

Supporting Foster and Homeless Youth in Education

California School-Based Health Alliance
11/3/2021

Acknowledgements



Placer County Office of Education: Prevention, Supports, and Services Department

Student Attendance Review Board (SARB)

Independent Living Program (TAY Foster Youth)

Transition Partnership Program and Workability

Tobacco Use Prevention and Education (TUPE)

Social Emotional Learning, Suicide Prevention, and Mental Wellness

School-based Wellness Programs

Homeless Education Services

Foster Youth Services

CSEC Youth Services

Positive Behavior Interventions and Supports (PBIS) and Multi-Tiered Systems of Support (MTSS)



GOLD IN EDUCATION
Gayle Garbolino-Mojica
 County Superintendent of Schools

MEET OUR TEAM

FOSTER/HOMELESS/CSEC



Alicia Rozum, Coordinator, Foster/Homeless/CSEC Youth Services; arozum@placercocoe.org, 530-745-1302. Alicia is the manager of the Foster/ Homeless/CSEC team at PCOE. Her role includes supporting school districts and county partners to understand the educational rights of Foster and Homeless students, consulting on complex cases, and conducting trauma-informed practices training and consultation for a variety of educational audiences.

Michelle Graf, Program Manager, Independent Living Program; mgraf@placercocoe.org, 530-886-2805. Michelle manages the Independent Living Program (ILP) with current and former foster youth in achieving self-sufficiency prior to, and foster care system (ages 14-21).

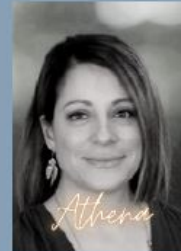


Amy Maggard, Student Support Practitioner, CSEC Program; amaggard@placercocoe.org, 530-745-1337. Amy provides Tier I - III educational services to foster and at risk of or confirmed commercial sexual exploitation, including education requests, transportation support, AB 167 support, facilitation of education wraparound meetings. She also provides trainings and consultation to school community partners; collaborates closely with child welfare, juvenile probation, KidsFirst, and develops CSEC outreach materials for youth and families.

Evelyn Del Bosque, Bi-Lingual Community Liaison; edelbosque@placercocoe.org, 530-745-1486. Evelyn supports Spanish-speaking families and their student involvement with the Student Attendance Review Board, are at risk of sexual abuse or are homeless. She also provides trainings to families on a variety of topics including tobacco use prevention and healthy relationships.



Amanda Cozington, acozington@placercocoe.org, 916-784-6491.
Ashley Verker (R), averker@placercocoe.org, 530-498-0039.
Student Support Practitioners, Foster Youth Services and Homeless Education
 Amanda and Ashley prepare and distribute monthly Foster Youth reports to school districts; provide notification to district Foster Youth Liaisons about recent Foster Youth (Handle with Care notifications); and provide various Tier I and II foster youth case management. Ashley and Amanda also provide comprehensive case



case management. Ashley and Amanda also provide comprehensive services to McKinney-Vento (homeless) students and families, in collaboration with county and community-based partners. These services include family needs assessments; housing and social services referrals; close collaboration with district Homeless Education Liaisons; and facilitate the Homeless Ed school-based wraparound intervention for students with Tier III needs.

Kim Somers, ksomers@placercocoe.org, 530-886-2878
Athena Zografos, azografos@placercocoe.org, 916-780-3218

Student Support Practitioners, Foster Youth Services Kim and Athena provide "Dual Customer" supports to local schools and the child welfare agency. These supports include close collaboration with Foster Youth Liaisons for educational advocacy; education records requests; transportation support; AB 167 issues; notification of educational rights changes (i.e. JV 535); and facilitate the Foster Ed school-based wraparound intervention for students with Tier III needs. They also attend student-centered meetings hosted by schools or child welfare, including IBP's and Child & Family Team meetings and initiate education-related referrals (e.g. SELPA, BCE, Family Resource Centers). Kim and Athena also provide training and consultation on foster youth educational rights for schools and county partners.



Javier Mercado-Aleman, jmercado-aleman@placercocoe.org, 530-886-5473
Kelly Klinstiver, kklinstiver@placercocoe.org, 530-889-6739
ILP Support Practitioners, Independent Living Program Javier and Kelly assist current and former foster youth with access to: one-on-one case management, life skills workshops, enrichment activities, CASA/Mentor Services, program incentives and other services linked to supporting transition to adulthood. Areas of focus can be: daily life skills, housing, education, employment support, financial literacy, health services, personal development, etc.

Jessica LeFohn, Staff Secretary III, jlefohn@placercocoe.org, 530-745-1467
 Jessica provides administrative assistance and support to the Foster/Homeless/CSEC Team.

[Click here to visit our website](#)



I'm wondering....

- What are some education barriers you could imagine foster/homeless students encountering?
- How can educators support students in foster care or homeless situations?
- Any questions to ensure we address?



What's the Plan?

- Learn about the unique needs of foster and homeless students
- Review relevant laws, procedures, and trauma-informed practices

Foster Youth

Foster Youth in California, 2018-19

- Almost 60,000 youth in foster care throughout the state
- Highest rates are in rural counties (e.g. Humboldt, Trinity)
- Overrepresentation of black and brown youth, especially African-American and Native American
- Over ½ are in Kinship care or foster (resource) home placements
- Over 1/3 experience three or more placements during their time in care
- Only about ½ a percent of the total population attending public schools, approximately 33,000 students

Educational outcomes for Foster Youth, 2018-19



Low school stability: Students in foster care experienced higher rates of school moves and transfers compared to their non-foster peers. One third attend 2 or more schools during a single school year.



Low graduation rates: Only 64 percent of youth in foster care graduate within 4 years, compared to 85 percent of their non-foster peers. The single year drop out rate for Foster Youth is 8 percent.



High suspension rates: 14.6 percent of foster youth were suspended at least once, compared to 3.4 percent of their non-foster peers. This percentage is highest of all the subgroups reported on the Dashboard.

Who counts as “foster” in education?

Any child who is under:

- 300's: Juvenile delinquency proceedings, regardless of if the child has been removed from their home
- 602's: Juvenile dependency proceedings, removed from their home by court order, could be in foster home, residential treatment center, etc.
- Aged 18-21, removed from their home by court order
- *New for 2021!* Youth in custody of a tribal court
- *New for 2021!* Youth in temporary placement agreements

A foster youth's status for LCFF is not determined by where or with whom they live.

Homeless Youth

Homeless Youth in California, 2018-19

- California school districts have identified approximately 3.2 percent of their students as Homeless Youth, or 207,000 students
 - 85 percent are “doubled up”
 - 7 percent in shelters
 - 5 percent in hotels
 - 4 percent unsheltered
- A benchmark is 10 percent of a district’s Free and Reduced population at any given time are experiencing unstable housing or homelessness. This would amount to 370,000 students.
- In addition, there are at least 13,000 unaccompanied youth, 1500 of whom are under 18.

Educational outcomes for Homeless students, 2018-19



Low school stability: Students experiencing homelessness transfer schools at a much higher rate than their housed peers. 42 percent transferred at least once; 51 percent transferred two or more times.



High dropout rates: Only 77 percent of youth experiencing homelessness graduate within 4 years, compared to 85 percent of their non-foster peers. In 2018-19, 18 percent dropped out of school.



High suspension rates: 6.2 percent of homeless youth were suspended at least once, compared to 3.4 percent of their non-foster peers.

What counts as Homeless (McKinney-Vento) in education?

- Any youth/family living in inadequate housing and living in:
- Unsheltered (e.g., streets, bridges, etc.)
 - Emergency shelters (e.g., homeless shelters, etc.)
 - Transitional housing
 - Motels and hotels due to the lack of alternative housing options
 - Doubling Up (sharing housing due to economic hardship, loss of housing, etc.)

It is the school district's responsibility to identify McKinney-Vento families and youth, and connect them to services and supports.

How do school districts learn that a student is experiencing homelessness?

- Attuned school staff
- McKinney-Vento posters
- Housing questionnaires
- Caregiver or student disclosure
- Community provider or county office notification



Students have the right to remain in their school even if you have:

- ⇒ Uncertain Housing
- ⇒ A Temporary Address
- ⇒ No permanent physical address

You are guaranteed enrollment in school by the federal McKinney-Vento Act and California state law if you live:

- In a house or apartment with more than one family due to loss of housing or economic hardship
- With friends or family because you are a runaway or an unaccompanied youth
- In substandard housing (without electricity, water, or heat)
- In a shelter (family, domestic violence, youth shelter or transitional living program)
- In a motel, hotel, or weekly rate housing
- In an abandoned building, in a car, at a campground, or on the street

You can enroll in school immediately even without the documents normally required for enrollment, such as:

- Proof of residency
- Immunization records or other required health records
- School records
- Legal guardianship papers

Your child may:

- Participate fully in all school activities and programs for which he/she is eligible.
- Receive assistance for transportation to and from the school of origin if you request it.
- Continue to attend the school in which he/she was last enrolled even if you have moved away from that school's attendance area.
- Qualify automatically for school nutrition programs.

Your responsibilities are to:

- Make sure that your child gets to school on time and ready to learn.
- Stay informed of school rules, regulations, and activities.
- Contact the homeless liaison for assistance in removing barriers to your child's education.
- Attend parent/teacher conferences, Back-to-School Nights, and other school-related activities.

For questions about enrolling in school or for assistance with school enrollment, contact:

Your local school district homeless liaison: Alicia Rozum County Coordinator Placer County Office of Education 360 Nevada Street Auburn, CA 95603 Phone: 1-530-745-1302	Your county homeless liaison: Leanne Whaler State Coordinator California Department of Education 1430 N N Street, Suite 6408 Sacramento, CA 95814 Phone: 1-866-855-8234	Your homeless state coordinator: Leanne Whaler State Coordinator California Department of Education 1430 N N Street, Suite 6408 Sacramento, CA 95814 Phone: 1-866-855-8234
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PCOE www.PCOEdservices.org/homeless

Additional McK-V Identification tips

- Families/students who spend even a short time doubled-up or in a hotel may qualify for McK-V.
- Families/students may be reluctant to identify as homeless, but still experiencing unstable housing that “counts”.
- Once a student(s) is identified, students should be coded as McKinney-Vento in your SIS.
- Keep that student coded as McK-V throughout the end of the school year, even if their housing status changes.
- Either in at the close or beginning of the school year, reassess families status and change SIS code accordingly.

What are some signs of homelessness?

- Enrollment at multiple schools, lack of records, gaps in learning
- Poor/inconsistent attendance
- Talking about frequent moves, sleeping on couches, floors, etc.
- Poor hygiene, unmet medical/dental needs, wearing the same clothes repeatedly, fatigue, hoarding food
- Social and behavioral challenges, such as extreme shyness, withdrawal, or aggression; clinginess; difficulty with peer and/or adult relationships; poor attention span; anxiety late in the school day
- Lack of participation in field trips and/or afterschool activities
- Lack of basic school supplies



McKinney-Vento Identification Template

Placer County Office of Education, School Name: _____

Your child/you may be eligible for educational services through the McKinney-Vento Act. Eligibility is based on the current primary nighttime residence and can be determined by completing this questionnaire.

1. Presently, are you and/or your family living in any of the following situations? *Check one box.*

Staying in a shelter, transitional housing, or domestic violence shelter

Sharing the housing of others due to loss of housing, economic hardship, or natural disaster

Living in a car, park, campground, public space, abandoned building, substandard housing or similar.

Temporarily living in a motel or hotel due to loss of housing, economic hardship, or similar reason.

2. Presently, is the student in the physical custody of a parent or guardian? *Check one box.*

Student is in the physical custody of a parent or guardian

Student is not in the physical custody of a parent or guardian (Unaccompanied Youth)

3. (Section 2 applies, but Section 1 does not)

Check if section 1 does not apply. **STOP:** If you checked this box, you do not need to complete the remainder of this form. Submit this form to school personnel.

4. Student Name(s) (include siblings)

First	Middle	Last	M/F	D.O.B.	Grade	School Name

The undersigned certifies that according to information provided above, the students listed meet the definition of "Homeless" as stated in the McKinney-Vento Act (Subtitle B, Sect. 725) of July 1, 2002.

Print Parent/Guardian Name _____ Signature (Parent/Guardian/HEL) _____ Date _____
(If student is Unaccompanied, HEL completes)

(Area Code) Phone number _____ Mailing Address/PO Box _____ City/State _____ Zip _____

School Use Only

- Copy of this form was sent to the Homeless Education Liaison (HEL). Alicia Rozum, Coordinator, Prevention Supports & Services
- Upon approval by the District's Homeless Education Liaison, a copy of this form was sent to Food and Nutrition Services for immediate access to free school meals.

School Representative or Administrator: Based on the above information and a brief interview with this family, I attest that to the best of my knowledge they are eligible for benefits under the McKinney-Vento Act:

Print School Representative Name (required) _____ Title _____ Date _____

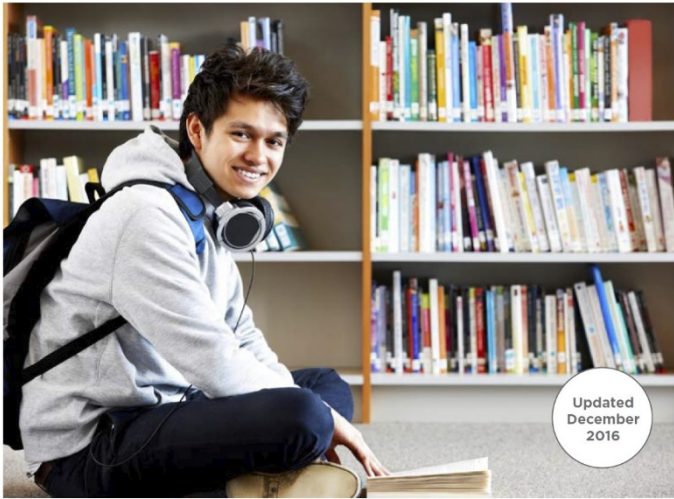
McKinney-Vento Form

- Serves as an “formal” verification of their Homeless status
- Should be available in multiple-languages
- For Unaccompanied Youth, district Homeless Liaison signs under “Parent/Caregiver”
- If you are serving a student whose sibling attends another school/district, proactively notify the Homeless Liaison at that school/district

Important Rights to Help Foster and Homeless Youth Succeed in School

Sources for this section

Foster Youth Education Toolkit



Updated
December
2016

ALLIANCE
for CHILDREN'S
RIGHTS

ASSOCIATION OF CALIFORNIA
SCHOOL ADMINISTRATORS

CALIFORNIA DEPARTMENT
OF EDUCATION

csba
CALIFORNIA SCHOOL
BOARD ASSOCIATION

CCSESA

CALIFORNIA COUNTY SUPERINTENDENTS
EDUCATIONAL SERVICES ASSOCIATION

CWDA

COUNTY WELFARE
DIRECTORS ASSOCIATION

CHILD WELFARE COUNCIL

EDUCATION COORDINATING COUNCIL

ecc

EDUCATION COORDINATING COUNCIL



Equipo de Trabajo para la Educación
de Jóvenes de Crianza de California

Ley de Educación para Jóvenes
de Crianza
Hojas informativas



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The Most Frequently Asked Questions *on the* Educational Rights of Children & Youth in Homeless Situations



OCTOBER
2017

National Association for the Education of Homeless Children and Youth
Michael Santos | National Law Center on Homelessness & Poverty

NEHCY NATIONAL ASSOCIATION FOR THE EDUCATION
OF HOMELESS CHILDREN AND YOUTH

NATIONAL LAW CENTER
ON HOMELESSNESS & POVERTY

Foster and Homeless Liaisons

- Every *district in the state* must designate a staff person as the educational liaison for foster students and homeless students.
- Liaisons are responsible to:
 - Ensure proper educational placement, enrollment, and checkout from school
 - Ensure immediate enrollment, the proper transfer credits, records, and grades
 - Facilitate the best interest determination process when considering school placement change
 - Notify ERH, social worker, and attorney of discipline actions
 - Serve as an advocate for students



In Placer County, we call the liaisons **FHYDLs**, or Foster/Homeless Youth District Liaisons

What educational rights and benefits do youth in foster care and experiencing homelessness have?

- Right to attend their school of origin
- Support with transportation to their school
- Access to tutoring and other academic
- Automatically qualify for free meals
- Special considerations for expulsion
- Right to immediate enrollment and change schools
- Right to partial credit if they change schools
- Right to be assessed for reduced graduation requirements
- Right to equal access for all school services and programs (e.g. sports, extracurricular activities)

In general, schools must remove barriers to full participation in school.

What does “school of origin” mean?

- The school that the student attended when permanently housed/before they were in foster care; OR
- The school in which the student was last enrolled; OR
- The school the student has a connection to AND attended within the immediately preceding 15 months AND the foster/homeless youth liaison, educational rights holder, and student agree is in their best interest to deem it the school of origin.

Increasing School Stability

Students in foster care and homeless youth are entitled to:

- Stay at the school of origin of the child
- School of Origin is the default!
Foster and Homeless Youth should NOT be automatically transferred to a new school when they move.
- Must determine if school of origin is in youth's best interest through a best interest determination process

Why is School Stability so important?

- Foster youth change schools 3 times as much as their non-foster peers
- Foster youth who have more than 2 child welfare placements, or who are in care for more than 6 months, experience even more school instability
- Every school change results in a loss of 4-6 months of academic skill attainment
- School stability is associated with increased “social capital” and relationships (both peers and adults) that support overall student success
- For high school students, school changes can mean loss of credits and difficulty transferring credits



What if School of Origin is in question or unreasonable?

Hold a Best Interest Determination Process with *at least* the Ed Rights holder/Parent/Guardian, Foster/Homeless Youth District Liaison, and the youth, if developmentally appropriate. You can also include other school staff, and community supports!

Transportation to School: Foster Youth

- ESSA says...School districts and Child Welfare agencies **MUST** work together to develop and implement written transportation procedures.
- These written procedures include districts having [Transportation Assurances](#) and a MOU/contract for reimbursement.
- In Placer County, the Child Welfare agency reimburses school districts for transportation of foster youth to their schools of origin.

Transportation to School: Homeless Youth

- Transportation must be provided to and from the school of origin *at the request of the parent or guardian*, or, in the case of an unaccompanied youth, at the request of the local liaison [42 U.S.C. §11432(g)(1)(J)(iii)].
- Based on the best interest of the student and in consultation with the parent, the LEA ultimately determines the mode of transportation.
- If a homeless student moves outside of the district boundaries, the LEA of origin and the LEA of residence “must agree upon a method to apportion the responsibility and costs...for transportation to SOO”. If an agreement can not be made, the costs will be shared.
- In Placer County, our LEAs frequently share costs; use Title I, Part A funds; use McKinney-Vento grant funds; and submit for end-of-year partial reimbursement from PCOE.

Enrollment and School Records

- *Immediate Enrollment:* If a foster or homeless student's right to SOO is waived, the new school district must immediately enroll the student, even if they do not have all the required documentation, including immunization records within 2 days of receiving a request.
- *Records Transfer:* School districts must request records for incoming students within 2 business days of a foster/homeless youth's enrollment; must forward records to a requesting school within 2 days of receiving a request.

A note about ERHs and resource parents

- Resource Parents, STRTP staff, and other caregivers can access educational information and make *some* educational decisions for youth in their care including:
 - Receive copies of transcripts, grades, attendance, behavior reports, IEPs
 - Sign field trip and other permission forms
 - Excuse a student from school or pick them up from school
 - Access online “home to school” communication platforms
 - Assist a student with scholarship and college applications
 - Enroll student in school and extracurricular activities
- If Resource Parents and STRTP staff DO NOT have education rights, they cannot:
 - Sign an assessment plan or IEP. Decisions about whether or not to attend an IEP should be made with the ERH and/or CSW
 - Make unilateral decisions about school placement (e.g. transferring a child from their school of origin)

Reduced Graduation Requirements: AB 167/216/1806



Exempts foster/homeless youth who transfer schools any time after completing their second year of high school from local graduation requirements if they would **not** be able to **reasonably meet** these additional local requirements.

What criteria must students satisfy to be *eligible* for AB 167/1806?

- The student is a “pupil in foster care” or McKinney-Vento
- The youth must have transferred schools after completing their second year of high school
- The district must find that the youth is **not able to complete** the additional graduation requirements by their fourth year of high school
- The district must offer a 5th year if the additional graduation requirements can be met by then
- The youth must complete all California graduation requirements, 130 credits + pass CAHSEE

KNOW BEFORE YOU GO

Graduation Under AB 167/216

What is AB 167/216 Graduation?

You can receive a high school diploma if you:

- Transfer after your second year of high school;
- Are behind on credits and off track for graduation;
- Complete state graduation requirements (130 credits);
- Pass the CAHSEE; and remain in high school for four years.

How do I know if I can graduate under AB 167/216?

Step 1. Your new school must review your transcripts from your previous schools.

Step 2. Using this information, your new school must decide if you are eligible for AB 167/216 graduation.

Step 3. Within 30 days of transferring, your school must provide you, your education rights holder, and social worker with a decision, in writing, about your eligibility. Keep this document in case you transfer schools. If you are 18, you are your own education rights holder.

Step 4. If you are eligible, only your education rights holder can decide whether you should graduate under AB 167/216. Your school cannot force you to graduate under AB 167/216.

If eligible, should I graduate under AB 167/216?

Pros

- Receive a regular high school diploma
- Graduate on time with classmates
- May be eligible to attend community college for free

Cons

- Usually not eligible to apply directly to a four year university
- Inappropriate for youth with low academic skills
- No longer eligible for extra-curricular high school activities, including sports



What are the state graduation requirements?

You must complete the following 130 credits:

- English: 30 credits
- Math: 20 credits
- Social Sciences: 30 credits
- Science: 20 credits
- Visual/Performing Arts or Foreign Language: 10 credits
- Physical Education: 20 credits

What else do I need to know about AB 167/216 graduation?

- You must stay in high school four years, even if all AB 167/216 graduation requirements are completed earlier.
- You have a right to remain in your current high school for a 5th year to complete all graduation requirements if you do not want to graduate under AB 167/216.
- Once your school tells you in writing that you are eligible for AB 167/216 graduation, you have a right to graduate under AB 167/216 even if your foster care/probation case closes or you transfer schools before you graduate.

If you have any concerns regarding your eligibility for AB 167/216 graduation, speak to your school counselor and education rights holder. If you have any questions or have an IEP, please contact the Alliance for further assistance.

Partial Credits

States and school districts must implement procedures to identify and remove barriers to McKinney-Vento students receiving appropriate **credit for full or partial coursework** satisfactorily completed at a prior school (42 U.S.C. § 11432(g)(1)(F)(ii); EHCY Guidance, Question O-2)

Foster youth who transfer schools mid-semester have a right to receive full or partial credits, based on seat-time, for all work satisfactorily completed before transferring schools. Upon receiving notification that a foster youth is transferring schools, a sending school must issue check out grades and full or partial credits on an official transcript. The receiving school must accept all check out grades and credits, apply them to the same or equivalent courses, and immediately enroll foster youth in the same or equivalent classes as they were enrolled in at the sending school. In order to comply with the law, school districts must issue partial credits pursuant to their own calculation method or use the Partial Credit Model Policy. *Cal. Educ. Code §§ 49069.5, 51225.2.*

Enforcing Foster Youth Education Rights

AB 379 allows foster youth to enforce the following education rights through the **Uniform Complaint Procedure**:

- Immediate enrollment
- School of origin
- Least restrictive setting
- Partial credits
- AB 167/216
- Access to same academic resources, services and extracurricular activities available to all students

EC §§ 48853, 48853.5, 49069.5, 51225.1, & 51225.2.



Being Trauma-Informed with Foster/Homeless Students

Tips for Working with Foster Youth...

DO:

- Handle newly separated youth with care
- Know who holds Educational Rights
- Keep court documents in a confidential file (not CUME)
- Send and request educational records within 2 days
- Identify core professionals and natural supports to consult with regarding academic and behavioral needs
- Include these core professional and natural supports in school-based meetings, including celebratory events
- Ensure youth have equal access to extracurricular activities, including sports, arts, clubs, etc.
- Advocate for youth in foster care and ask them what they need.

DO NOT:

- Ask about a student's biological parents unless prompted by them
- Assume student wants Foster (Resource) Family to be referred to as "parents"
- Offer opinions about a student's biological parents, resource parents, or group home
- Assume student should be "grateful" for being out of an abusive or neglectful home situation
- Threaten to call attorney, social worker, or probation officer for problem behavior
- Speak FOR youth in meetings; include them in decision-making as much as possible

With McKinney-Vento families

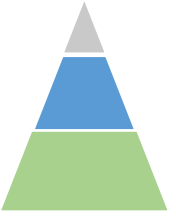
DO:

- Notice signs of unstable housing and homelessness, and refer appropriately
- Use the term “families in transition” or “in between homes”
- Ask students/families about living situation in a sensitive way
- Post McKV rights poster in your area
- Code students as McKV in SIS
- Make school and hygiene supplies and snacks available
- Automatically enroll identified students in the free/ reduced lunch program, no application necessary
- Assist the family in calling 211

DO NOT:

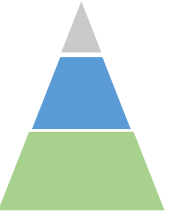
- Use the term “homeless” (unless student/family uses it first)
- Assume families are unemployed or not working
- Delay enrollment, even if they don’t have all the paperwork
- Require interdistrict transfers, residency affidavits, or proof of residency as a condition of enrollment
- Contact landlords or housing agencies to conduct investigations about a student or family
- Use police officers for home visits. If their McKinney-Vento status is in question, consult with your County Office of Education
- Automatically file a CPS (SCAR) report—homeless alone is not a reason for child welfare intervention

Tier 1 Strategies for Foster and Homeless Youth



- Know your district's Foster and Homeless Liaison(s); know your County Office of Education's Foster and Homeless Liaison(s).
- Assign site-based liaisons to serve as the main point of contact for youth in foster care or students experiencing homelessness
- Keep up to date on student's social workers/POs/community case managers, Ed Rights Holders, and current living circumstances
- Train school staff in general trauma-informed strategies for the classroom
- Notify teachers and other educators when a student enters foster care or becomes homeless
- Ensure school counseling staff are aware of graduation exemption protocols; FAFSA and CalGrant options; and other post-secondary supports
- Visit your local shelters, group homes, and transitional housing programs to better understand what it's like for students living there

Tier 2 & 3 Strategies for Foster and Homeless Youth



- Anticipate difficult times and transitions e.g. home visits, placement changes, weekends, before court dates, when moving to a new hotel or shelter.
- Implement Check In Check Out or other daily mentoring interventions.
- *For Homeless Youth:* Facilitate referrals to community-based homeless services providers, including referrals for the family/parents (with their permission). Assist the families in navigating these referrals.
- *For Foster Youth:* Connect with the student's social worker and other community providers, and ask to collaborate in support of student by attending meetings, sharing information, etc.
- Offer small groups for trauma-impacted students on managing stress, triggers, and trauma responses (e.g. CBITS). If you have multiple foster or homeless youth, consider inviting them to participate in a group together to share experiences.
- Offer small group or individual parent/caregiver education on positive child/adolescent development and stress responses.

PCOE Family Outreach Referral Form



Placer County Office of Education

2021/2022
School Year

**Family
Outreach
Form**

QR code

School, county, and community-based staff may use this form to refer students/families to the PCOE Prevention Supports and Services team.

Appropriate Referrals Include:

- Students experiencing homelessness
- Youth in foster care who need educational advocacy
- Students at risk of commercial sexual exploitation
 - Students with emerging attendance issues not responding to school- or district-based interventions
- Students/families experiencing barriers to accessing mental health services

What to Expect:

- Coaching and consultation about additional district and school-based interventions
- Referrals to community and county-based partners
- Linking of school and community-based staff to collaborate in support of youth

Si necesita enviar una referencia en español, por favor comuníquese con Evelyn al 530-745-1486

<https://bit.ly/21-22outreach>

PCOE
GOLD IN EDUCATION

- This form is intended for school districts, county, and community-based partners to refer students and families to the PCOE Prevention, Supports and Services team.
- Referrals will be considered after site and district interventions have been attempted (e.g. home visits, SSTs, calling 211, mental health referrals).
- The team will reach out to the referring party first before attempting to reach out to families and/or students to further assess needs and provide coaching/guidance.
- Si necesita enviar una referencia en español, por favor comuníquese con Evelyn al 530-745-1486.

Some of the most therapeutic experiences do not take place in 'therapy' but in naturally occurring healthy relationships (Bruce Perry, 2011)

