

2006-07
Foster Youth Services Grant Program Plan
Mt. Diablo Unified School District

Submitted by:

James Wogan, LCSW
Administrator, School Linked Services

Prepared by:

Foster Youth Services Advisory Group:
Mt. Diablo Unified School District
&
Contra Costa County Office of Education

Date Submitted: January 30, 2007

Guidelines

Date: January 30, 2007 Authorized Signature: _____

County: Contra Costa Title: Superintendent

Prior to the final disbursement of the 2006-07 Foster Youth Services (FYS) Program grant funds for the expansion of services, the California Department of Education (CDE) requests all FYS grant funded programs to submit a plan identifying how the FYS Program will meet the provisions of the California *Education Code (EC)* Section (§) 42921. The plan should include the following:

1. Identification of how the FYS Program will meet the provisions of *EC* § 42921(b) and (c) specific to a foster youth educational services coordinator.
2. Description and the methodology that the FYS Program will use to determine which foster youths will be served, pursuant to *EC* § 42921(b).
3. Description of the FYS Program's guiding principles underlying the establishment of a hierarchy of services to be provided to foster youths, pursuant to *EC* § 42921(d).

Plans should be developed in collaboration with your FYS Program's local advisory group as suggested in *EC* § 42921(b)(2). Advisory groups typically include representation from agencies and organizations that have responsibility to represent the diverse needs of foster youths including foster parents, county welfare and social services departments, county mental health, county probation, county health departments, local educational agencies, and community representatives. Plans should be submitted to:

Foster Youth Services Program
Counseling, Student Support, and Service-Learning Office
California Department of Education
1430 N Street, Suite 6408
Sacramento, CA 95814-5901

SECTION 1

Foster Youth Education Services Coordinator

***EC § 42921(b)* requires that each foster youth services program have at least one person identified as the foster youth educational services coordinator, if sufficient funds are available.**

Pursuant to California *EC § 42921(b)*, Mt. Diablo Unified School District (MDUSD) has identified James Wogan, LCSW, Administrator of School Linked Services, as the Educational Services Coordinator for Mt. Diablo Unified School District Foster Youth Services..

Pursuant to *EC § 42921(d)*, the MDUSD Foster Youth Services Educational Services Coordinator facilitates the provision of educational services to any foster child who resides within the boundaries of Mt. Diablo Unified School District or who attends school in Mt. Diablo Unified School District who is either under the jurisdiction of the juvenile court pursuant to Section 300 of the Welfare and Institutions Code or under the jurisdiction of the juvenile court pursuant to Section 601 or 602 of the Welfare and Institutions Code who is placed in a licensed foster home or county-operated juvenile detention facility.

The Educational Services Coordinator oversees operations of MDUSD Foster Youth Services including a full-time School Social Worker, a full-time teacher, a part-time clerical position, 8- 12 social work and psychology interns, and 15 – 25 contracted tutor/mentors paid hourly to provide direct educational support to foster youth. The Each year, the MDUSD Foster Youth Services school social worker supervises approximately eight social work or psychology interns who provide counseling and case management services to foster youth at schools with high numbers of foster youth. Two other school social workers employed with MDUSD at a middle school and a high school, supervise five additional social work interns who serve foster youth. The Educational Services Coordinator and School Social Worker directly address the concerns of foster youth with severe or multiple concerns that require a higher level of intervention than can be provided by interns. The MDUSD Foster Youth Services teacher coordinates the delivery of tutoring services at schools, group homes and foster family homes. The teacher gathers educational information needed to deliver and coordinate tutoring/mentoring services. With supervision and assistance from MDUSD Foster Youth Services staff members, the clerical staff member assists with obtaining educational records, the prompt transfer of records, responding to requests from social workers, probation officers, or other court representatives, and entering information into the confidential and protected MDUSD Foster Youth Services data base.

In accordance with *EC § 42921(c)*, the responsibilities of the foster youth educational services coordinator include, but shall not be limited to, all of the following:

- 1) Working with the child welfare agency to minimize changes in school placement.
- 2) Facilitating the prompt transfer of educational records, including the health and education passport, between educational institutions when placement changes are necessary.
- 3) Providing education-related information to the child welfare agency to assist the child welfare agency to deliver services to foster children, including, but not limited to, educational status and progress information required for inclusion in court reports by Section 16010 of the Welfare and Institutions Code.
- 4) Responding to requests from the juvenile court for information and working with the court to ensure the delivery or coordination of necessary educational services.
- 5) Working to obtain and identify, and link children to, mentoring, tutoring, vocational training, and other services designed to enhance the educational prospects of foster children.
- 6) Facilitating communication between the foster care provider, the teacher, and any other school staff or education service providers for the child.
- 7) Sharing information with the foster care provider regarding available training programs that address education issues for children in foster care.
- 8) Referring caregivers of foster youth who have special education needs to special education programs and services.

In addition to #'s 1 – 8 above required per *EC § 42921(c)*, the MDUSD Foster Youth Services Educational Services Coordinator is responsible for items # 9 – 13 listed below:

- 9) Ensuring familiarity and compliance with legislation related to foster youth by providing trainings and follow-up trainings to district administrators and co-administrators, school psychologists and support staff, and school registrars and attendance secretaries throughout the district.
- 10) Participating in collaborative planning meetings with Contra Costa County Child and Family Services, Contra Costa County Mental Health, and emergency shelter group home staff members to address enrollment, education-related issues, mental health concerns, and other needs of foster youth living in emergency shelters.
- 11) Working within the school district to develop and maintain a system for collaborating and communicating with school site staff members regarding foster youth.
- 12) Monitoring the educational progress, attendance, and behavior of individual foster youth and developing intervention plans accordingly.
- 13) Inquiring into individual foster youth's strengths, talents, and interests and working to connect youth with related opportunities and enrichment activities.

Section 2

EC § 42921(b) indicates that FYS Programs may prescribe the methodology for determining which children may be served and identifies potential methodologies as serving specific age groups, serving children in specific geographic areas with the highest concentration of foster children, or serving the children with the greatest academic need. It also specifies the intent of the Legislature that children with the greatest need for services be identified as the first priority for foster youth services.

There are over 1700 youth ages 0-18 years in out-of-home placement in Contra Costa County. As of October 31, 2006, 772 youth in Contra Costa County had an active case plan goal listed in CWS/CMS as either long-term foster care with relative or long-term foster care with non-relative. The number of foster youth with long term foster care with non-relative was 550. 222 youth had long-term foster care with a relative as a case plan goal.

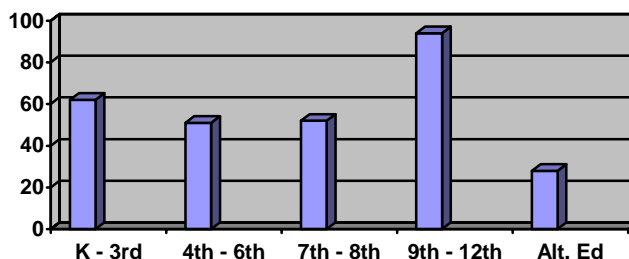
Mt. Diablo Unified School District serves an average of 350 foster youth students each year. Approximately 45 % of foster youth live in Foster Family Agency Homes, 35 % live in group homes, and 20 % live in emergency shelters. Approximately 40 % of the foster youth in Mt. Diablo Unified School District attend elementary school (grades K – 5) , 25 % attend middle school (grades 6 -8) and 35 % attend high school (grades 9 – 12).

MDUSD begins each school year with an average of 250 students enrolled in school. Due to the frequent changes of home placements of foster youth, MDUSD Foster Youth Services contacts and serves approximately 390 students during the course of each school year. At the end of the school year, the number of foster youth in MDUSD is close to the number of students who were enrolled in September.

Below is a review of the Foster Youth in Mt. Diablo Unified School District in the 2005 – 2006 school year:

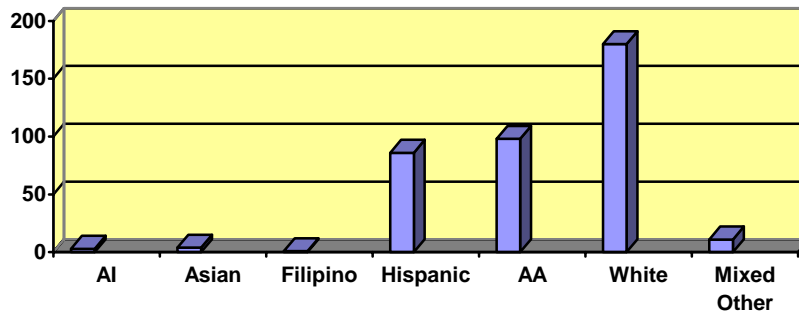
Total Students served 2005-2006: 387
Average served at any one time: 250

Students by Grade Level, October 2005



K – 3: 62 4 – 6: 51 7 – 8: 52 9 – 12: 94
Number of foster youth enrolled in an Alternative Education Program: 28

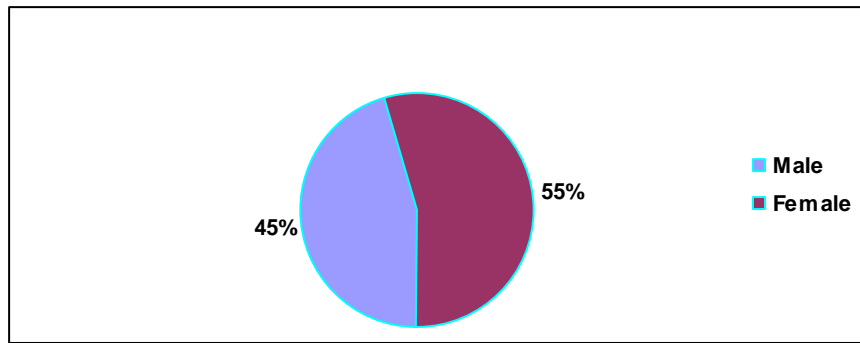
Ethnicity: 2005 – 2006 School Year



American Indian (AI)	3
Asian	4
Filipino	1
Hispanic	86
African American (AA)	98
Caucasian (White)	180
Mixed/Other	11

Gender Distribution: 2005 – 2006 School Year

Male	176
Female	211



Involvement of Advisory Group and Advisory Group Composition

The Foster Youth Services Advisory group is co-facilitated by the Contra Costa County Office of Educations' Foster Youth Services Program and the Contra Costa Community Colleges' Foster Kinship Care Education Program with MDUSD Foster Youth Services as a regular and active member. The Advisory Committee meets every other month, the second Tuesday of the month, from 2pm – 4pm. The scheduled meetings for 2006-2007 are:

- September 12, 2006
- November 2, 2006
- November 28, 2006 – Guiding Principles Subcommittee

- January 9, 2007 – MDUSD Foster Youth Services Program Plan Review
- March 13, 2007
- May 8, 2007

Advisory group attendance reflects collaboration across agencies and programs, i.e. Juvenile Probation Officers and managers, County Child and Family Services Social Workers and Managers, ILSP staff members and managers, Community Colleges, Group Home Directors and Staff Members, Community Agencies, School District Representatives, the Workforce Investment Board staff members, Foster Parents, and former Foster Youth.

The Advisory group discusses the needs of foster youth in Contra Costa County, collaborates across programs and agencies serving foster youth, provides updates regarding resources and programs available to foster youth, provides program input and feedback, reviews legislation related to foster youth, and examines the needs of foster youth in Contra Costa County.

Determination of the Foster Youth Population to be Served

Foster Youth with severe or multiple concerns are identified and those in highest need are served in accordance with *EC* § 42921(b); examples of youth identified with highest need include those identified above needing enrollment or school placement assistance, those in need of support or services to stabilize their placement, foster youth needing health or dental services; mental health concerns (i.e. depression, anxiety, post-traumatic stress); school failure or poor educational performance; truancy; behavior or social difficulties at school, place of residence, or the community.

The Advisory group identified foster youth out of school or awaiting school placement as an overlapping first priority of students to be served. Students awaiting school placement face disruption and uncertainty that can have detrimental effects on their well being. Out of school youth are at high risk for multiple and severe problems in the future. Staff time and resources are therefore directed first toward school enrollment and appropriate educational placement.

The second priority for the Mt. Diablo Unified Program is to maximize the delivery of services by focusing on schools with the largest number of foster youth. The schools with highest concentration of foster youth are typically in neighborhoods where group homes are located. The enrollment of foster youth dispersed across schools and grade level is reviewed when school opens in September. Social work and psychology interns are placed in schools with the highest concentration of foster youth. Tutor/Mentors work individually with foster youth in need of academic support or remediation. Information regarding the educational needs of all foster youth in the District is gathered quarterly and more often if indicated. Tutor/Mentors are first assigned to work in group homes where multiple foster youth can be served during one visit. Tutor/Mentors also provide services at school sites with high concentrations of foster youth.

The third and overlapping priority is to provide services to students for whom particular services are not otherwise available. A number of secondary schools have tutoring available after school. This is less often the case at primary school settings. If tutoring is needed, but not available at the school site, or has not already been arranged through County and Office of Education programs, an attempt is made to connect students with an individual tutor. At times, group tutoring is available after school, but not effective for particular foster youth. In these instances, MDUSD Foster Youth Services contracts with Tutor/Mentors to provide these services directly.

By intervening early with tutoring, counseling, and support services we attempt to prevent challenges from developing into chronic or severe educational problems.

SECTION 3

Guiding Principles for Establishment of a Hierarchy of Services

EC § 42921(d) requires each foster youth services program to include guiding principles that establish a hierarchy of services, in accordance with the following order:

- (1) Provide, or arrange for the referral to, tutoring services for foster youth.
- (2) Provide, or arrange for the referral to, services that meet local needs identified through collaborative relationships and local advisory groups, which may include, but shall not be limited to, all of the following:
 - (A) Mentoring.
 - (B) Counseling.
 - (C) Transitioning services.
 - (D) Emancipation services.
- (3) Facilitation of timely individualized education programs, in accordance with the Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 et seq.), and of all special education services.
- (4) Establishing collaborative relationships and local advisory groups.
- (5) Establishing a mechanism for the efficient and expeditious transfer of health and education records and the health and education passport.

Mt. Diablo Unified Guiding Principles for Foster Youth

- All foster youth in Mt. Diablo Unified School District will have access to a broad array of support services, including but not limited to:
 - Case Management
 - Emancipation Services
 - Counseling
 - Mentoring
 - Tutoring
 - Transition Services

- The Advisory Group works to strengthen collaboration with a broad array of public and private agencies, schools, foster parents, and group home providers to benefit children in out-of-home placement.
- MDUSD Foster Youth Services will maintain a collaborative process to provide efficient and expeditious transfer of educational records.
- MDUSD Foster Youth Services promotes the resiliency of foster youth as described below:
 - Foster youth have access to rigorous, standards-based, academic courses and learning paths for college and career.
 - Foster youth have access to targeted intervention programs that are standards aligned. Placement in such programs must be based on specific, recent data about student progress. Student progress is frequently assessed, and clear exit criteria are set forth and applied.
 - District and Office of Education staff are aware of and apply appropriate, legal accommodations for testing students with special needs including English language learners.
 - A variety of interventions are available to meet foster youths' learning and achievement needs and help foster youth to reach proficiency in State standards.
 - Foster youth have access to classrooms and learning labs that are adequate, safe, and up-to-date.
 - Site, District, and Office of Education leaders take risks to develop policies, programs, and practices that promote the educational achievement of foster youth.
 - Educational leaders, teachers, and support staff understand the issues faced by foster youth and the barriers to educational success that foster youth encounter.
 - Educational leaders facilitate and coach staff members toward a higher level of proficiency in serving foster youth by providing information and resources about how to further the educational success of foster youth and close the gaps that currently exist between foster youth and non-foster youth students.
 - Foster parents and caregivers of foster youth are welcome partners in the education of foster youth and are included decision making related to the education of foster youth.
 - Positive and caring adults are available and accessible to foster youth for information, guidance and support.
 - The development of positive, meaningful relationships that promote a sense of belonging and connectedness over time is encouraged and supported.
 - Positive and caring adults and foster youth are consistently and actively engaged.

- Cooperative experiences that build trust and help to develop honest and open communication are supported and provided.
- Foster youth are physically and emotionally safe:
 - All youth learn more and participate more fully when they feel physically and emotionally safe.
 - A structured and welcoming and friendly educational environment encourages honesty, trust and respect among and between foster youth and adults.
 - Adults model constructive ways for providing feedback and addressing situations, behaviors and emotions.
 - Education and programs are held in environments that maximize the safety and well-being of participants.
 - Foster youth are encouraged to try new experiences.
 - Rules, expectations and consequences are clear, consistent, developmentally appropriate and applied fairly.
- Foster youth are actively engaged in their own development.
 - Foster youth explore, discuss and reflect on their ethical values, personal interests, strengths and accomplishments.
 - Opportunities and experiences are provided for foster youth to promote a positive sense of purpose and view of the future.
 - Foster youth are recognized for academic and personal achievements.
 - Foster youth are frequently asked about their personal and professional goals.
 - Foster youth are encouraged from a young age to articulate and realize their dreams.
 - Youth are prepared to be independent and to pursue college and/or careers that are meaningful to them.
- Foster youth are considered participants rather than recipients in the learning process.
 - Foster youth are encouraged to actively participate in their education.
 - Opportunities for foster youth to learn and develop take place in many different contexts and take into account a variety of learning styles.
 - Positive and caring adults and foster youth work together to overcome barriers to educational success. Foster youth develop a sense of empowerment in this process.
- Foster youth develop skills that help them succeed in school and beyond.
 - Foster youth experience and learn from hands-on educational opportunities that help them develop the skills they need to be successful as adults.
 - Foster youth identify, develop, practice and articulate their skills.

- Foster youth set challenging yet realistic goals; they are encouraged to follow through on their commitments to achieve their own goals.
- Foster youth recognize and celebrate their skills and accomplishments within their own definition of success and mastery.
- ◆ Foster youth recognize, understand and appreciate diversity, their heritage, and diverse cultural backgrounds
 - Foster youth have the opportunity to explore and value their heritage and cultural backgrounds.
 - Foster youth have the opportunity to learn about cultural differences among groups and individuals of diverse backgrounds.
 - Foster youth explore diverse people, places and ideas.
 - Foster youth are familiar with people from ethnic and cultural backgrounds reflective of their own backgrounds who are examples of success and making positive contributions to society.

Research References for Guiding Principles

- Wording for the guiding principles was incorporated from literature related to youth resiliency. Direct phrasing was incorporated from the Michigan State 4-H Program: <http://web1.msue.msu.edu/cyf/youth/guidingprinciples.html> and the ACSA Equity and Achievement and Diversity for Success Committee, Diversity Action Plan Toolkit (2006).
- Carnegie Council on Adolescent Development. (1992). *A matter of time: Risk and opportunity in nonschool hours*. New York, NY: Author.
- Collins, A. Q., Campbell, T., Gallo, C., Kyzer, D., Sgambati, F., & Taylor, B., (1998). *Our children at risk: Children and youth issues, 1998*. Chicago, IL: YMCA of the USA.
- Hahn, A., & Raley, G., (1998). Youth development: On the path toward professionalization. *Nonprofit Management & Leadership*, 8(4), 387-401.
- National Assembly of Health and Human Service Organizations. (1994). *Building Resiliency: What Works! A Community Guide to Preventing Alcohol and Other Drug Abuse Through Positive Youth Development*. Washington, DC: Author.
- National Collaboration for Youth. (1996 or 1997). *Position statement on accountability and evaluation in youth development organizations*. Washington, DC: Author.
- Nelson, L. I. (1998). *Helping youth thrive: How youth organizations can – and do – build developmental assets*.
- Perkins, D. F., & Butterfield, J. R., (1999, August). Building an asset-based program. *Journal of Extension* 37(4). Retrieved September 30, 2002, from <http://www.joe.org/joe/1999august/a2.html>
- Pittman, K. J., & Cahill, M., (1991, September). A new vision: Promoting youth development. Paper presented to the House Select Committee on Children, Youth, and Families on September 30, 1991.
- Politz, B., (1996). *Making the case: Community foundations and youth development* (2nd ed.). Washington, DC: Center for Youth Development and Policy Research, Academy for Educational Development, Foundations for Change.
- America's Promise – The Alliance for Youth. (1997, November). *The Report to the Nation: America's Promise* (executive summary). Washington, DC: Author.
- Quinn, J., (1995). Positive effects of participation in youth organizations. In M. Rutter (Ed.), *Psychosocial disturbances in young people: Challenges for prevention*. Cambridge, UK: Cambridge University Press.
- Roth, J., Brooks-Gunn, L., Murray, J., & Foster, W. (1998). Promoting healthy adolescents: Synthesis of youth development program evaluations. *Journal of Research on Adolescence*, 8(4), 423-459.
- Schorr, L. B., & Schorr, D., (1989). *The lessons of successful programs*. In *Within our reach: Breaking the cycle of disadvantage*. New York: Anchor Books.
- University of Minnesota Extension Service. (1999). *Keys to Quality Youth Development*. St. Paul, MN: Author. Retrieved September 30, 2002, from <http://www.extension.umn.edu/distribution/youthdevelopment/DA6715.html>
- Walker, J., & Dunham, T. (1996). *Understanding youth development work*. St. Paul, MN: Center for 4-H Youth Development, College of Education and Human Development, and University of Minnesota Extension. Retrieved September 30, 2002, from <http://www.extension.umn.edu/distribution/youthdevelopment/DA6699.html>

Principles/Methods Used to Determine Local Need and Priority for Services

- Direct inquiry and conversations with foster youth.
- Direct inquiry and conversations with foster parents.
- Attendance: The California Department of Education Foster Youth Services Core Group and Regional Meetings, Legislative Meetings related to foster youth, conferences and trainings related to serving foster youth.
- Participation in Advisory Group meetings including assessment of current and unmet needs of foster youth in Contra Costa County.
- Surveys of current resources for foster youth, foster families, and group homes in Contra Costa County.
- Analysis of calls, visits and referrals to the MDUSD Foster Youth Services to review patterns, demographics, and needs.
- Researching existing Foster Youth Services programs.
- Interviews with school administrators, teachers, registrars, and secretaries regarding the needs and experiences of foster youth.
- Planning meetings between the MDUSD Foster Youth Services Educational Services Coordinator and the following County and community programs to collaboratively address the needs of foster youth: Contra Costa County Child and Family Services, ILSP, the Contra Costa County Health Department, The Contra Costa County Office of Education, the Contra Costa County Department of Children’s Mental Health, Emergency Shelter and Group Home Staff Members, The Contra Costa County Department of Juvenile Probation, and local community agencies serving foster youth.

Services to be delivered by MDUSD Foster Youth Services

Enrollment Assistance

MDUSD Foster Youth Services assists school sites to **immediately enroll** any child living in foster care, even if fees or materials are owed to the previous school or the child is unable to produce the records or clothing normally required for enrollment such as school records, immunization records, proof of residency, or uniforms [EC 48853.5]. Foster Youth must have access to all of the resources, services, and programs available to other students [EC 48850(a)]. When a foster child’s home placement is changed, *the student may remain in his or her school of origin* for the duration of the school year when doing so will be in the child’s best interest [EC 48853.5]

Responsible Staff: Educational Services Coordinator, Social Work Specialist, Teacher.

Appropriate Educational Placement

MDUSD Foster Youth Services inquires about IEPs, 504 plans, and the holder of “Educational Rights” in order to determine appropriate educational placement: If the child has an individualized education program (IEP) and is identified as eligible for special education services, the child is immediately placed in an educational setting most similar to the last IEP or the least restrictive alternative available. This interim placement is not to exceed 30 days [EC 56325]. The **30-day interim placement** period is used to identify the

parent, legal guardian, or holder of educational rights, and/or to appoint an educational representative or surrogate parent if needed; to evaluate the student and determine the most appropriate educational placement; to obtain information about the student's strengths and learning styles, and to begin the special education assessment process if indicated. Referral for special education assessment may be made by a foster youth's parent, guardian, teacher or other service provider, or foster parent [EC 56029; CCR §3021]. Assessment plans, IEPs, and 504 accommodation plans must be signed by the person who holds "educational rights" [20 USC § 614 (a)(I)(D)]. If parental rights have been terminated, i.e. the child has been freed for adoption, the foster parent can sign assessment plans and IEPs, EC 56029; CCR §3021]. MDUSD Foster Youth Services provides contact information of the surrogate parent or a copy of the "educational rights order" to the child's school. MDUSD Foster Youth Services works collaboratively with school staff, caregivers, social workers, probation officers, court appointed special advocates, attorneys, and other vested parties to develop IEPs and intervention plans to educate students in least restrictive environments and to offer any support or services that help the child to succeed in school.

Responsible Staff: Educational Services Coordinator, Social Work Specialist, Teacher: in collaboration with teachers, administrators, program specialists, school psychologist, other school support staff, caregivers, and Court representatives.

Educational Records and Information

MDUSD Foster Youth Services assists to **obtain and provide records** to/from the child's previous school and/or school district immediately or within two business days of enrollment. The former school must transfer the student out of the school, and deliver the student's educational records to the next school within 2 business days [EC 48853.5]. Parental consent and court orders are *not* needed by representatives of the Court including county social workers, probation officers, court appointed special advocates, in order to access a foster child's school records [EC 49076 (a) (11)]. All required records shall be provided to the new school regardless of any outstanding fees, fines, textbooks, or other items or money owed to the school last attended [EC 48853.5 (b)(1)(4)(B)]. MDUSD inquires about **partial credits** for work in progress or coursework completed with the previous school. When records are obtained, MDUSD Foster Youth Services assists to review for full or **partial credit**. "*Schools must accept for credit full or partial coursework completed by the pupil while attending public school, juvenile court school, or nonpublic, nonsectarian school or agency.*" [EC 48645.5].

MDUSD Foster Youth Services responds to requests from the Court or court representatives for information and follows through with school site and District personnel to assure compliance with court orders as they related to the education of foster youth.

Responsible Staff: Educational Services Coordinator, Social Work Specialist, Teacher, Clerical Staff

Counseling and Case Management Services:

Social work interns are based at school sites to provide **counseling services** for foster youth. Case management services are provided to link foster youth with transitional services (i.e. ILSP) and needed support and services at school and in the community. Social work interns are trained to provide **strength-based** intervention strategies to promote foster youth's talents, strengths, and interests. Interns are trained to provide **culturally competent** services for youth and caregivers from diverse backgrounds. Pride in one's heritage and appreciation for diversity is encouraged.

MDUSD Foster Youth Services staff and interns provide **case management** services for foster youth. Foster Youth are linked with **caring adults**, school-based counseling, career and college guidance (i.e. college guidance services offered at school sites and the Educational Talent Search Program at Diablo Valley Community College), enrichment opportunities, transitional services, and any other needed services and support. Educational progress, attendance, and behavior are monitored and intervention plans are collaboratively developed and adjusted according to student's progress and response to intervention. Case management services are integral to the work of MDUSD Foster Youth Services.

Responsible Staff: Educational Services Coordinator, Social Work Specialist, Social Work Interns.

Tutoring Services

Academic tutoring is provided within mentoring relationships at school and in foster care placements. Academic tutoring includes a mentoring component in order to address the needs of the whole child while supporting his or her educational progress. Fifteen to twenty-five tutors are hired and paid on an hourly basis to tutor youth in within a positive and supportive relationship. MDUSD Foster Youth Services tutors are trained to utilize the research-based Barton Educational Program for academic enrichment and remediation. Tutoring is aligned with State standards and linked with classroom instruction. Tutors meet with students, on average, for two hours twice a week. Progress is monitored quarterly and educational support plans are modified accordingly. Emphasis is placed on providing educational support to students for whom tutoring services are not otherwise available. Tutoring programs are available at many secondary school sites after school, whereas tutoring services are not as readily available at elementary school sites. The MDUSD Foster Youth Services teacher works with the countywide Tutoring Team that reviews and monitors the progress of foster youth referred for tutoring.

A partnership has been developed with the Diablo Valley Community College Americorps program in which Americorps workers are contracted by MDUSD Foster Youth Services to provide tutoring / mentoring services for foster youth.

Responsible Staff: Teacher, Social Work Specialist, Educational Services Coordinator.

Training and Education of School District Personnel

MDUSD Foster Youth Services provides presentations and follow-up trainings to ensure district-wide familiarity and compliance with legislation related to foster youth. Sensitivity and competency communicating with foster youth is presented. Information is interactively presented to all principals and co-administrators, all school psychologists and support staff, and all school registrars and attendance secretaries throughout the district who are responsible for enrolling foster youth in school.

The “Registration Tool” co-developed in 2006 with MDUSD Foster Youth Services, Placer County Office of Education Foster Youth Services, San Diego County Office of Education, and the California Department of Education Foster Youth Services is reviewed and distributed. School administrators and registrars and are beginning to place the Registration Tool as an icon on their desktop computers.

Responsible Staff: Educational Services Coordinator, Social Work Specialist.

Program Collaboration

MDUSD Foster Youth Services collaborates with County and community programs to provide **prevention, early intervention, and intensive intervention** services and support: Collaborative planning meetings are held with the following agencies: Contra Costa County Child and Family Services, ILSP, the Contra Costa County Health Department, The Contra Costa County Office of Education, the Contra Costa County Department of Children’s Mental Health, Emergency Shelter and Group Home Staff Members, The Contra Costa County Department of Juvenile Probation, Community Colleges, and local community agencies serving foster youth. Effective working relationships have been developed across programs to meet the individual needs of foster youth. Effort is made to develop youth resiliency by providing opportunities, services, and support that help to prevent difficulties from developing. Through ongoing collaboration and communication, interventions are implemented early or soon after difficulties arise. Intensive intervention services are implemented when students are identified as at risk of educational failure or difficulties transitioning out of foster care.

While the priority of meeting the needs of foster youth is consistent and constant, the strategies by which needs are addressed are flexible and based upon a determination of the best manner in which to serve each individual foster youth.

Responsible Staff: Educational Services Coordinator, Social Work Specialist, Teacher

SECTION 4

FYS Local Advisory Group Attachments

Attached are the following documents:

1. FYS Advisory Group Agendas
2. FYS Advisory Group Sign In Sheets
3. MDUSD Foster Youth Services Brochure
4. MDUSD Foster Youth Services Program Flow Chart
5. MDUSD Foster Youth Services Enrollment / Registration Tool