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*Bridging Connections to Success*

**2011 California Foster Youth Education Summit**  
**February 7-8, 2011**  
**Sacramento, CA**





## Welcome Summit Participants!

On behalf of the California Foster Youth Education Task Force and California College Pathways, we welcome you to the 4<sup>th</sup> California Foster Youth Education Summit: *Cradle to College and Career*. While diversity and collaboration have been hallmarks of each of our previous summits, this year's joining of the California Foster Youth Education Task Force Summit and the California College Pathways Creating a Blueprint Conference provides a special opportunity to deepen our statewide dialogue and bridge connections to educational success for California's 62,000 children and youth in foster care.

As we gather in Sacramento from across the state, we hope to build upon the successes and recommendations of previous summits and conferences to create a seamless continuum of educational programs and services for current and former foster youth. The 2011 Summit will highlight practices and policies which strengthen and ensure successful transition at every stage of educational development from early childhood to postsecondary education.

We are especially pleased to have so many of you here as participants of cross-disciplinary county teams. We know that an effective continuum of support begins with collaborative work at the local level and we hope that this Summit supports continued teamwork that extends beyond the Summit.

We also welcome participants who do the important policy and practice work at the state level, and thank the many policymakers joining us who share in our commitment to educational success for foster youth. And finally, we welcome our most important participants, the young people from around the state whose lives are impacted by the work we do. This Summit provides a special opportunity for policymakers and practitioners to hear and learn from youth firsthand and to collaborate in building effective solutions.

California has made solid strides in recent years in support of educational success for children and youth in foster care across the continuum, but so much more needs to be done. The broad range of participation by all of you – youth, parents, educators, caregivers, judges, policymakers, child welfare, mental health and probation professionals – marks the beginning of building a bridge to achieve further success. Welcome and thank you for your participation and all of the important work you do!

Sincerely,

**Miryam J. Choca**  
Chair, California Foster Youth Education Task Force  
Casey Family Programs

**Teri Kook**  
Director of Child Welfare  
College Pathways  
Stuart Foundation

# Conference Schedule

## Monday, February 7, 2011

### Registration

8:00 a.m.—8:30 a.m.

### Welcome & Opening Session

Assemblymember Julia Brownley

8:30 a.m.—9:00 a.m.

### General Session with Keynote Speaker

David Osher

9:00 a.m.—10:15 a.m.

### Introduction for Team Time

10:15 a.m.—10:30 a.m.

### County Engagement Time

10:45 a.m.—12:00 p.m.

### Lunch

12:00 p.m.—12:45 p.m.

### General Session with

Keynote Speaker Dr. Alicia Lieberman

“Filling the gaps: Serving youth in foster care”

1:00 p.m.—2:15 p.m.

### Workshops (A1—A15)

2:30 p.m.—3:45 p.m.

### Workshops (B1—B15)

4:00 p.m.—5:15 p.m.

### Welcome Reception—Library Galleria

5:30pm—7:00 pm

*Honoring the advocates and elected officials instrumental in the passage of AB 12, the California Fostering Connections Act.*

*Light appetizers and drinks will be served.*

*(No host bar)*

### Dinner on your own

7:00 p.m.

## Tuesday, February 8, 2011

### Continental Breakfast

8:00 a.m.—8:30 a.m.

### Opening Remarks

Chancellor Jack Scott, CA Community Colleges

8:45a.m.—9:00 a.m.

### Workshops (C1—C14)

9:15a.m.—10:30 a.m.

### Workshops (D1—D14)

10:45 a.m.—12:00 p.m.

### Lunch

12:00—12:30

### Speaker Dee and Youth Panel

“Why we do the work”

12:30—1:15

### Legislative Briefing Check-In

1:15 p.m.—1:40 p.m.

### Foster Youth Education Legislative Briefing

State Capitol, Room 4202

All registrants welcome to attend.

2:00 p.m.—5:00 p.m.



Assemblymember Julia Brownley  
41st Assembly District



Chancellor Jack Scott  
California Community Colleges

## Keynote Presenters



**David Osher, Ph.D.**  
**Vice President at the American Institutes for Research**

Mr. Osher is Principal Investigator of four centers that support major national initiatives and receive support from the U. S. Departments of Education, Health and Human Services, and Justice: The Center for Effective Collaboration and Practice; The National Center for Mental Health Promotion and Violence Prevention; The National Evaluation and Technical Assistance Center for the Education of Children and Youth who are Neglected, Delinquent, or At Risk; and The Technical Assistance Partnership for Child and Family Mental Health. Osher is also Principal Investigator of the What Works Clearing House review of character education and of AIR's initiatives aimed at studying the conditions of learning and helping states, school districts, and schools collect and use survey data on the conditions for learning for school improvement. Osher serves on numerous expert panels (e.g., the Preschool and Elementary School Assessment Workgroup and the research advisory boards for America's Promise and the Collaborative for Academic, Social, and Emotional Learning) and editorial boards. A former Dean of two Schools of Human Services, and a liberal arts college, Osher has authored, co-authored, and edited over 270 books, monographs, chapters, articles, and reports including documents which were released by the White House, Secretary of Education, Attorney General, and various Assistant Secretaries.

**Alicia F. Lieberman, Ph.D.**  
**Professor & Director of the Child Trauma Research Program,  
UCSF Department of Psychiatry & San Francisco General Hospital**

Dr. Lieberman holds the Irving B. Harris Endowed Chair of Infant Mental Health in the UCSF Department of Psychiatry. She is also clinical consultant with the San Francisco Human Services Agency. She is past president of Zero to Three: National Center for Infants, Toddlers and Families and is on the Board of Trustees of the Irving B. Harris Foundation. She is also on the editorial board of *Development and Psychopathology*, *Developmental Psychology*, and *Infant Mental Health Journal*.



Dr. Lieberman is currently the Director of the Early Trauma Treatment Network (ETTN), a collaborative of four university sites that include the UCSF/SFGH Child Trauma Research Project, Boston Medical Center, Louisiana State University Medical Center, and Tulane University. ETTN is funded by the federal Substance Abuse Mental Health Services Administration (SAMHSA) as part of the National Child Traumatic Stress Network, a 50-site national initiative that has the mission of increasing the access and quality of services for children exposed to trauma in the United States. She received her B.A. from the Hebrew University of Jerusalem and Ph.D. from The John Hopkins University.



**Demontray "Dee" Hankins**  
**Youth Presenter**

Dee is a former foster youth and a recent graduate of California State University; Long Beach where he earned a bachelor's degree in Criminal Justice. Dee is a motivational speaker in Southern California working to change the way people reach their goals. His *Win Your Challenges* speech is a message that can benefit all, but he is especially focused on at-risk youth like him. He hopes to share his 18 years of experience in the foster care system to give insight on the system and its affects on foster youth, help better prepare potential foster parents, inform both youth and their parents about resources available to them and, train and educate social workers to have more of an impact to each child in their case load. Dee hopes to leave people with the idea that success is not how many "things" you have, but how many goals you can reach!

# Workshop Descriptions

## Session A (Monday 2:30 p.m.)

### *A1 Tracking Educational Outcomes with Cal-PASS SMART Tools for Students Receiving Support Services*

Blueprint

**Jordan Horowitz**, California Partnership for Achieving Student Success (Cal-PASS)

This session will present the new Cal-PASS SMART Tool™ for tracking education outcomes for students receiving foster youth support services at California's postsecondary educational institutions. The web-based application will be discussed including its development and uses. You will be able to use laptop computers (provided by the presenters) to access the information for your campus. Cal-PASS staff will also be available to provide on-site technical assistance.

### *A2 From Early Outreach to Supporting Successful College Completion*

Blueprint

**Tim Bonnel**, CA Community College Systems Office  
**Karen Micalizio**, Butte College  
**Tracy Fried**, CA Community College Systems Office

Collaboration, early outreach, seamless transitions and continued support are the foundation of this experiential workshop. Presenters will engage participants in early targeted outreach activities from the FYSI Outreach Toolkit and the Student Success Orientation Framework, designed for new college students from foster care. Strategies on collaborating with FYSI Liaisons will be explored following a FYSI Liaisons' model on reaching out to community and campus partners to establish coordinated outreach and support efforts for foster youth.

### *A3 Are We Giving Students Only Half of What They Need to Succeed?*

Blueprint

**Jaya Nalawadi Yoo**, The McGraw-Hill Companies  
**Cheryl De La Vega**, The McGraw-Hill Companies  
**Jeff Livingston**, The McGraw-Hill Companies

We are currently facing a career- and college-preparedness crisis. The combined effects of baby-boom retirements, flat college graduation rates, and slow workforce growth should result in significant labor shortages, especially in jobs requiring postsecondary education. This interactive session will explore the definitions and solutions that lead to college and career readiness as we pose the following questions and debate the answers. What are some of the roadblocks to student success? How can we responsibly prepare our students for what they will face in college and career? In what areas are those entering the workforce most unprepared? How are the needs of the workforce changing? And, how will they change in the near future?

### *A4 Innovations in Community College Bridge Programs for Former Foster Youth*

Blueprint

**Newin Orante**, Laney College  
**Carol Davies**, Fresno City College  
**Myra Gonzalez**, San Diego Mesa College

Hear from colleges in the Community College Pathways (CCP), a learning community focused on career pathways and instructional and support strategies benefiting former foster youth. These strategies implement diverse and effective approaches to orient and transition youth to college. Learn about diverse approaches to Summer Bridge programs designed with practical and research-based strategies, partnerships which work to sustain efforts and a statewide multi-agency discussion of where gaps still exist. Hear about methods used to improve student engagement and increase college readiness, how to assess student achievement, how modified content emphasizes student connection with faculty and examine curriculum that links project-based learning to careers and college opportunity.

### *A5 Promising Practices for the 0-5 Population*

**Tricia Gonzalez**, Fresno County Department of Social Services  
**Cheri Archuleta**, Fresno County Department of Social Services  
**Wilma Hashimoto**, Fresno County Department of Social Services

The building blocks to school success are the early identification of developmental concerns, timely service delivery and stability for children ages 0-5. Hear from the Fresno County Department of Social Services, First 5 Fresno County and Ready to Succeed about how to develop a multi-disciplinary team that screens all children ages 0-5 in foster care and how this multifaceted approach can increase school readiness for these children. Learn key strategies:  
to increase enrollment in early childhood programs  
improve the transition from pre-school to kindergarten  
on how to partner with caregivers  
to collaborate with organizations providing quality education intervention services.

### *A6 Pre and Post Emancipation Transitional Housing Programs Can Support Educational Goals*

**Peggy Perry**, Larkin Street Youth Services  
**Joe Filiponne**, Larkin Street Youth Services

This interactive workshop will present key components of the Larkin Street Youth Services' transitional housing program for foster youth. Presentation will include strategies to utilize housing programs in support of youth's education throughout the emancipation process. Attendees will learn about programs for pre- and post- emancipation youth and specific strategies for integrating education into housing programs through examination of case studies.

Workshops with this icon  indicate topics for higher education.

**A7** *An Overview of Three K-12 Data Sharing Systems in California*

**Leland Daniels**, Riverside County Office of Ed.  
**Trish Kennedy**, Sacramento County Office of Education  
**Virginia D’Amico**, Sacramento County Office of Education  
**Michelle Lustig**, San Diego County Office of Education

This session will consist of a panel discussion from three of California’s K-12 data sharing systems that help support the educational achievement of students in foster care. Hear a brief overview of data sharing systems that are operating in several counties throughout the state and engage in a dialogue about the unique attributes of each and learn about some of the challenges with embarking on a data sharing endeavor between education and social services.

**A8** *Advocating for Foster Youth with Special Needs*

**Miho Murai**, Miho Murai, Esq.  
**Deborah Cromer**, Children’s Law Center of Los Angeles

Raise your awareness of the special education needs of foster children and be better prepared to identify and serve the education needs of these youth. See hypothetical case studies that will address a range of common educational problems faced by foster children and learn about possible solutions with emphasis on special education placements and services, recruiting educational rights holders, WIC 317e educational advocates and overall education advocacy for foster children. With more than 30% of foster youth in Los Angeles County currently eligible for special education, the team will address identification, assessment, placement and services for youth with special needs under Section 504 and Individuals with Disabilities with Education Act (IDEA).

**A9** *Caregiver Engagement as an Educational Reform Strategy for Children and Youth in Foster Care*

**Jennifer Rodriguez**, Youth Law Center (YLC)

Hear from YLC staff, foster parents, birth parents, and youth about their perspectives on strategies for better foster parent engagement in children’s education and school experiences. Issues covered will include: how to build team relationships between foster and bio parents for academic success, how to engage foster parents in early academic readiness, support needed by foster parents for full engagement on school issues from teachers, schools, child welfare staff and courts. Will also address appropriate expectations for foster parents around educational and school success and how to include foster parents as a valued member of the child’s team. Hear from participants of the Youth Law Center’s Quality Parenting Initiative 9 CA county pilot sites.

**A10** *Schoolwide Positive Support: How it can help foster youth and why you want it implemented in your school*

**Laura Faer**, Children’s Rights Project, Public Counsel  
**Judy Arriaza**, Children’s Rights Project, Public Counsel

School Wide Positive Behavior Support (SWPBS) refers to an evidence-based approach to improving student behavior and learning outcomes that seeks to diminish punitive discipline practices and focus on the consistent teaching and reinforcement of appropriate behavior through proactive interventions rather than punitive discipline. While SWPBS benefits all children, it is especially important for foster youth, as youth in foster care are more likely to have behavior problems in school that are misinterpreted and in turn have higher rates of suspensions and expulsions from school. Foster youth already face school instability due to placement changes. Exclusionary discipline practices further exacerbate school instability and often result in school push-out.

**A11** *Create the Change: Train the trainers to address unique educational issues of foster youth*

**Stacy Bell**, Sacramento City Unified School District  
**Ellie Sorkin**, Sacramento City Unified School District

Create the Change is a dynamic “train-the-trainers” workshop designed to address the unique educational needs of foster youth. Explore resiliency factors that lead to more successful educational outcomes, by equipping yourself and those you work with to create change in the lives of foster children. Enhance your interpersonal strategies when working with marginalized youth. Hear the voices of our youth and experts in two DVDs. Leave the workshop with DVDs and strategies to improve your professional work and provide quality training.

**A12** *Bringing Gender Responsive Collaborative Courts to Juvenile Court*

**Commissioner Jane Shade**, Orange County Juvenile Court  
**Judge Maria Hernandez**, Orange County Juvenile Court

Orange County Juvenile Court has implemented two gender responsive teen court programs: Girl’s Court and Boy’s Court. These collaborative courts are designed to address individualized needs, improve school performance, forge meaningful relationships, and increase self-esteem. Presenters will discuss support for creation of these courts, strategies on how to develop this model, lessons- learned and challenges that were overcome, and the importance of outcomes measurements.

### A13 *Hiring, Promoting, and Supporting Employment of Foster Youth*

**Betsy DeGarmoe**, Orange County Department of Education

**Julie Ngo**, Orange County Department of Education

**Jim Anderson**, California Connected by 25 Initiative

**Lyssa Trujillo**, California Connected by 25 Initiative

Join a panel of employers and youth formerly in foster care to hear about their experience in hiring, promoting, and supporting the employment of youth formerly in foster care. Learn about the barriers that have been overcome and lessons learned from both an employer and employee perspective. County agencies will be highlighted showing what positions have been filled with youth formerly in foster care. Attendees will leave with a clear understanding on how valuable it is to offer employment to youth formerly in foster care and the amazing impact it will have on an agency.

### A14 *Charter Schools 101: What is a Charter? Are they the Answer in Serving Students with Unique Needs?*

**Gina Plate**, California Charter Schools Association

Charter schools are independent, tuition free public schools with innovative educational approaches that offer quality and choice in the public education system. Charter schools are quickly growing in size and gaining notoriety as the mechanism in which to reform our educational system. As the numbers of charter schools in California continue to grow, so does the scope of services available to students. Charter schools are committed to offering a quality education to all students. With greater flexibility, charter schools are ideally situated to serve students with unique needs. Presentation will include the efforts that are currently taking place in California in order to expand the scope of services available in charter schools to both students with disabilities and students in the foster care system.

### A15 *Babies can't wait: Repairing the effect of early trauma for young foster children*

**Dr. Alicia Lieberman**, Univ. of CA San Francisco

The workshop will focus on the factors that derail healthy development in children aged birth-five in foster care, present promising intervention models, and emphasize the importance of training service providers about the biological, cognitive and emotional manifestations of trauma in young children. Dr. Lieberman is a Professor & Vice Chair for Academic Affairs & Director of the Child Trauma Research Program, UCSF Department of Psychiatry & San Francisco General Hospital.

## Session B (Monday 4:00 p.m.)

### B1 *Guardian Scholars Go From Good to Great: Effective Models in Higher Education*

Blueprint

**Dr. Reginald Blaylock**, San Diego State University

**Josephine Mojica**, San Diego State University

The Guardian Scholars program for former foster youth at San Diego State University is only in its fourth year, but serves as a model for postsecondary institutions throughout California. Local and regional partnerships as well as coalition building throughout the campus community have bolstered support services for 60 enrolled SDSU students. Because of these promising practices, Guardian Scholar students are on a pathway to degree completion. Presentation will include the creation and subsequent expansion of the Guardian Scholars Program at San Diego State University, the need in the community that sparked this program, how funding was generated from on-campus and off-campus partnerships and opportunities to brainstorm what elements are needed to build a successful program in your area.

### B2 *Sierra College – College Transition Support Team (CTST)*

Blueprint

**Linda Williams**, Sierra Community College

**Ruth Flores**, Sierra Community College

**Cynthia Brundage**, Placer County Children's Systems of Care

**Patty Archer-Ward**, Placer County Office of Education

Learn how the Sierra College Transition Support Team (CTST) was able to create a holistic supportive environment for former foster youth seeking a postsecondary education by tapping into on and off campus resources, and forming strong partnerships with student services, administrators, the College Foundation, as well as local agency and community leaders. The presentation will include the collaborative model that formed CTST, who is important to have participating on the team, examples of student outcomes achieved by former foster youth attending Sierra College as a result of CTST interventions and current and future goals.

### B3 *"A Place to Belong: Foster Youth Voices from California Community Colleges" Video Screening and Discussion*

Blueprint

**Theresa Rowland**, Career Ladders Project

**Roy Robles**, Career Ladders Project

The Career Ladders Project (CLP) will screen "A Place to Belong: Foster Youth Voices from the CA Community Colleges." In the video, students from foster care speak about their challenges during their transition into college. Engaging discussion will follow about strategies that show promise for serving and educating youth in higher education. Does the college experience deliver? How consistent are our instructional practices and student supports with what students are telling us they need?

**B4** *b2b: An Evolving Partnership Between a CBO and a Community College*

Blueprint

**Rick McCracken**, Beyond Emancipation  
**Stephanie McLemore**, Beyond Emancipation  
**Newin Orante**, Laney College  
**Rae Hendriks**, Laney College

Learn how a community based organization and a local community college are collaborating to create and implement a common vision for emancipated foster youth to successfully enter, persist and succeed in community college. Presenters will share critical program design elements; as well as challenges and intentional components of the collaborative building process that have been key to promoting the success and sustainability of this complex and dynamic partnership.

**B5** *Empowering Foster Youth with Disabilities to Participate in Transition Planning*

**Cheryl Theis**, Disability Rights Education & Defense Fund  
**Robin Miller**, Disability Rights Education & Defense Fund

This interactive workshop will identify the barriers that prevent foster youth with disabilities from learning necessary self advocacy skills as they transition to adulthood. Work with the group to examine possible solutions and develop a model transition that gets the youth “in the driver’s seat” to the greatest extent possible. Participants will have an opportunity to share ideas, make professional connections and receive needed resources.

**B6** *Tapping Into Title IV-E Funding*

**Bob Malmberg**, County of Orange, Children & Family Services  
**Robert Taniguchi**, Monterey County Department of Social and Employment Services  
**Betsy DeGarmoe**, Orange County Department of Education, Foster Youth Services  
**Steve Sakamoto**, County of Orange, Children & Family Services  
**Daniel Bach**, Monterey County Department of Social and Employment Services

Learn how different counties are accessing Title IV-E funding to leverage additional money to increase services to their constituents from a child welfare and education perspective. Participants are encouraged to bring a variety of agency staff including fiscal to the presentation as there will be time available for county team coaching on specific questions. Learn how you can facilitate drawing down Title IV-E in your county. Leave with a plan as to your next steps to access Title IV-E funds and begin the dialogue with collaborative partners.

**B7** *Ready to Succeed Irresistible Information: Three Projects Linking Education and Child Welfare Data*

**Jane Henderson**, Center For the Future of Teaching & Learning  
**Lauren Davis Sosenko**, California Partnership for Achieving Student Success (Cal-PASS)  
**Trish Kennedy**, Sacramento County Office of Education  
**Virginia D’Amico**, Sacramento County Office of Education

This workshop will provide participants with an overview of three distinct data linking projects that are building a solid foundation for timely, accurate and robust information sharing between child welfare and student information systems at both the aggregate and individual case management level. Hear how these projects are overcoming systems barriers and building the technology to link child welfare and student information data systems to inform the field at both practice and policy levels. To learn more, participants are encouraged to then attend workshops C-2 and D-12 for more in depth presentation of two of these projects.

**B8** *Recovering Partial Credits for High School Students: Tips and Best Practices for Ensuring Youth Receive Credit for Their Academic Work*

**Dr. Michelle Lustig**, San Diego County Office of Education  
**Katie Brown**, Public Counsel Law Center’s Children’s Rights Project

Despite AB 490 provisions for timely transfer of school records, students from foster care are still vulnerable to miscalculation of their course credits and even delayed graduation due to administrative oversight. The presentation will provide a practical framework for solving the credit issue and explain the provisions of AB 167, a law intended to help academically struggling foster youth obtain their high school diploma with the state minimum of required credits. Attendees will receive sample letters and forms that can be used to communicate with schools when seeking to recover “lost” credits, ensure partial credits are added to students’ transcripts, and inform a school that that a student is eligible to graduate under AB 167.

**B9** *A SPARC of Success Utilizing the AVID Curriculum to Improve Educational Outcomes Among Foster and Homeless Youth*

**Laura Welbourn**, Ventura County Office of Education  
**Kristin Storey**, Ventura County Office of Education  
**Matt Oppenheimer**, TUTORIFIC!

The purpose of SPARC, at its core, is to provide our Special Populations with the awareness, skills, tools, motivation, and self-confidence to successfully prepare for entrance into college, succeed there and then in life beyond school. Hear both the philosophical and practical foundations of SPARC, and see its effectiveness. Learn what funding sources are used, and what the early outcomes of the program are. Referral forms, selection procedures, program brochures and evaluation forms will be shared.

**B10** *Two Models of Educational Advocacy from Washington State*

**Phoebe Sade Anderson**, Treehouse

Join us as we highlight two exciting programs impacting the educational outcomes for youth: Educational Advocacy and Peer-to-Peer Training. Both programs work directly with youth, families and professionals to increase educational advocacy skills, remove barriers to educational success, and change the educational trajectory of youth in out-of-home care in Washington. There will be opportunities to explore how the advocacy work in Washington, particularly the Train-the-Trainer program would be beneficial in California and how educational advocacy and training can be implemented in your community. As a leader in education and foster care in Washington State, Treehouse has been actively involved in policy, practice and innovation for over ten years.

**B11** *The Educational Representative Program: Collaborative Educational Advocacy for Foster Youth*

**Marcella Tarpley**, Riverside County Office of Education

Learn about the design, implementation, and outcomes of the Educational Representative Program and how it supports the implementation of AB 490 through educational advocacy. Developed through a collaboration between the juvenile courts, County Office of Education, Department of Public Social Services, Probation, CASA, and Public Defenders Office in Riverside County, this program was designed to meet the educational decision making needs of youth in dependency. Attendees will learn how to set up an educational advocacy program in their county.

**B12** *Neighborhood for Kids*

**Dr. Dennis Leggett**, County of San Diego HHSA  
**Kimberly Giardina**, County of San Diego HHSA  
**Jeni Mendel**, Grossmont Union High School District

The Neighborhoods for Kids initiative began through the efforts of the County of San Diego, Health and Human Services and stakeholders to align child welfare service delivery with school boundaries to keep abused and neglected children in safe, in familiar environments and in their same school when it is not possible to keep them with their parents. The presentation will share how education and child welfare services can work toward building a better appreciation and understanding for their cross-systems partners' perspectives, knowledge, and challenges. Attendees will participate in round table discussions on ways agencies/counties may be able to strengthen the relationships between schools and child welfare. Discussions will include technology tools, such as GIS mapping that have assisted with the implementation of Neighborhoods for Kids.

**B13** *Preparing Foster Youth to Protect Their Identities*

**Debbie Castanon**, California Office of Privacy Protection

Who can steal your identity? How? What does that do to your credit score? Your life? It is so important to start off adult life

with a clean credit record. Foster youth need to learn basic strategies for protecting their personal information and dealing with privacy problems. Learn about training materials for use by foster care agencies and children's advocacy organizations that will help prepare young people for emancipation. This program will also provide background information on identity theft and online privacy risks.

**B14** *Empower the Troops! The Key to Sustainable Outcomes*

**Leland Daniels**, Riverside County Office of Education  
**Chris Benson**, Terben, Inc.  
**Pamela Stewart**, San Bernardino Children & Family Services  
**Greg Benson**, The Center for Family Prosperity

Come hear from a multi-county panel of experts from education, industry and child welfare. Review case studies and participate in an exercise where you will discuss how to build a regional coalition of caregivers who are focused on the child-centric ecosystem. Discover new resources through eradication of waste and/or identification of new funding, and map out a step-by-step process for realizing measurable and sustainable progress on AB490, AB167 and post-transition services as a direct result of better informed caregivers. Learn about practices that have been used to create replicable models in California and how to design a child-centric collaboration, where children receive holistic services across the spectrum of care.

**B15** *California School Boards Association's Policy Services*

**Judy Cias and Marguerite Noteware**  
California School Boards Association

Come and learn about the California School Boards Association's Policy Services, which includes providing sample policies and administrative regulations for school districts across California. CSBA has developed various policies related to educating foster youth, including policies aligned with AB 490, and presenters will highlight strategies about how to work with their local districts to customize and adopt these policies.

## Session C (Tuesday 9:15 a.m.)

**CI** *An Appreciative Inquiry into Postsecondary Success Strategies*

Blueprint

**Dr. Frank R. Lilly**, Sacramento State University  
**Dr. Joy Salvetti**, Sacramento State University

Helping to scaffold academic success for former foster youth requires the use of appreciative inquiry, especially when addressing the challenge of remediation. Appreciative inquiry is a method of organizational development that focuses on the educational process by which human resources are continuously identified, allocated, and expanded in ways that make these resources more available to the organization and, therefore, improve the organization's problem-solving capabilities (Sherwood, 1972). Learn how the process for facilitating positive change in human systems can provide a sustainable source of energy for foster youth and the organization serving them.

**C2** *Ready to Succeed: An Exploration of Secondary and Postsecondary Educational Outcomes for Foster Children in California*

Blueprint

**Kristine Frerer**, University of California at Berkeley  
**Lauren Davis Sosenko**, California Partnership for Achieving Student Success (Cal-PASS)

The Center for Social Service research and Cal-PASS, established the Ready to Succeed Pilot Project to link child welfare and education data. Hear the project findings, including high school and college outcomes for foster youth and comparison students. This panel will explore answers to research questions such as: What are the secondary and post-secondary educational outcomes for foster youth in California?; How do foster students fare in school compared to matched students in the general population?; and What factors facilitate or impede successful completion of secondary and postsecondary education for foster youth?

**C3** *FYSI: Helping Youth Access Community College—Making Sense of the Financial Aid Application*

Blueprint

**Tim Bonnel**, CA Community College Systems Office  
**Karen Micalizio**, Butte College  
**Tracy L. Fried**, CA Community College System Office

This interactive workshop will provide a clear understanding of how California Community Colleges FYSI Liaisons can assist and support current and former foster youth in completing the FAFSA and accessing services. Participants will learn how foster youth and those youth experiencing homelessness or at risk of being homeless should complete related FAFSA questions. Engaging attendees in uniquely designed activities and group discussions related to the FAFSA will ensure everyone leaves the workshop equipped to provide guidance to youth and individuals supporting youth to complete the FAFSA accurately.

**C4** *Young Children and Foster Care: Connecting the Dots for a Brighter Future*

**Adreena Lowe**, MSW CA Dept. of Social Services  
**Jane Tabor Bane**, Resource Ctr. for Family-Focused Practice

Abused and neglected children often experience physical, developmental, and emotional problems including attachment disorders, social and emotional disturbances, cognitive deficits, neurobiological changes in the brain and failure to thrive. Children in foster care and under the age of three experience the highest rates of abuse. Did you know that in California this is the fastest age group coming into care? This population is four times more likely to have a disability, a serious behavioral or emotional problem and five times more likely to have a learning disability. Since 2003; federal mandates under CAPTA and IDEA have required child welfare to refer infants and young children at risk for delays to early intervention services. Come to this workshop to get a better understanding of the rationale for early intervention, the mandates guiding child welfare, the preferred method to identify children at risk or experiencing delays and learn various strategies used by counties for implementation.

**C5** *A Better Start: Cleaning Up Credit Reports for Foster Youth*

**Joanne McNabb**, CA Department of Privacy Protection

Many who work on identity theft assistance believe that foster children are at a high risk of becoming victims. Their personal information passes through the hands of many people as they are moved around in the system. Concern for this situation led the California Legislature to enact a law to assist them, but procedural difficulties and a lack of funding have delayed implementation. Learn about the pilot project of the California Office of Privacy Protection and Los Angeles Counties, using new processes for working with the credit bureaus to give the kids a clean credit slate as they enter adult life.

**C6** *Closing the Achievement Gap through Cultural Competency*

**Lee Mun Wah**, StirFry Seminars & Consulting

The achievement gap is often blamed on single parent homes, low expectations, poverty, and unmotivated or disruptive students. Explore how cultural factors such as racism, sexism, and classism can have a profound effect on a student's self-esteem, motivation, and academic success. Educators, administrators, counselors, and students will learn numerous teaching techniques and diversity tools that can directly affect the academic achievement, self-esteem, and motivation of diverse cultural student populations. This interactive session will use role play, group exercises, film clips, and discussion, as well as 'Key Diversity Inquiries for Educators', six questions that will be addressed by the participants. Useful hand-outs, diversity related products and educational teaching aids will be made available throughout the seminar.

**C7** *The Role of Caregivers in Better Educational Outcomes for Foster Youth*

**Rose Baker**, Humboldt Foster Parent Association  
**Steve Duran**, Peacock Acres

Caregivers of youth in out-of-home placements can play a critical role in the successful educational support team for foster youth. Integration of home information and practices with teachers, counselors, school administration, Foster Youth Services and child welfare social workers provides a complete picture in addressing children's needs. Learn from two caregivers, tools and techniques that have worked in developing educational strategies for this unique and often struggling youth population.

**C8** *Foster Youth and School Engagement: Applying Motivational Strategies to Increase School Readiness*

**Gustavo Loera**, Mental Health America of LA

The risks are high for 16-to-24-year-olds who are building pathways to postsecondary education and employment. For youth who are transitioning out of foster care or youth who have dropped out of school, the challenges are even greater. How can motivation theory/strategies be used to increase foster youths' school engagement and readiness? Examine an integrated motivation model consisting of socio-cultural,

environmental, and personal factors that affect youths' motivation. See case studies and participate in group discussions thinking about your rationale for causes and solutions to each case study. Attendees will be able to identify research-based components of typical motivational strategies used by educators in school settings, identify and accurately characterize major, current theoretical approaches to describing, predicting and explaining human motivation, and apply motivation theory to solving motivation problems and generating solutions.

**C9** *C9: Ready to Succeed Educational Liaisons: Three Models of Very Promising Practice*

**Randi Gottlieb**, Ready to Succeed  
**Linda Zall**, Sacramento County Office of Ed  
**Betsy DeGarmoe**, Orange County Office of Education  
**Joy Cronin**, Fresno Department of Social Services  
**Nancy Shea**, Mental Health Advocacy Services  
**Lois Weinberg**, California State University, Los Angeles  
**Andrea Zetlin**, California State University, Los Angeles

Education and child welfare partners in Fresno, Sacramento and Orange County have collaborated to launch innovative projects to improve education outcomes for children and youth in foster care. All three projects use education liaisons to bridge the divide between the child welfare and education systems, but each uses a different model. Come learn from county representatives about these promising practices and discover which model would be the best fit for your county. Hear about their basic organizational structure, target populations, the education liaisons' role, function, and scope of work. Find out how these strategies are working to bridge the gap between the systems and improve school success for the children being served. Leave with ideas and tools for taking the next steps to implement an education liaison program in your county.

**C10** *Accessing Services Which Are Supporting Educational Needs of Young Children in Foster Care*

**Cheryl Theis**, Disability Rights Education & Defense Fund  
**Robin Miller**, Disability Rights Education & Defense Fund

Come learn how to help our youngest children get ready to learn in school. We will start with an overview of the rights of children in foster care to support under IDEA, Section 504, and discuss what to do around the "gate keeping" that keeps many children out of much needed services. We will pay special attention to addressing behavior, needs and getting needed assessments.

**C11** *Foster Youth Programs on School Campuses*

**Dara Cortes**, Orange County Dept. of Education  
**Hasan Abdulmalik**, Elk Grove USD  
**Mike Jones**, Elk Grove Unified School District

Learn about two ways that school sites have developed a foster youth program on a school campus. Find out about the lessons learned and barriers that were overcome. One example is a

group that meets weekly in an inclusion program with monthly trainings. Another is a weekly group that meets at lunch. Attendees will learn ways to choose your school site, connect with school sites/school staff in order to initiate foster youth group, confidentiality and liability issues and topics/issues that are specifically geared to education and foster youth.

**C12** *Preparing Disadvantaged Students for College and Health Careers: What Works at the Health Triad Career Advancement Academies in LA CCD*  
**Doug Marriott**, Los Angeles Valley College

The Los Angeles Healthcare Career Advancement Academy

(CAA) supports students with multiple barriers through college to paid internship and to careers in healthcare. Linked courses, accelerated basic skills instruction, paid work experience and counseling all contribute to the program's success. In this session, Director Doug Marriott presents approaches that accelerate progress at LA City, LA Valley and East LA Colleges and discuss challenges and effective strategies for transitioning foster youth to college and career.

**C13** *AB 12: Impact on Educational Achievement*

**Angie Schwartz**, The Alliance for Children's Rights

In September 2010, Governor Schwarzenegger signed AB 12, California's Fostering Connections to Success Act, into law. This historic legislation extends foster care benefits to youth until age 21, provided the youth meets certain participation requirements and is living in an approved setting. Specifically, youth who want to continue to receive foster care benefits after age 18 must be completing high school, be pursuing their education, removing barriers to employment, working at least 8 hours a week, or show that they are unable to do one of these things due to a disability. This session will provide an overview of AB 12 and, specifically, the new participation requirements related to work and education.

**C14** *Foster Care and College Completion: Forging a Link*  
**Dr. Alfreda Iglehart, Dr. Rosina Becerra &**

**Emily Hamilton**, Univ. of CA Los Angeles

Participate in a simulation of an undergraduate elective class that is scheduled to be taught at UCLA in the spring 2011 for current and former foster care youth who are attending the university. Participants will serve as the students and the presenters will use the first part of the presentation to demonstrate the manner in which the first day of class will be conducted. A model syllabus with readings and assignments will be distributed. Class activities, visual aids, and small group discussions will be used to create a stimulating and engaging atmosphere. Participants will learn how to develop a class similar to this one and how to navigate the university bureaucracy to have the class offered. They will be also be provided a framework for analyzing relevant literature.

## Session D (Tuesday 10:45a.m.)

### D1 *Serving Former Foster Youth in College: Assessment, Service and Outcomes*

Blueprint

**Dr. Sonya Lenz-Rashid**, CSU San Francisco  
**Xochitl Sanchez-Zarama**, CSU San Francisco

This workshop will focus on the support for former foster youth as they attend college including: a clinical case management model of service for best practices, and the need for an in-depth assessment tool to assist with serving youth and accurate evaluation purposes. Presenters will introduce an assessment tool that can be used to gather information about students and will demonstrate techniques to assess each student's background. Sensitive topics (mental health, substance use) with students will be discussed. Presenters will also illustrate how an assessment tool can assist with evaluation of such supportive college programs for former foster care youth.

### D2 *College Retention for Alumni of Care: The Champion Program at the University of Washington*

Blueprint

**Jennifer Schoen**, University of Washington  
**Melissa Raap**, University of Washington

What is the UW Champions program? How did it start? Why did it start? What kind of budget and staffing did they need? Come see case studies that describe the design, collaborations and challenges in creating the UW Champions Program. Leave with an understanding of what colleges can do for alumni of care, how high schools and service providers can help students prepare for the transition to college, and have questions answered about how to get the best campus support. Receive a list of questions you can use to ask colleges to see if your students will receive the support they will need at their school.

### D3 *Youth Empowerment Strategies for Success*

Blueprint

**Devon Werble**, Los Angeles City College  
**Jennifer Ajinga**, San Joaquin Delta College  
**Jason Ford**, College of the Sequoias  
**Patricia Boone**, Shasta College  
**Cathie Shafer**, Santa Ana College

Are you interested in foster youth success? If so, join us to learn about the Youth Empowerment Strategies for Success (YESS) program, and the unique elements of YESS services provided throughout the state. In addition, hear directly from youth as they explain how the YESS program is assisting them to identify and work towards their academic, personal, and career goals. The Foundation for California Community Colleges, in partnership with the California Department of Social Services administers the Youth Empowerment Strategies for Success Independent Living Program (YESS ILP) at 18 community colleges throughout California.

### D4 *Building a Foundation for Education Success through Applying Child Development and Brain Science Research to Child Welfare Practice*

**Jennifer Rodriguez**, Youth Law Center

The Youth Law Center's Birth to Six New Beginnings Project highlights the importance of helping very young children in foster care get ready to succeed academically by focusing on the impacts of healthy emotional development and relationships with the primary caregiver on later educational outcomes. Hear lessons learned from this program at four different sites. These sites have implemented practice changes and are using interventions that support their most effective intervention for early learners: high quality, consistent, committed caregivers. Learn about the research, the practice changes and tools developed by sites and work in small groups to discuss how this information can be applied in your own sites and work.

### D5 *The Kids in the Cloud: Improving the Outcomes of Foster Youth and Near-Foster Children*

**Richard Cohen**, Los Angeles County Education Foundation

**Terry Ogawa Title**, Los Angeles County Education Foundation

**Leticia Tomas Bustillos**, Los Angeles County Education Foundation

In this session, you will get to know the "kids in the cloud," children who are at-risk of entering or re-entering the foster system and/or children who are not considered to have open cases. You will also learn about efforts to bridge disparate systems and address barriers to providing quality early care and education to these highly vulnerable children and discuss how similar efforts can be locally replicated. You will also be able to further explore the ways in which members from a cross-section of organizations can be locally convened to build on current efforts and identify where additional work and policy changes are needed to address the needs of the "kids in the cloud."

### D6 *SSI: A Door to Educational Attainment for Foster Youth with Disabilities*

**Angie Schwartz**, The Alliance for Children's Rights

Receiving SSI benefits opens the door to programs that can be crucial to supporting former foster youth as they pursue higher education, including Medi-Cal, subsidized housing and SSA programs meant to maximize benefits. Attorneys and advocates will learn about the process of ensuring foster youth have SSI in place before leaving care to serve as a support following their transition and how youth can keep their SSI benefits after they turn 18. Other issues that will be discussed include the process in which the county child welfare department applies for SSI, the age 18 redetermination, accessing subsidized housing, taking advantage of health insurance, and utilizing SSA programs meant to supportively usher SSI recipients into employment.

### *D7 User Friendly Career Development Resources*

**John Merris-Coots**, CalCRN Program

A growing body of evidence indicates having life career goals can play a key role in keeping youth engaged in school. In addition, young people need good career information and strong career self-management skills to be successful in life. Attendees will receive career development resources that can assist you in your work with foster youth. Receive a copy of the new CalCRN Resources CD. Leave the workshop knowing what resources the California Career Resource Network (CalCRN) has available and understand how these resources can be utilized in a variety of settings.

### *D8 Teachers Stories*

**Nicole Lezin**, Consultant to CalSWEC and Ready to Succeed

Come hear from committed teachers from Orange, Sacramento, and Fresno as they tell their stories about what has made a difference for them in helping children and youth in the foster care system be successful in their classrooms. Participate in a group discussion about what you can do as liaisons, advocates, caregivers and social workers to partner with teachers to help these students.

### *D9 Student Records “Do’s and Don’ts”*

**Sherman Garnett**, San Bernardino County Superintendent of Schools

Are you current and well versed in the area of student records? Is it permissible to place the IEP of a current or former special education student, foster youth or group home youth in the student cum file or a separate cum file away from the site? What are the rights of foster parents and foster students in accessing student records? This interactive session will delve into this issue and many other records issues that site and district level administrators face daily. You will discuss whether your current practices are in compliance with California Education Code, Title 5 CCR regulations and FERPA. Sample policies and procedures will also be discussed and recommended to ensure that the rights of all students and parents are being adhered.

### *D10 Integrating Transition Plans for Foster Youth*

**Cheryl Alexander**, County of Orange Social Services Agency

**Lynn Jimenez**, Orange County Department of Education

Developing a comprehensive plan for foster youth is critical to their success. Hear about Orange County’s efforts to integrate education, mental health, permanency, and transition skills into the Transitional Independent Living Plans (TILP). Policies and tools they developed will be shared for integration and collaboration with child welfare, education, and mental health. Transitional Planning Conferences and School Planning Conferences will also be discussed as tools for coordinating services within the TILP. Work with the group to develop a

TILP incorporating the information shared in the presentation. Leave with a clearer understanding on how important it is to incorporate one comprehensive plan that is youth led and allows all the agencies to move in one direction to support the youth and their goals.

### *D11 We Can Get Them There: Educating Foster Youth from Kindergarten to College*

**Diane Sugerman**, Stanislaus County Community Services Agency

**Wanda Bonnell**, CSU Stanislaus

Learn about a collaborative model that can be implemented to engage middle to high school foster youth and motivate students to anticipate a rewarding future by attending college. Foster youth often do not have information on how attending college is possible nor do they realize that there are numerous resources that make it affordable. Hear about the new processes that are being used to identify and recruit foster youth and their caregivers from middle to high school. See a wonderful example of collaboration and team building between schools and the child welfare system that will grab the attention of foster youth and get them excited about attending college.

### *D12 Foster Focus: Data Sharing of Individualized Student Information*

**Trish Kennedy**, Sacramento County Office of Education

**Virginia D’Amico**, Sacramento County Office of Education

**Stacey Ault Bell**, Sacramento City Unified School District

At present, statewide, 17 county offices of education and 50 agencies are using the *Foster Focus* database allowing all partners to make more informed decisions regarding the education of the children and youth in their care. See a live demonstration of the *Foster Focus* data system which allows for sharing of data between partner agencies via a web-based application. Learn how school administrators, counselors, teachers, foster youth services liaisons, child welfare social workers, probation officers, dependency and delinquency court judges – can all communicate the information necessary to increase school stability, notify the school district when a child moves into the area, facilitate appropriate school enrollment of foster youth, allow for appropriate academic placement, and make informed decisions regarding the youth in their care resulting in improved education outcomes.



*D13 It Takes a College: Integrating Student Services and Instructional Approaches for Former Foster Youth*

Blueprint

**Luis Chavez**, Career Ladders Project  
**Theresa Rowland**, Career Ladders Project

Challenging times require bold responses. Community colleges can do things differently, and bring together the elements of strong pedagogy and integrative strategies proven to work with disadvantaged youth, particularly in moving students towards their career goals. Learn about practices that show promise for accelerating progress and completion for students with multiple barriers to post-secondary education. Leave with new insights into career pathway strategies, hear about current work going on in California and resources you can use. Speakers will also include leading California Community College faculty and staff.

*D14 Maximizing the Independent Living Program for Successful Transitions to Independence*

**Susan McClure & Shantel Vachani**,  
Public Counsel's Law Center's Children's Right Project

Studies have long shown that youth who have been in the dependency system fare worse as young adults compared to youth who have not been in "the system." The Independent Living Program (ILP) was meant to change these outcomes by providing resources to assist youth in transitioning from foster care to independent living—including, for example, job readiness training, rental assistance, and financial aid for college. Under California law, youth who have been placed in out-of-home care at the age of 16 and above and youth who are in guardianships through Kin-GAP are eligible to receive ILP services up to the age of 21.

Join in a mock transition conference where the group will design as a team a Transitional Independent Living Plan ("TILP") for a fictional foster youth. Hear tips and best practices for transitional planning for foster youth with a focus on how best to tap into resources of the ILP.

*D15 Strategies for Supporting the Mental Health Needs of Former Foster Youth*

Blueprint

**Michael McPartlin**, City College of San Francisco  
**Lerone Matthis**, City College of San Francisco  
**Myra Gonzalez**, San Diego Mesa College

This workshop will explore various strategies employed by community college support programs for former foster youth that address basic mental health needs. Included in this review will be literature speaking to the development of healthy identity, development of low/no costs therapeutic services, and the importance of accessible role models in the campus environment.

Identification of those with mental health needs and referral to mental health resources will be discussed. Development of available resources within the larger community will be shared. Students will provide recommendations for approaching what can be a challenging topic given the mental health services experience when in foster care.

*D16 Using Data to Improve Program Implementation*

**Dr. David Osher**, American Institutes for Research

David has written and presented extensively on the issues facing children with emotional and behavioral problems and their families. He is currently the managing scientist at American Institutes for Research, Pelavin Research Center where he directs research, evaluation, synthesis, communication, and technical assistance activities concerning programs and services for children, youth, and families. His work focuses on client-directed and strengths-based approaches, diversity, and interagency collaboration at the Federal, state, and local level. He has a solid understanding of the infrastructure of national, state, and local organizations and programs that provide services to children and youth with emotional or behavioral problems, and is in frequent contact with representatives from many of these organizations. This workshop will provide attendees with some tools in regards to how to use data to improve program implementation.

Materials from the conference will be available at

[www.fosteredconnect.org](http://www.fosteredconnect.org)





**We want to thank the following organizations for their support of  
the 2011 Foster Youth Education Summit.**

**California Foster Youth Education Task Force**

**Child and Family Policy Institute of California**

**Education Summit Core Team Organizing Committee**

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