/CADAA, Chafee grant applications], College applications, and connection with foster youth programs available at post-secondary institutions)
- Foster and Homeless Workgroup
- Foster Care 101: Understanding the child welfare system
- Laws and regulations related to the education and the welfare of foster youth
- Sharing of best practices (districts and other county offices)

Professional Development

Professional development opportunities available in 2021–2022 through contracted partners:

- Coaching for Cultural Success, Community Now:
 - » Peer to Peer Mentoring
 - » Greatness Within Caregiver Support Academy
- Rodney Walker, former foster youth:
 - » "Wounds You Can Not See": Effective Mentorship of foster youth
 - » Rising Scholars, Resilience Series for high school students
- 1-2-3 Wellness, Drew Schwartz:
 - » Processing Stress in Healthy Ways
 - » Cultivating Self-Compassion & Self-Esteem
 - » Developing Healthy Thought Habits
 - » Empowered Behavior: Empowering students to take responsibility for their behavior
- Learning to Create Trauma-Sensitive Schools, Riverside Community Care:
 - » Trauma-Sensitive Schools Academy

Additional Information

Please visit the FYSCP website at www.rcoe.us/fyscp to learn of additional opportunities available or email fyscp@rcoe.us for additional information.

Foster Youth DATA SUPPORT



FYSCP offers solutions to foster youth data needs. Supports can include:

- Examining the registration process (paper and online) to assist in the proper identification of foster youth students.
- Accessing data through the Department of Public Social Services Child Welfare and Case Management System (CWS/CMS).
- Focused data discussions where foster youth cohorts exist on the California State Dashboard and DataQuest.
- Reviewing data practices pertaining to achievement indicators and developing a culture of foster data in a formal Multi-tiered System of Support.
- Preparing aggregate data for state monitoring of counties.
- Preparing countywide reports to monitor movement across districts over time and aggregate summaries of outcome data.

FOSTER YOUTH DATA SUPPORT TEAM

Coordinator, Foster Youth, Integrated Data Systems and Reporting

STEVEN JOHNSON | (951) 826-4756 | smjohnson@rcoe.us

Data coordinator responsibilities include: developing, enhancing, integrating, and supporting foster youth data systems, analyzing data to enhance achievement indicators and improve outcomes, evaluating processes to identify foster youth to ensure successful transitions, providing technical assistance and training for agency and district data sharing.

Attendance Registration Technician

ALLISON GIBBS | (951) 826-4751 | agibbs@rcoe.us

Attendance Registration Technician responsibilities include: assisting districts in determining foster youth status, providing support in reconciling the CALPADS 5.7 report with the district SIS, training district staff on how to complete the CALPADS force match process, assisting with the CALPADS force match process when needed, ensuring educational passports are up to date in CWS/CMS for all students served through the ECM contract.



Support Provided to Ensure the Timely Transfer of Records

EDUCATIONAL PASSPORT SYSTEM

The Riverside County Office of Education has joined with the Los Angeles County Office of Education to improve the quality of foster youth data. The Educational Passport System (EPS) is a collaborative working environment where school districts, county offices, and social services collaboratively share data in a secured environment to better the identification of foster youth, ensure critical documentation follows youth as they move, and uses data from CALPADS, districts, and social service agencies to identify mismatches between systems.

Benefits include:

- Increases the ability to identify local foster youth by providing a percentage level of match.
- Allows districts to access pertinent information such as identifying the Educational Rights Holder and social worker contact information for both Riverside County dependents and Los Angeles County dependents.
- Districts can easily access important information such as student demographics, school enrollments, course history, grades, test scores, and electronic documents.
- Districts can also use the EPS to request and send records such as transcripts in a secure format.
- Available at no cost to districts and/or partnering agencies.

Existing districts may request training dates for extended staff that can benefit from the system including foster/homeless liaisons, child welfare attendance teams, guidance technicians, registrars, school counselors, and school psychologists.

For more information about this platform or to request training dates for extended staff, please contact Steven Johnson at smjohnson@rcoe.us.

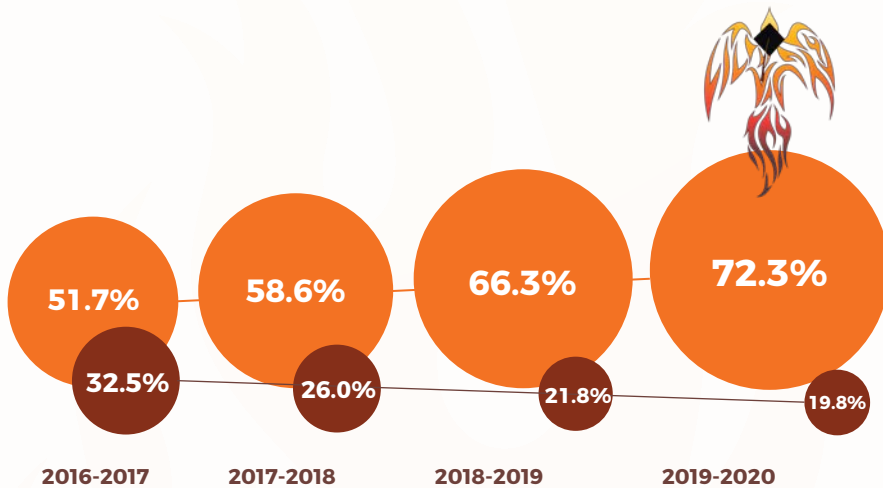


Riverside County Foster Youth Data RISING SCHOLARS REPORT

In Riverside County, we like to call our students in foster care, Rising Scholars. We know that foster youth are resilient and we have high expectations for them. Thanks to the hard work of our Riverside County school districts and strong partnerships with our partner agencies, Riverside County has become the leader in the state of California in foster youth outcomes. Our Rising Scholars have continued to rise above their circumstances as evidenced in the data below:

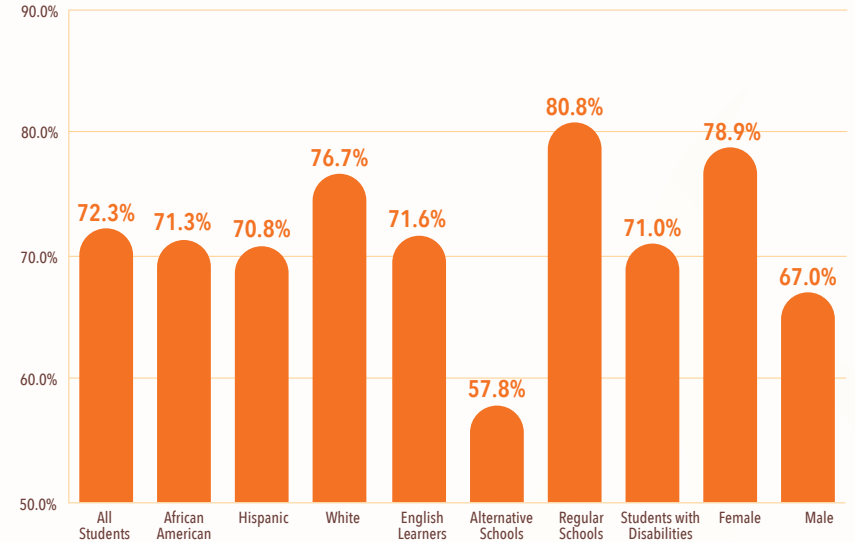
4-Year Adjusted Cohort Graduation and Dropout Rates

● Graduation ● Dropout

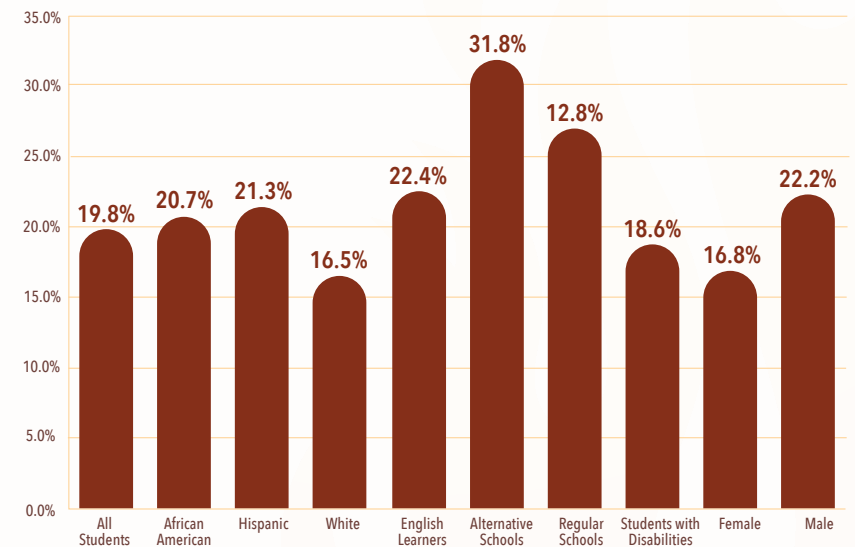


20.6% Graduation Rate Increase from 2017 2020
12.7% Dropout Rate Decrease from 2017 2020

2020 Riverside County Cohort Graduation Rates Student Groups Comparison for Foster Youth Students

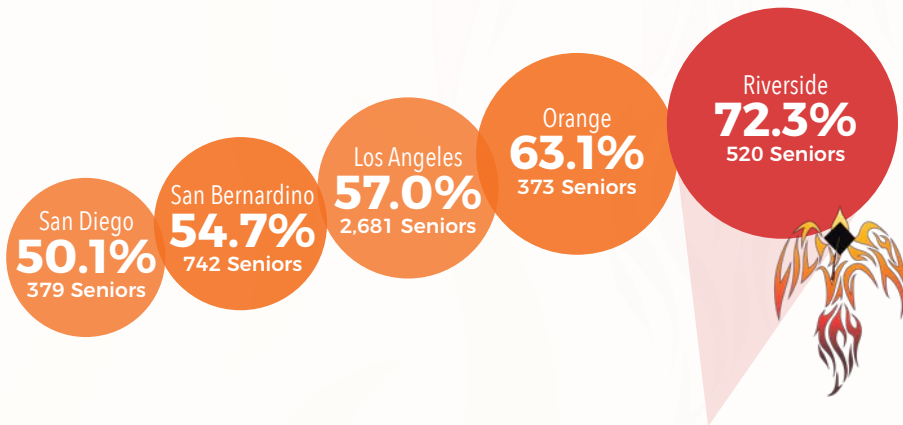


2020 Riverside County Cohort Dropout Rates Student Groups Comparison for Foster Youth Students



**Riverside County's Rising Scholars
in comparison to other large counties:**

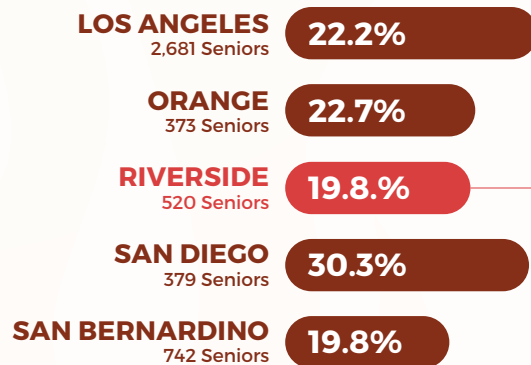
2019 2020 Foster Youth Graduation Rate
Comparison of 5 Largest Counties



State Average is 58.2%

Riverside County is from 9.2% to 22.2% higher than other large counties

2019 2020 Foster Youth Dropout Rate
Comparison of 5 Largest Counties

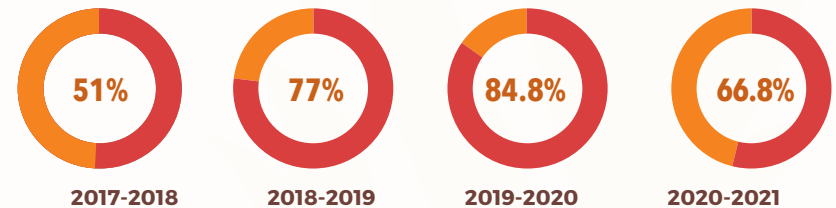


State Average is 24.6%

FOSTER YOUTH FAFSA CHALLENGE

RCOE FYSCP participates in the California Foster Youth Free Application for Federal Student Aid (FAFSA) Challenge. The FAFSA Challenge, led by John Burton Advocates for Youth (JBAY) in partnership with the CDE and the California Community College Chancellor's Office (CCCCO), is a statewide campaign to increase the number of foster youth who are prepared for success as they matriculate from high school into college by ensuring that foster youth are accessing financial aid. The FYSCP works closely with all 23 Riverside County school districts to provide current foster youth student lists, completion status updates, guidance, and support needed for districts to complete FAFSA/CADAA's with all graduating seniors in foster care.

Riverside County Foster Youth
FAFSA/CADAA Completion Rate
(4 Year Comparison)



* Due to the COVID-19 pandemic in 2020-2021, FAFSA/CADAA completion rates fell in Riverside County. The FAFSA/CADAA completion rate for California was 56%.



Large county winner for the John Burton Advocates for Youth Foster Youth FAFSA Challenge for 2018-2019, 2019-2020, and 2020-2021.

FYSCP COUNSELORS

Although the FYSCP grant restricts the ability of the FYSCP counseling team to provide direct counseling services to students, the counseling team can support district foster youth liaisons and school counselors in building their capacity to serve students in foster care. They can also provide guidance on how to tailor supports to meet the needs of foster youth who have been identified as needing additional intervention services. Student groups targeted for support include those who scored below standards on their 3rd grade CAASPP assessment, students in grade 10 who failed two or more courses in 9th grade, and students in grades 11 and 12 who are attending alternative education high schools. Students residing in Short Term Residential Treatment Programs (STRTPs) are given the highest priority for support.

The FYSCP data-driven counseling team focuses their work with districts on the goals outlined by the 2021-2024 FYSCP plan. This plan focuses on increasing the 4-year Cohort Adjusted Graduation Rate, reducing the dropout rate, increasing College and Career Readiness for foster youth attending Riverside County schools and increasing Trauma-Informed practices within Riverside County school districts. FYSCP Counselors meet with district staff including foster youth liaisons and school counselors to review their data and assist in developing strategies to ensure the academic needs of students in foster care are being met. FYSCP counselors also support districts in dropout rate reduction by working with districts to ensure a plan is in place for non-graduating seniors to return for a 5th year of high school, as well as following up in the fall to ensure non-graduating seniors have returned.

FYSCP Counselor Contact Information and District Assignments

EDWIN ARVIZO | (951) 826-4745 | earvizo@rcoe.us
Banning USD, Beaumont USD, Coachella Valley USD, Jurupa Valley USD, Lake Elsinore USD, Murrieta Valley USD, Riverside USD, Romoland SD

LISA STARR | (951) 826-4743 | lstarr@rcoe.us
Alvord USD, Corona-Norco USD, Desert Center USD, Desert Sands USD, Nuvview Union SD, Palm Springs USD, Perris Elementary SD, Val Verde USD

ANDREW YOUNG | (951) 826-4744 | ayoung@rcoe.us
Hemet USD, Menifee Union Elementary SD, Moreno Valley USD, Palo Verde USD, Perris Union HSD, RCOE, Charter Schools, San Jacinto USD, Temecula Valley USD

Please email your FYSCP counselor directly to schedule training on foster youth laws to meet the needs specific to your school and/or staff, to request support and/or guidance on effective Best Interest Determination meetings, and/or to request support with concerns regarding immediate enrollment.





Services provided to the Riverside County Department of Public Social Services:

FYSCP serves the Riverside County Department of Public Social Services (RCDPSS) through the support of their contracted Educational Case Management Program. RCDPSS contracts with the RCOE's FYSCP to provide three school social workers who serve as Educational Case Managers (ECMs) for youth referred by RCDPSS.

The ECM program is designed to create stability and ensure school connectedness for newly detained youth and/or youth experiencing a change of placement. ECMs serve as a liaison between the caregiver and the school to facilitate communication between all stakeholders involved in the child's education. Caregiver support highlights:

- Working with the caregiver to identify and remove barriers to increase caregiver involvement in the child's education.
- Ensuring the caregiver has access to and knows how to utilize the district's student information system parent portal.
- Identifying and providing community resources to support caregivers.

Student support highlights:

- Encouraging student involvement in extracurricular activities such as clubs and sports and working with school staff and caregivers to remove any barriers to participation.
- Supporting 12th-grade students with post-secondary option exploration, assistance with applying for college, and financial aid.
- Collaborating with district school counselors to ensure that eligible students on their caseload have been identified and evaluated for AB 216.



FOSTER YOUTH RESOURCES

- **Including reference materials for:**
 - » **AB 490**
 - » **AB 216**
 - » **Best Interest Determination Meeting - Best Practices**
 - » **ESSA Transportation MOU highlights**

School Stability, School of Origin, Grade Protections, Partial Credits

AB 490 Highlights

*This is not intended to be a substitute for legal advice. Please refer to the entire AB 490 legislation and consult with an attorney for guidance.



Foster Youth Definition for the Purposes of AB 490: A child who has been removed from his or her home pursuant to Section 309 of the Welfare and Institutions Code, is the subject of a petition filed under Section 300 or 602 of the Welfare and Institutions Code, or has been removed from his or her home and is the subject of a petition filed under Section 300 or 602 of the Welfare and Institutions Code. *EC 48853.5(a)*

Basis for Placement: In all instances, educational placement decisions for foster children must be based on the best interest of the child and must ensure that the child is placed in the least restrictive educational program that will best serve the student's needs. Foster youth should have access to the same academic resources, services, extracurricular, and enrichment activities as all students.

School of Origin: At the initial detention or placement, or any subsequent change in placement of a foster child, the local educational agency (LEA) serving the foster child shall allow the foster child to continue in the school of origin for the duration of the jurisdiction of the court. *EC 48853.5(f)(1)*

School of Origin can be any of the following: the school that the foster child attended when permanently housed or the school in which the foster child was last enrolled. If the school the foster child attended when permanently housed is different from the school in which the foster child was last enrolled, or if there is some other school that the foster child attended with which the foster child is connected and that the foster child attended within the immediately preceding 15 months, the educational liaison, in consultation with, and with the agreement of, the foster child and the person holding the right to make educational decisions for the foster child, shall determine, in the best interests of the foster child, the school that shall be deemed the school of origin. *EC 48853.5(g)*

School of Origin if the jurisdiction of the court has ended: If the jurisdiction of the court is terminated before the end of an academic year, the LEA shall allow a former foster child who is in kindergarten or any grade between 1–8, inclusive, to continue his or her education in the school of origin through the duration of the academic school year. *EC 48853.5(f)(2)*. If the jurisdiction of the court is terminated while a foster child is in high school, the LEA shall allow the former foster child to continue his or her education in the school of origin through graduation. *EC 48853.5(3)(a)*

To ensure that the foster child has the benefit of matriculating with his or her peers in accordance with the established feeder patterns of the school districts, if the foster child is transitioning between school grade levels, the LEA shall allow the foster child to continue in the school district of origin in the same attendance area, or if the foster child is transitioning to middle school or high school, and the school designated for matriculation is in another school district, to the school designated for matriculation in that school district. *EC 48853.5(4)*

Immediate Enrollment: When a foster child changes schools, the new school must allow for immediate enrollment **even if the child is missing any of the following:** academic and medical records, immunization records, proof of residency, a school uniform or fees and materials are owed to the last school attended. *EC 48853.5(8)(b)*

Access to School Records: Any county placing agency may have access to a foster child's school records without parental consent or a court order.

Timely Transfer of Records: Within two business days of the foster child's request for enrollment, the educational liaison for the new school shall contact the school last attended by the foster child to obtain all academic and other records. The last school attended by the foster child shall provide all required records to the new school regardless of any outstanding fees, fines, textbooks, or other items or monies owed to the school last attended. The educational liaison for the school last attended shall provide all records to the new school within two business days of receiving the request. *EC 49069.5(d)(e)* and *EC 48853.5(8)(b)(c)*

Records to include:

- Determination of seat time
- Full or partial credits earned
- Current classes and grades
- Immunizations
- Individual Education Plan
- 504 plan
- AB 216 evaluation and other records



Grade Protection/Absences: If the child in foster care is absent from school due to a decision to change the placement of a child made by a court or placing agency, the grades and credits of the child will be calculated as of the date the child left school and no lowering of grades will occur as a result of the absence of the child under these circumstances. *EC 49069.5(g)* A child's grades cannot be lowered due to absences caused by a verified court appearance or related court ordered activity. *EC 49069.5(h)*

Non-AB 490, EC 51225.2 Protections:

Grades and Credit Protection: Schools must award credit for full or partial coursework satisfactorily completed at another public school, juvenile court school, or a nonpublic school. *EC 51225.2(b)(1)* A child in foster care shall not be required to retake a course if the child has satisfactorily completed the entire course in a public school, a juvenile court school, or a nonpublic, nonsectarian school or agency. If the child did not complete the entire course, the LEA shall not require the child to retake the portion of the course the child completed unless the LEA in consultation with the holder of educational rights for the child, finds that the child is reasonably able to complete the requirements in time to graduate from high school. When partial credit is awarded in a particular course, the child in foster care shall be enrolled in the same or equivalent course, if applicable, so that the child may continue and complete the entire course. *EC 51225.2(2)(d)* A child in foster care shall not be prevented from retaking or taking a course to meet the eligibility requirements for admission to the California State University or the University of California. *EC 51225.2(e)*

TRANSPORTATION TO SCHOOL OF ORIGIN

ESSA Transportation



MOU HIGHLIGHTS

As required by the Every Student Succeeds Act (ESSA), this is an MOU created in partnership with the Riverside County Department of Public Social Services (DPSS), the Riverside County Probation Department, and Riverside County Local Education Agencies (LEA) to increase school stability for students in foster care.

FOSTER CARE DEFINITION FOR THE PURPOSES OF ESSA TRANSPORTATION MOU:

"Foster Care" means 24-hour substitute care for children placed away from their parents or guardians and for whom the child welfare agency has placement and care responsibility. This includes, but is not limited to, placements in foster family homes, foster homes of relatives, Short Term Residential Therapeutic Programs (STRTP), emergency shelters, residential facilities, childcare institutions, and pre-adoptive homes.

BEST INTEREST DETERMINATION

A Best Interest Determination (BID) meeting must be held to determine if it is in the best interest of the child in foster care to remain in their School of Origin when residency has changed. At the end of each school year, Best Interest must be reviewed.

LEA RESPONSIBILITIES

Each LEA shall provide DPSS and Probation the contact information for their AB 490 liaison. The Lead Education Agency is the LEA in which the School of Origin resides. They are responsible for coordinating transportation and also for billing the shared cost to the Lead Placement Agency (LPA)(DPSS/Riverside County Probation Department) and the Co-Facilitating Education Agency (CFEA). The CFEA is the LEA which houses the new school of residence.

TIMELINES/LENGTH OF ELIGIBILITY

LEA's have up to 10 school days after the Best Interest Determination has been made to put transportation into place. In the interim, DPSS, Probation, or the caregiver will provide transportation.

Review of ESSA transportation eligibility: At the end of each school year, the Best Interest Determination and transportation will be reviewed. The agreement will stay in place as long as it's in the child/youth's best interest.

School of Origin if the jurisdiction of the court has ended: If a foster student exits foster care before the end of the school year, the transportation arrangement will be maintained through the end of the school year to maintain education stability.

FINANCIALS

Foster Students with IEPs: If a foster student has an IEP that outlines transportation as part of the foster student's education needs and services, the school of origin will provide and fund the entire cost of transportation services for the foster student to attend his/her special education programs. If the foster student remains at the school of origin and has an IEP, transportation cannot be added for sole purpose of preserving school stability.

Preschool Children: DPSS will be responsible for transportation needs of preschool children including those identified as preschool special education students within the LEA.

Share of Costs: The LEA and LPA will share additional costs when a placement change for a foster student occurs and the Best Interest Determination finds the school of origin most appropriate.

The LFEA will examine existing transportation options such as incorporating the foster student into an existing bus route, so long as the LFEA does not incur additional costs. The LFEA, LEA, DPSS, Probation, or the caregiver shall have the right to an alternative form of transportation at a lower cost if it is in the student's best interest.

If there are additional costs, the Lead Facilitating Education Agency and Lead Placement Agency must come to an agreement with the most appropriate method of transportation.

Share of cost if the school of origin and the new placement are in the same LEA: If the school of origin and the new placement are in the same LEA, the LEA and LPA will each cover 1/2 of the transportation costs.

Share of cost if the school of origin and the new placement are in different LEAs: If the school of origin and the school of new placement are in different LEAs, the LPA, the LFEA, and the CFEA will each pay 1/3 of the additional costs.

Reimbursement Timeline: In accordance with the terms and conditions contained in the ESSA Transportation MOU, CFEAs shall reimburse the LFEA for their portion of additional costs at the end of each school year.



BEST INTEREST DETERMINATION



The Best Interest Determination (BID) meeting is held to facilitate a meaningful and collaborative discussion between the foster youth, their Educational Rights Holder (ERH), and the School of Origin to determine the plan that will best support the students' academic success. The Every Student Succeeds Act (ESSA) does not provide a specific process on how to conduct a BID meeting. Youth in foster care have a right to remain in

their school of origin unless there is a determination that it is not in their best interest to do so or the court has ordered them not to remain in their school of origin. Please note that if the court has ordered that the student is to remain in their school of origin, the court order must be followed.

Participants: ESSA states that only the foster youth liaison from the School of Origin, the Educational Rights Holder, and the student in foster care are to be included in the BID meeting. However, it is always best practice to also include the foster youth liaison from the district of residence, the social worker or probation officer, as well as any other key stakeholder(s) that may have valuable information that would contribute to determining which school can best meet the needs of the student.

To achieve the best possible outcome, ensure stability and academic success for a student in foster care, some factors to be considered include:

- Student preference
- Student safety
- Length of attendance
- Social-emotional/school connectedness
- Academic strength or special needs
- Discipline
- Timing of transfer
- Length of commute
- Length of anticipated stay in the new placement

Other considerations may include: the number of past school changes, siblings' school placement, the influence of school climate on student, social worker/probation officer recommendation, etc.

Duration of School of Origin Rights: If a youth's court case closes while they are in elementary or middle school, they have a right to remain in their school of origin until the end of the current school year. If youth are in high school when their case closes, they have a right to remain in their school of origin until they graduate from high school.

If the foster youth liaison determines that it is not in the youth's best interest to remain in their school of origin, a written explanation of why it is not in their best interest to remain must be provided to the Educational Rights Holder. The school district must receive a written waiver from the Educational Rights Holder before a youth is moved from their school of origin.

For more information on Best Interest Determination meetings including examples of useful forms, please visit kids-alliance.org to locate a copy of the Foster Youth Education Toolkit.

MINIMUM GRADUATION REQUIREMENTS



Foster Youth AB 216 Facts

WHO QUALIFIES AS A FOSTER YOUTH FOR THE PURPOSES OF AB 216?

A child who has been removed from his or her home pursuant to Section 309 of the WIC (Welfare and Institutions Code), is subject to a petition filed under Section 300 or 602 of WIC, or has been removed from his or her home and is the subject of a petition filed under Section 300 or 602 of the Welfare and Institutions Code. *EC 51225.2 (a)*

Notification of eligibility requirement: The pupil, social worker, Educational Rights Holder, and probation officer must be notified within 30 days of the date of school transfer if a student qualifies or does not qualify for the exemption. If a school district fails to provide notification that a student qualified for the exemption, a district can still qualify a student after the termination of the court's jurisdiction if the pupil otherwise qualifies. *EC 51225.1(3)(b)*

WHAT CRITERIA NEEDS TO BE MET TO QUALIFY FOR AB 216?

1. Completion of 2 years of high school. Completion can be determined by using credits earned to the date of transfer or the pupil's length of enrollment, whichever will qualify them for the exemption.
2. Student must have transferred schools after completing the second year of high school.
3. Student is unable to reasonably complete district graduation requirements within 4 years.

Length of eligibility: If a pupil in foster care is exempt from the local graduation requirements, a school district shall not revoke the exemption.

Reconsideration: If a youth is found ineligible, they can be reconsidered upon request at any time.

Who can accept the exemption?

Only the Educational Rights Holder or a student who is at least 18 years of age can determine whether graduating under AB 216 is in the student's best interest.

AB 216 GRADUATION REQUIREMENTS



Students who qualify for AB 216 must meet the minimum California graduation requirements:

ENGLISH	30 credits
MATH	20 credits <i>(Including the completion of Algebra I or equivalent Math.)</i>
SOCIAL STUDIES	30 credits
WORLD HISTORY	10 credits
US History	10 credits
American Government	5 credits
Economics	5 credits
SCIENCE	20 credits
Biological	10 credits
Physical	10 credits
VISUAL/PERFORMING ARTS, WORLD LANGUAGE, OR CAREER TECHNICAL EDUCATION	10 credits
PHYSICAL EDUCATION	20 credits
TOTAL	130 credits

RIVERSIDE COUNTY COMMUNITY RESOURCES

PLEASE UTILIZE OUR FYSCP GOOGLE SITES TO LOCATE RESOURCES TO SUPPORT FOSTER YOUTH. RESOURCES INCLUDE:

- Mental health services
- Emergency shelters
- Food pantries
- Instructions on how foster youth can order their birth certificate
- Additional services



DISTRICT RESOURCE GOOGLE DRIVE

District staff and/or adults supporting foster youth can click on the following link (or copy and paste it into the browser) to access community resources throughout Riverside County.

<https://sites.google.com/rcoe.us/fyscp-district-resources/>

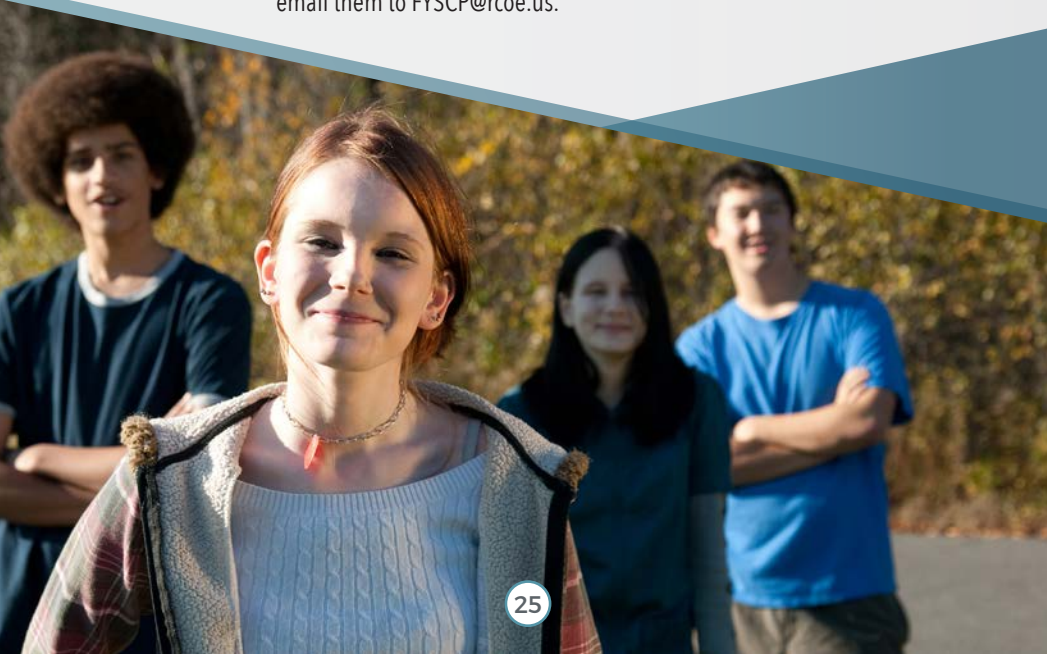


STUDENT RESOURCE GOOGLE DRIVE

Foster youth students can click on the following link (or copy and paste it into the browser) to access community resources as well as information on foster youth rights.

<https://sites.google.com/rcoe.us/fyscp-youth-resources/>

If your organization has resources and/or flyers that spotlight programs available to support foster youth residing in Riverside County, please email them to FYSCP@rcoe.us.



LOCATE RESOURCES AND ORGANIZATIONS THAT SUPPORT FOSTER YOUTH



ALLIANCE FOR CHILDREN'S RIGHTS

www.kids-alliance.org

CALIFORNIA FOSTER YOUTH EDUCATION TASK FORCE

www.cfyetf.org/publications.html

CALIFORNIA YOUTH CONNECTION (CYC)

www.calyouthconn.org

Foster Coalition

www.fostercoalition.com

iFOSTER

www.ifoster.org

JOHN BURTON ADVOCATES FOR YOUTH

www.jbaforyouth.org

THRIVE

www.oakgrovecenter.org/causes/thrive

VOICES FOR CHILDREN (CASA)

www.speakupnow.org/riverside-county-initiative

NEED HELP?

Should you have a concern regarding a group home/STRTP, please contact:

Community Care Licensing Division

Complaint Hotline

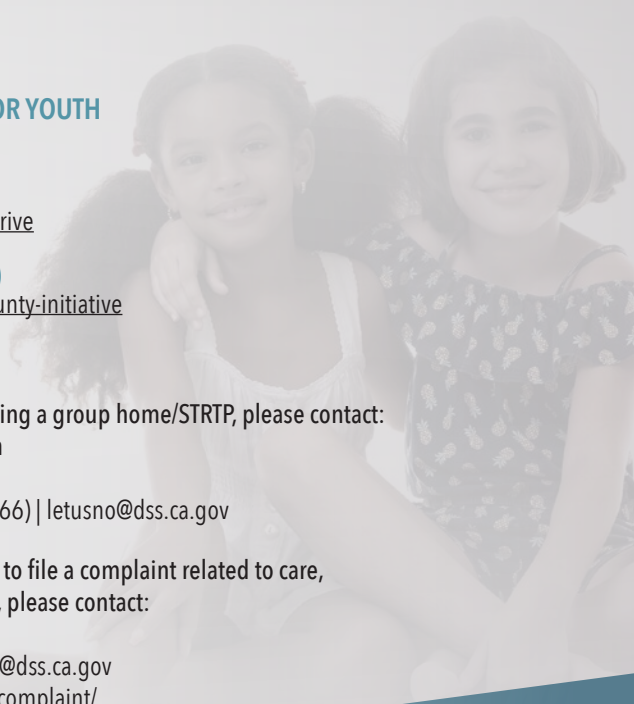
(844) LET-US-NO (844-538-8766) | letusno@dss.ca.gov

Should you or a foster youth need to file a complaint related to care, placement, services, and/or rights, please contact:

CA Foster Care Ombudsperson

(877) 846-1602 | fosteryouthhelp@dss.ca.gov

www.fosteryouthhelp.ca.gov/file-a-complaint/





Be the voice of a foster child.

**Volunteer to become a Court Appointed
Special Advocate (CASA).**

**If you know of a foster child
that is in need of a CASA, anyone
can make a confidential referral.**

Approximately 30% of CASA volunteers are also appointed by the court to hold educational rights in addition to their role as a CASA. There is a significant need for Educational Rights Holders to serve Riverside County Foster Youth.

For more details or to attend a volunteer information session, visit speakupnow.org or call (951) 472-9301.

***Change a life,
become a CASA.***