

OUSD Foster Youth Advisory Committee Research Meeting with Staff from the Alameda County Office of Education

5:30-5:45 Welcome and Introductions

5:45-5:50 Purpose of the Meeting

The members of the Foster Youth Advisory committee seek to understand:

- how the Alameda County Office of Education is ensuring that actions and resources are clearly designated within the LCAP to addressing the unique needs of foster students in OUSD;
- the advice that ACOE has provided OUSD about the level and efficacy of services dedicated to foster students;
- how ACOE ensures accountability for foster students when effective services are eliminated

Quote from Elaine M. Howle, CA State Auditor, on 11/5/19:

“We are concerned that the State does not explicitly require districts to spend their supplemental and concentration funds on the intended student groups or to track how they spend those funds; therefore, neither state nor local stakeholders have adequate information to assess the impact of those funds on intended student groups.

Since fiscal year 2013–14, this deferral of full formula implementation has caused the three districts we reviewed to identify approximately \$320.6 million as being part of its base funds rather than supplemental and concentration funds. We also had difficulty determining the extent to which the districts used those funds to increase or improve services for intended student groups because of unclear descriptions in their local control and accountability plans.

The State has an opportunity to take steps toward learning more about the effectiveness of billions of dollars that it allocates for K–12 education. By collecting additional information about districts’ uses of supplemental and concentration funds, the State could begin to determine how districts’ spending of those funds affects educational outcomes of intended student groups and whether it needs to take further action to ensure that these students receive the services they need.”

5:50-6:05 Highlights from the February 2017 FYAC Presentation to the School Board and Key Data

6:05-6:30 Questions

(Pages 127, 31, and 32 from the OUSD LCAP—see appendix below)

1. How does ACOE ensure that OUSD and other districts address the unique needs and experiences of foster students when it names them as the beneficiaries of a service?
2. Given OUSD’s own description of the support provided to foster students by the foster youth case managers, the staff who comprise OUSD’s foster youth services, how is that support similar and/or different to that of other case managers of the kinds that the OUSD LCAP describes? How are the other case managers able to support the needs of foster students across contexts and given their high mobility?

(Pages 136 and 137 from the OUSD LCAP)

3. Given the analysis of effectiveness for the OUSD foster youth case managers that OUSD included in the 2018-19 Annual Update, how would ACOE staff advise OUSD regarding the elimination or reduction of such services?

4. Under which conditions or criteria would ACOE consider an elimination or reduction of such services advisable, if at all? Under which conditions can a service that is principally directed to foster students, or that is targeted to increasing and improving the services that they receive, be eliminated after one year of implementation?
5. How does ACOE ensure that OUSD and other districts provide continuity and support for foster students when a service is eliminated?

(Pages 389 and 390 from the OUSD LCAP)

6. Does ACOE have a standard of sufficiency for targeted services as it relates to the LCFF student groups and other focal student groups? Could the scale of a service be too small to have impact?
7. What is ACOE's posture or position in relationship to the State Auditor findings cited above? Are the descriptions in the OUSD LCAP that relate to targeted support foster students clear enough to ensure that funds are being used to increase or improve services for them?

6:30-6:45 Final Comments—Hopes for 2020-21

FOSTER YOUTH (Academics ELA & Math; Graduation; Suspension)

1. Refer foster youth to tutoring services to help fill the gaps in education as a result of multiple foster home placement changes.
2. Ensure that foster youth have priority access to: Summer School; Afterschool Programs
3. Continue to train middle school and high school counselors about foster youth laws and rights, and qualifications for services and benefits that go along with these.
4. Increase access to community colleges by bringing Peralta College staff to school sites to meet directly with foster youth.
5. Connect 12th grade foster youth with community college representatives (regardless if they know their plans).
6. Ensure that exiting high school students develop a plan for the next year -- whether trade school, college, or employment.
7. Help foster youth create a file for their important paperwork so they have it ready to go, since they move frequently and need those papers at a moment's notice (examples: IEPs, transcripts, social services letters, etc.)
8. Monthly Foster Youth Advisory Committee (FYAC) meetings including foster students and graduates, foster parents, caregivers, foster youth support staff, advocates, and others to make recommendations to improve outcomes for foster youth.
9. Provide foster guardian with information on Special Education laws and timelines, where applicable.
10. Foster Youth Case Managers provide 1:1 case management to set goals with foster youth including increased attendance, decreased referrals to discipline, and an academic improvement.
11. New formal transition plan for 8th graders going into 9th grade, including introduction to expectations of high school, what a transcript looks like, etc. -Restorative Justice Program -Exiting high school students work with child welfare worker to ensure they are enrolled in AB12, and ensure 12th graders qualified for AB216 are granted this credit reduction for graduation requirements.
12. Connect with Special Education team supporting foster youth with IEPs to review IEP to learn services the youth is entitled to receive.
13. Attend any Manifestation Determination meeting and ensure that foster youth's attorney and Education Rights holder are notified and invited to attend.

Planned Actions/Services	Actual Actions/Services
<p>Action 4 - Case Management</p> <p>SERVICES: Provide 20 FTE. Provide case management & coordination of services to address the non-academic needs and promote social emotional wellness. Implement case management strategies to improve attendance and student's connection to their school. Provide case management for students with a focus on Foster Youth, Unaccompanied Immigrant and Refugee/Asylee Youth, and homeless. Provide training and technical assistance to sites with a focus on Foster Youth, Unaccompanied Immigrant and Refugee/Asylee Youth. Broker support services for students with a focus on Foster Youth, Unaccompanied Immigrant and Refugee/Asylee Youth. Provide prevention and intervention services to gang-</p>	<p>Action 4 - Case Management</p> <p>SERVICES: Provided 15.51 FTE. Provided case management & coordination of services to address the non-academic needs and promote social emotional wellness. Implement case management strategies to improve attendance and student's connection to their school. Provided case management for students with a focus on Foster Youth, Unaccompanied Immigrant and Refugee/Asylee Youth, and homeless. Provided training and technical assistance to sites with a focus on Foster Youth, Unaccompanied Immigrant and Refugee/Asylee Youth. Broker support services for students with a focus on Foster Youth, Unaccompanied Immigrant and Refugee/Asylee Youth. Provided prevention and intervention services to gang-</p>

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<p>Impacted youth and address neighborhood level violence that interferes with students' well-being and engagement.</p> <p>LCFF Supplemental & Concentration Funded: Community School Attendance Review Boards (SARB) Coordinator, .80 FTE Juvenile Justice Coordinator, 1 FTE Juvenile Justice Case Manager, 1 FTE Social Workers, 2 FTE Attendance & Discipline Program Managers, 2 FTE Attendance & Discipline Case Managers, 5 FTE</p>	<p>Impacted youth and address neighborhood level violence that interferes with students' well-being and engagement.</p> <p>LCFF Supplemental & Concentration Funded: Attendance & Discipline Program Manager, .80 FTE Juvenile Justice Coordinator, .50 FTE Juvenile Justice Case Manager, 1 FTE Social Workers, 2 FTE Attendance & Discipline Program Managers, 1.75 FTE Attendance & Discipline Case Managers, 3 FTE Foster Youth Case Managers, 3 FTE Foster Youth Program Manager, 1 FTE</p>
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Page 127 From the 2018-19 Annual Update

ACTION 4 CASE MANAGEMENT

FOSTER YOUTH CASE MANAGERS Foster youth services is currently comprised of the Foster Youth Case Manager and 5 foster youth case managers. Due to frequent placement changes (home and school), foster youth often have a difficult time adjusting to new schools, new staff, and new peers. Additionally, many have been exposed to traumatic experiences and have a difficult time trusting adults. Case managers serve as advocates and support for foster youth within 27 school sites and work with school site staff to help create awareness and systems of support for foster youth, as well as educate them on foster youth laws/rights. School site staff also receive training throughout the school year through district meetings, learning best practices on working with foster youth through a trauma-informed lens.

Case managers provide one-on-one support for foster youth, and along with the student, identify goals related to attendance, improved behavior/grades. Case managers are in constant communication with guardians, child welfare workers, dependency lawyers, probation officers, and Court Appointed Special Advocates (CASA) to provide a network of communication to support the success of foster youth.

Page 136 and 137 From the 2018-19 Annual Update

ACTION 4 CASE MANAGEMENT

FOSTER YOUTH CASE MANAGERS - EFFECTIVENESS Foster youth are one of the focal student groups that identify OUSD for Differentiated Assistance through Alameda County Office of Education. The California School Dashboard identifies populations that show a need for targeted strategies due to indicators such as low graduation and academic performance or high rates of suspension and chronic absenteeism. Case managers work with school staff to create support systems, identify alternatives to discipline, and improve success in education.

In the first year of investing in 5 full time case managers (2017-18), foster youth four-year cohort graduation rates went from 35.8% (2016-17) to 47.4% across the high schools that had a foster youth case manager. The dropout rate decreased from 41.5% to 19.3%.

Additionally, college enrollment into four-year colleges increased from 14% to 18%; community college enrollment increased from 28% to 46%. Case managers work with administrative staff and restorative justice staff to create alternatives to discipline. Suspensions decreased from 42 (2016-17) to 26 (2017-18).

Page 168 From the Foster Youth Advisory Committee Section of the Engagement Narrative

February 10, 2019 Formal Letter of Concern to the Superintendent and School Board about the elimination of the foster youth case managers, the lack of defined investments to support the unique needs of foster students, the need for centralized and targeted supports, and the absence of engagement with the FYAC in the decision-making process for the 2019-20 budget.

Comparison of OUSD LCAP Language about Services for Foster Students: 2017-18 to 2019-20

Page 389 and 390

Modified Action	New Action	Unchanged Action
<p>2017-18 Actions/Services</p> <p>COMMUNITY SCHOOLS STUDENT SERVICES, BEHAVIORAL HEALTH - TRANSITIONAL STUDENTS & FAMILIES AND FOSTER YOUTH, LCAP Action Area 5.1, School Climate & Culture</p> <p>SERVICES: Continue to provide 1 FTE Foster Youth Program Manager Maintain 2 FTE Foster Youth Case Managers Hire 3 FTE Foster Youth Case Managers Provide stipends for 8 current and former OUSD foster youth to participate in LCAP engagements.</p> <p>DESCRIPTION: We address and support our Foster Youth by having a Foster Youth unit which implements supports and services for our Foster Youth students. The Foster Youth Program facilitates the collaboration between District foster youth, case managers, foster parents, group homes, social services, courts, social workers, probation, Special Education Local Plan Area (SELPA), schools, student services, educational partners, community organizations, and government agencies to ensure the social, emotional, and educational needs of the foster youth attending Oakland Unified schools are being met. The Program promotes and</p>	<p>2018-19 Actions/Services</p> <p>Action 4 - Case Management</p> <p>SERVICES: Provide 20 FTE. Provide case management & coordination of services to address the non-academic needs and promote social emotional wellness. Implement case management strategies to improve attendance and student's connection to their school. Provide case management for students with a focus on Foster Youth, Unaccompanied Immigrant and Refugee/Asylee Youth, and homeless. Provide training and technical assistance to sites with a focus on Foster Youth, Unaccompanied Immigrant and Refugee/Asylee Youth. Broker support services for students with a focus on Foster Youth, Unaccompanied Immigrant and Refugee/Asylee Youth. Provide prevention and intervention services to gang-impacted youth and address neighborhood level violence that interferes with students' well-being and engagement.</p> <p>LCFF Supplemental & Concentration Funded: Community School Attendance Review Boards (SARB) Coordinator, .80 FTE Juvenile Justice Coordinator, 1 FTE Juvenile Justice Case Manager, 1 FTE</p>	<p>2019-20 Actions/Services</p> <p>Action 4 - Case Management</p> <p>SERVICES: Provide 19.15 FTE. Provide case management & coordination of services to address the non-academic needs and promote social emotional wellness. Implement case management strategies to improve attendance and student's connection to their school. Provide case management for students with a focus on Foster Youth, Unaccompanied Immigrant and Refugee/Asylee Youth, and homeless. Provide training and technical assistance to sites with a focus on Foster Youth, Unaccompanied Immigrant and Refugee/Asylee Youth. Broker support services for students with a focus on Foster Youth, Unaccompanied Immigrant and Refugee/Asylee Youth. Provide prevention and intervention services to gang-impacted youth and address neighborhood level violence that interferes with students' well-being and engagement.</p> <p>LCFF Supplemental & Concentration Funded: Attendance & Discipline Network Liaisons, 5 FTE Attendance & Discipline Program Manager, 1 FTE</p>

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<p>supports the OUSD Strategic Plan to create equitable opportunities for learning and success that ensure Foster students are college and career ready and plays an integral role in achieving the mission and goals of a Full Service Community District by providing support to foster youth, staff serving FY and foster families.</p>	<p>Social Workers, 2 FTE Attendance & Discipline Program Managers, 2 FTE Attendance & Discipline Case Managers, 5 FTE</p>	<p>Attendance & Discipline Specialist, .80 FTE Juvenile Justice Coordinator, .50 FTE Juvenile Justice Case Manager, .75 FTE</p>
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	All Fall 2019	AA Fall 2019	AI Fall 2019	AS Fall 2019	EL Fall 2019	FI Fall 2019	HI Fall 2019	MR Fall 2019	PI Fall 2019	SED Fall 2019	SWD Fall 2019	WH Fall 2019	FOS Fall 2019	HOM Fall 2019
Academic ELA														
Academics Math														
Graduation Rate														
College Career														
English Learner Progress														
Suspension Rate														
Chronic Absenteeism														