AB 194 in Action

A Review of Implementation of Priority Registration for Foster Youth at California's Public Post-Secondary Institutions

February 2014

Acknowledgements

California College Pathways provides resources and leadership to campuses and community organizations to help foster youth succeed at community colleges, vocational schools, and four-year universities. By engaging institutions to work together, sharing best practices, and advocating for policies that support foster youth in higher education, California College Pathways is helping foster youth across the state achieve their higher education goals and move on to fulfilling careers.

California College Pathways:
- Supports campus networks of programs for foster youth
- Provides training and technical assistance for emerging and established campus programs
- Advocates for policies and regulations to improve higher education outcomes for foster youth
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Executive Summary

In California, 43 percent of foster youth enroll in community college, while enrollment rates for the general population are at 59 percent. In addition to the disparities in enrollment in higher education are startling findings about college persistence and degree completion for current and former foster youth. At community colleges, about two-fifths (41%) of foster youth enroll for a second year, compared to three-fifths (62%) of the general population.[1] Only an estimated 3-11 percent of former foster youth ever receive a bachelor's degree.[2]

In 2011, Assembly Bill 194 (Beall) was enacted, granting current and former foster youth priority registration for enrollment in classes at the California State University and California Community College campuses, and requesting that University of California campuses do the same. With many core classes impacted and difficult to access, priority registration ensures that current and former foster youth get access to the classes they need to stay on track towards their academic goals and graduate.

This report summarizes findings from a survey of 92 public post-secondary institutions in California. The survey was conducted by the John Burton Foundation in 2013 with the purpose of learning how campuses across the state were implementing priority registration, and identifying best practices for making priority registration available and accessible to as many eligible students as possible.

A series of recommendations were developed based on the survey analysis. Targeted, short-term recommendations include: using multiple sources of administrative data to identify foster youth, using all available outreach strategies to communicate the availability of priority registration, utilizing a single-point-of contact, establishing effective protocol that ensures students are made aware of their eligibility for priority registration, minimizing the administrative burden on students to verify their foster youth status by collaborating with other departments or outside agencies, not requiring additional eligibility conditions beyond what is written into the law in order for eligible students to access priority registration, and ensuring that systems are in place at community colleges that make matriculation requirements easily accessible in a timely manner.

Longer-term, broader recommendations include: educating departments across campus as well as key community contacts about priority registration for current and former foster youth; tracking the number of current and former foster youth in the student body, as well as the number who take advantage of priority registration; creating a comprehensive campus support program for current and former foster youth; developing a relationship with the local child welfare agency that reaches beyond priority registration implementation; and advocating for the extension of the availability of priority registration beyond the current 2017 sunset date.

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[1] K. Frerer, et. al., *At Greater Risk: California Foster Youth and the Path from High School to College*, Center for Social Services Research University of California, Berkeley, Institute for Evidence Based Change, MPR Associates, March 2013.

[2] *Insights: Understanding Foster Youth Educational Outcomes,* California Child Welfare Co-Investment Partnership, Fall 2011.

Introduction

California boasts a robust system of public post-secondary education that includes 112 California Community College campuses, 22 California State University campuses, and 9 University of California campuses. While lower income students in general tend to have less access to higher education, current and former foster youth experience even greater challenges accessing and succeeding within these systems. A recent study of California foster youth found that less than half (45 percent) of foster youth complete high school and 43 percent of foster youth enroll in community college. In contrast, community college enrollment rates among the general population are at 59 percent. However what is even more startling is the issue of persistence and degree completion. According to a 2013 study, at community colleges about two-fifths (41 percent) of foster youth, one half (48 percent) of other low-income youth, and three-fifths (62 percent) of general population youth enrolled for a second year of community college.[3] Further, other research has shown that only an estimated 3-11 percent of former foster youth ever receive a bachelor's degree.[4]

The good news is that efforts are underway to address these unfortunate realities. Philanthropic partners have brought significant resources to the efforts to increase the number of current and former foster youth accessing post-secondary education and obtaining degrees through the collaborative California College Pathways project.[5] The California State Legislature is also making strides towards changing these dismal statistics. In 2009, California Assembly Bill 1393 was enacted, requesting that current and former foster youth receive priority access to year-round housing at California State University and California Community College campuses. In 2010, landmark legislation (Assembly Bill 12) passed, extending the age a youth could remain in foster care from 18 to 21. Implemented in 2012, extended foster care is creating a bridge between California's child welfare system and post-secondary education sector, making the pursuit of an education beyond high school more accessible and attainable for current and former foster youth by providing housing and financial support until age 21.

In 2011, Assembly Bill 194 (AB 194), authored by former Assembly Member Jim Beall, was enacted, granting current and former foster youth priority registration for enrollment in classes at the California State University and California Community College campuses and requesting that University of California campuses do the same. AB 194 is intended to make persistence and completion more attainable to foster

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[3] K. Frerer, et. al., *At Greater Risk: California Foster Youth and the Path from High School to College*, Center for Social Services Research University of California, Berkeley, Institute for Evidence Based Change, MPR Associates, March 2013.

[4] *Insights: Understanding Foster Youth Educational Outcomes,* California Child Welfare Co-Investment Partnership, Fall 2011.

[5] Visit www.cacollegepathways.org for more information.

youth pursuing a college education. Budget cuts in recent years have resulted in a reduction of course sections despite high enrollment demand, and students often encounter difficulty securing needed classes. Priority registration is intended to function as an equalization mechanism, reducing the disparity between the percentage of eligible foster and non-foster youth enrolling in and succeeding at higher education institutions.

First implemented in January of 2012, AB 194 remains relatively new, and campuses are continuing to refine the most effective mechanisms for implementation of the law. Of campuses surveyed for this report, two-thirds indicated plans to expand their outreach efforts related to AB 194 in the future. The purpose of this publication is to offer an assessment of how implementation has proceeded thus far and provide recommendations regarding practices for implementation that maximize effectiveness and extend the reach of the benefit to as many eligible youth as possible.

Provisions of Assembly Bill 194

Assembly Bill 194 (Beall) was signed by Governor Jerry Brown on October 4, 2011 and became effective January 1, 2012. In enacting AB 194, the state legislature recognized the multiple challenges faced by foster youth in realizing their academic potential and the need for state action to support the post-secondary educational success of current and former foster youth. AB 194 requires the California State University and each community college district, and requests the University of California to grant priority for registration for classes to current and former foster youth. For purposes of priority registration, "foster youth" is defined as a person who is currently in foster care, and "former foster youth" is defined as a person who is an emancipated foster youth and who is up to 24 years of age.[6] With many core classes impacted and difficult to access, priority registration ensures that current and former foster youth get access to the classes they need to stay on track towards their academic goals and graduate. The bill is scheduled to sunset on January 1, 2017.

Current and former foster youth are not the first population to receive priority registration for enrollment in California's public post-secondary institutions. Existing law in California requires the California State University and each community college district, and requests the University of California to grant priority registration to any member or former member of the Armed Forces of the United States for four academic years within fifteen years of leaving active duty. More recent legislation enacted in 2013 also extends priority registration to students at community colleges participating in Disabled Student Services Programs (DSPS), Extended Opportunity Programs and Services (EOPS) and California Work Opportunity and Responsibility to Kids (CalWORKs) support programs.

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[6] California Education Code, Section 66025.9

Methodology

In 2013, all 143 public post-secondary institutions in California were asked to complete a survey about the implementation of priority registration for enrollment for current and former foster youth on their campus. Campuses were asked about what types of services and/or programs they currently provide for foster youth, the timeframe in which they implemented or planned to begin implementing this benefit, the type of outreach the campuses utilize to identify current and former foster youth in their student bodies, how campuses verify foster youth status for purposes of eligibility, the mechanisms campuses utilize to communicate eligibility to current and former foster youth students, any best practices they utilize, and any challenges or setbacks they have experienced in providing priority registration to current and former foster youth students.

A total of 92, roughly two thirds of California's public post-secondary institutions responded to the AB 194 survey: 69 out of the 112 community college campuses, 16 out of the 22 California State University (CSU) campuses, and 7 out of the 9 University of California (UC) campuses. In addition, a select number of campuses with practices that appeared to be effective in implementing this benefit were interviewed to gather more in-depth information about their methods and practices.

The limitations of this study lie in the range of degree and type of campus support available to current and former foster youth students across California's campuses. As a result of both the over- and underrepresentation of campuses with certain types of support, caution must be used when extrapolating the results of the survey more broadly to the entire higher education system. This is discussed in more detail in the results section of the report.

Another consideration regarding the methodology for this report is that the campuses represented by the survey are likely subject to a selection bias as the campuses that responded, did so voluntarily and were not randomly selected. The authors have attempted to note where these limitations may impact the results presented throughout the report.

Survey Results
Where Are We Now With Priority Registration for Current and Former Foster Youth?

Following is a summary of the results of the survey completed by 92 public post-secondary institutions in California about the implementation of priority registration for current and former foster youth.

What level of support for current and former foster youth students was represented by survey respondents as compared to all campuses?
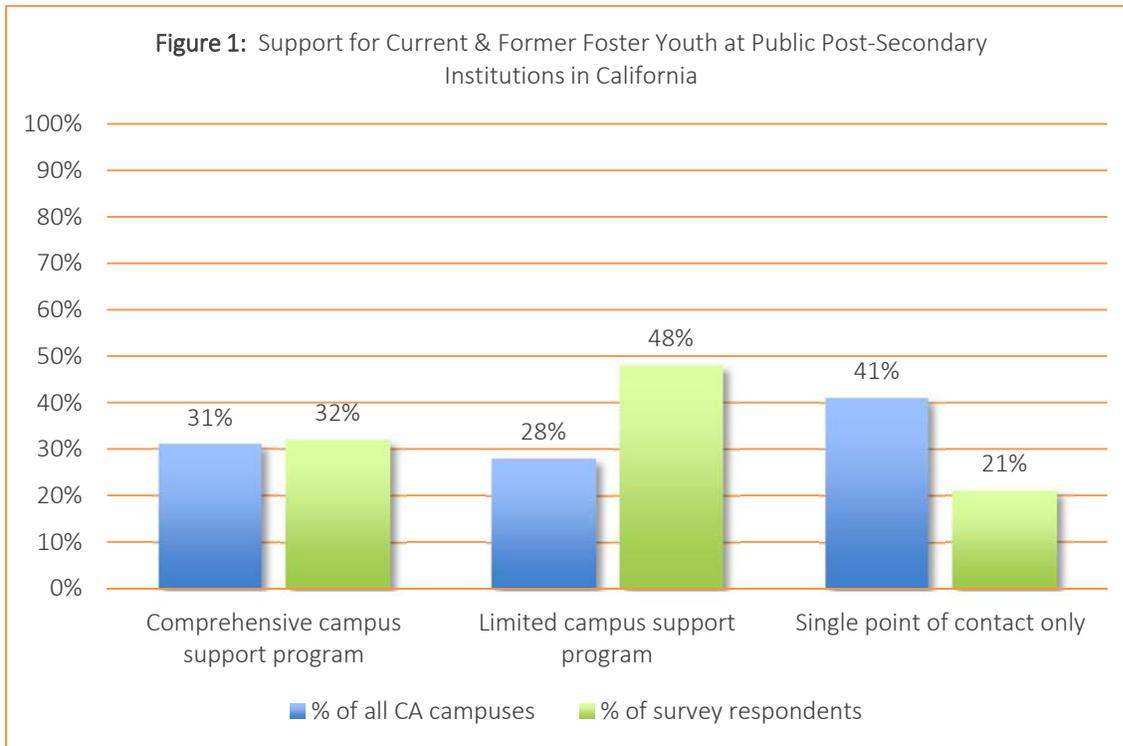
Support for current and former foster youth on college campuses can range from minimal to comprehensive. The data included in *Figure 1* represents the type of support available at the 92 campuses that responded to the survey as compared to the available support at all campuses. As lightly discussed in the methodology section of the report, one factor that is likely to have an impact on the degree to which the results from the survey can be extrapolated to apply more broadly to statewide implementation of AB 194 is whether or not campuses with targeted foster youth-specific support were over or underrepresented in the sample.

Comprehensive support programs, such as Guardian Scholars or Renaissance Scholars Programs have staff dedicated to providing support to foster youth and generally provide high-touch services that include assistance with financial aid, housing and academic support, counseling, peer support and group activities.

Limited support programs encompass a range of different types of support offered on college and university campuses, but generally provide lighter touch services such as assistance with financial aid applications, limited general counseling and linkages to other campus-based services. Campuses classified as limited support also include those with Youth Empowerment Strategies for Success-Independent Living Programs (YESS-ILP). Developed by the Foundation for California Community Colleges in collaboration with the California Department of Social Services, YESS-ILP provides workshops and hands-on life skills training activities on community college campuses in subjects such as education, financial literacy, employment, and daily living skills.

Campuses designated as having a single point of contact only, provide a staff person with limited availability, specifically dedicated to this population but who can arrange college tours, provide limited assistance with college and financial aid applications, and provide referrals to other campus services. Within all three systems, every campus now has at a minimum, a designated foster youth contact. At community colleges without more extensive services, the point of contact is generally the Foster

Youth Success Initiative (FYSI) liaison, often located in the financial aid department.[7] At CSU campuses, the contact is generally located in the Educational Opportunity Program (EOP) office and contact locations vary within the UC system.

Figure 1: Support for Current & Former Foster Youth at Public Post-Secondary Institutions in California
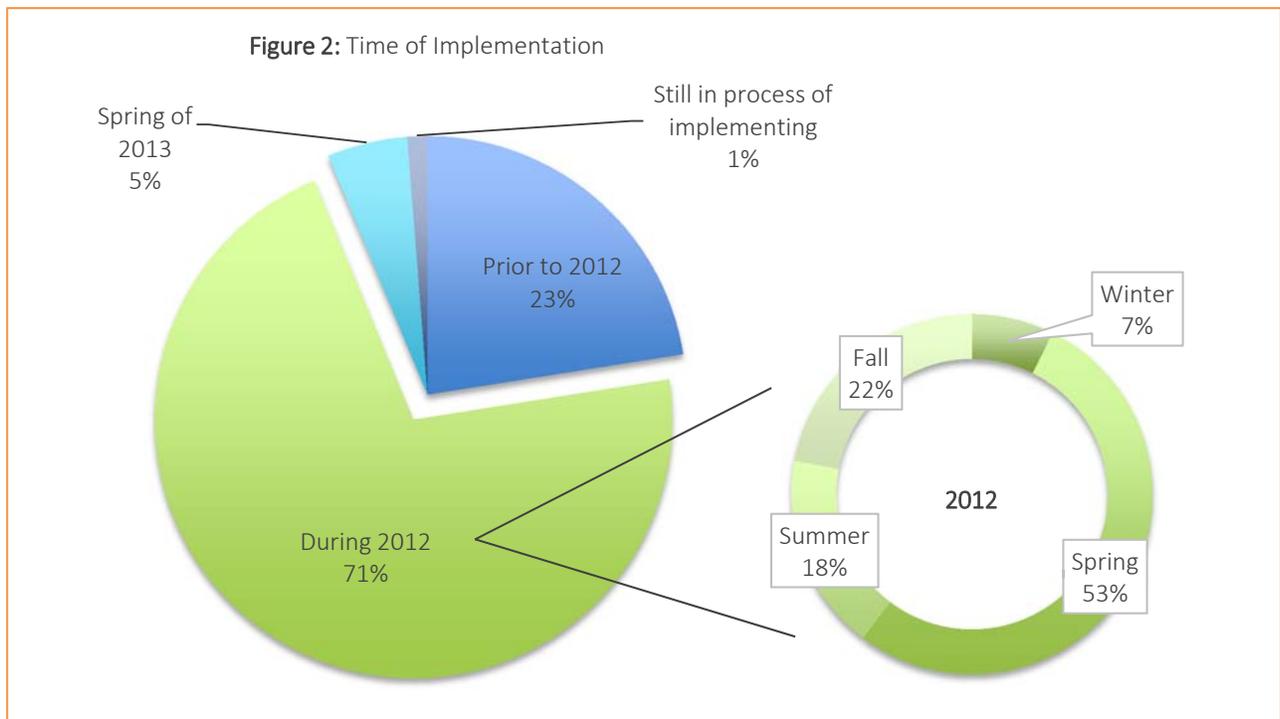

While the number of campuses with comprehensive campus support programs is representative of the state as a whole, campuses with limited support programs are overrepresented in the sample and those with only a single point of contact are underrepresented.

When did campuses first implement priority registration for current and former foster youth, and how many eligible youth are participating?

AB 194 took effect January 1, 2012. As shown in *Figure 2*, all but six percent of campuses had a system in place for priority registration for current and former foster youth before the end of 2012. The majority of the campuses surveyed began implementing in the spring of 2012, and almost one fifth of the campuses surveyed had already been offering priority registration to current and former foster youth prior to the implementation of the bill.

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[7] Established in 2007 by the Community College Chancellor's office, the FYSI has identified liaisons at each of the system's 112 community college campuses in California as a central point of contact for foster youth.

Figure 2: Time of Implementation

Still in process of implementing 1%

Spring of 2013 5%

Prior to 2012 23%

During 2012 71%

2012

Winter 7%

Fall 22%

Summer 18%

Spring 53%

Half of survey respondents (46 campuses) were able to provide information about the number of foster youth who meet the criteria to qualify for priority registration. Of these 46 campuses, 33 (72%) were community college campuses, 8 (17%) were California State University campuses and 5 (11%) were campuses of the University of California.

Together, these 46 campuses identified 3,709 students who were eligible for AB 194 priority registration. Of the 46 campuses that reported the number of students flagged as eligible for priority registration, 15 were able to provide data on the number of eligible youth who actually utilized the benefit during the previous term. Of those, 70 percent of youth who were flagged as eligible accessed the benefit with reported utilization rates ranging considerably across campuses from 32 percent up to 100 percent. *(Figure 3)*

Figure 3: Reported Data on Eligible Students

92 campuses responded to survey

46 campuses provided data on # of eligible students

15 campuses provided data on # of eligible youth who utilized priority registration during Fall of 2012

3,709 eligible students

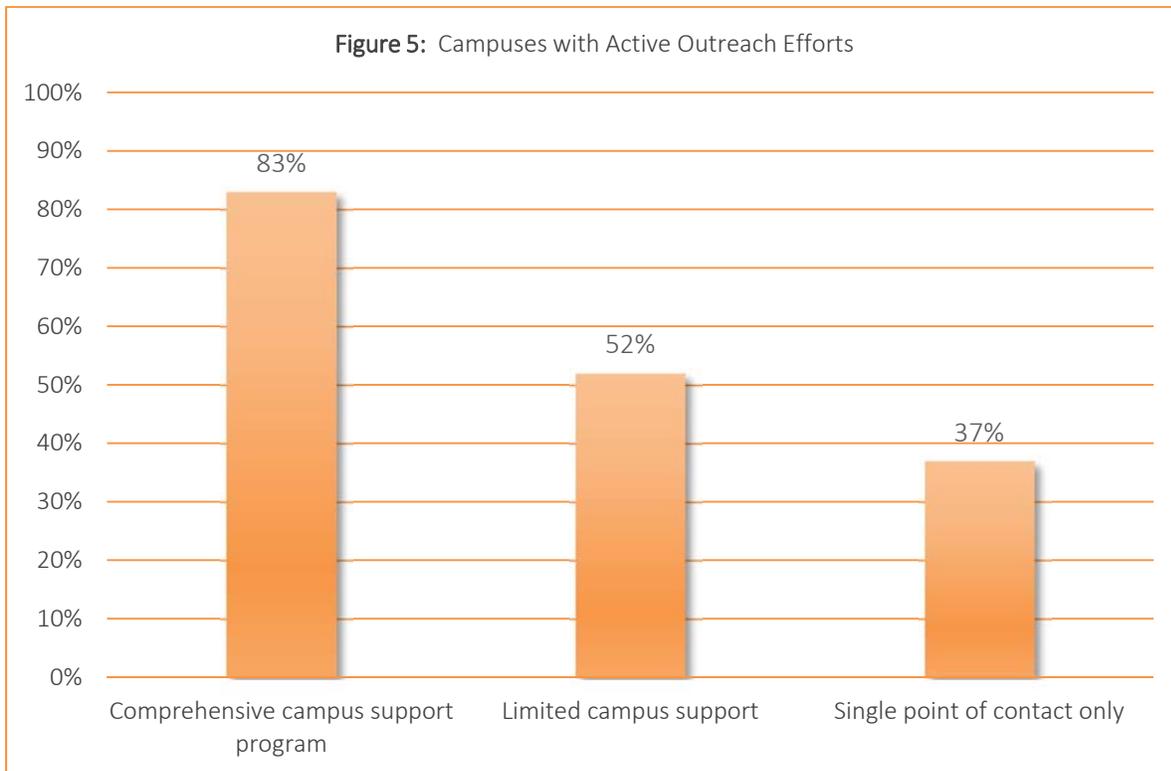70% eligible students utilized priority registration
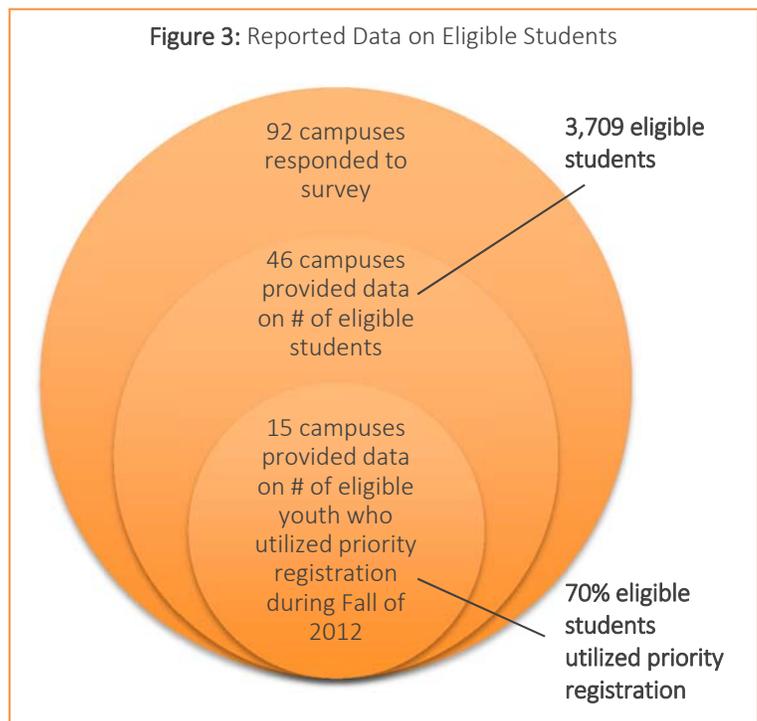
How extensive is the outreach conducted on campuses to reach current and former foster youth students?

When asked to describe the nature of their outreach efforts, 61 percent of respondents described their campuses as conducting "active outreach efforts," which includes a process for identifying eligible foster youth and notifying them of potential eligibility. Fourteen percent of respondents described their outreach as "limited promotion" such as advertising the availability of priority registration for foster youth in general campus materials, then relying on foster youth to self-identify to the registrar's office. Twenty-five percent of survey respondents indicated conducting very limited or no outreach. *(Figure 4)*

Figure 4: Outreach Approach

Very limited/no outreach
25%

Active outreach
61%

Limited promotion
14%
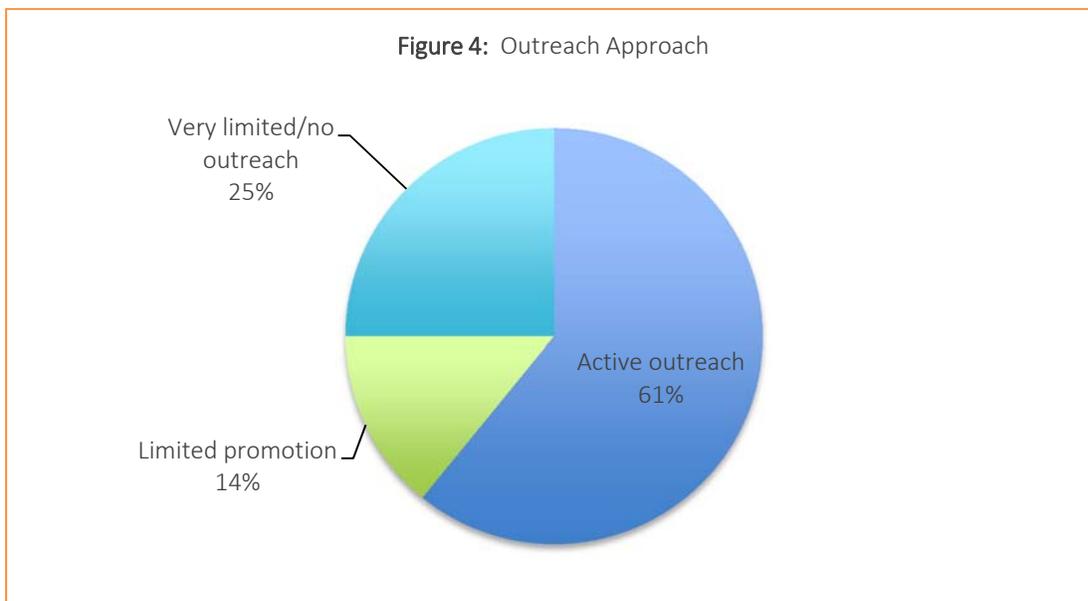
How do the varying levels of campus support for current and former foster youth students impact a campus's likelihood of conducting active outreach?

Of those campuses that identified themselves as having a "comprehensive campus support program", a full 83 percent described their campus as engaging in active efforts to identify and reach out to eligible students. Of those with limited lighter touch programs, 52 percent engage in active outreach and only 37 percent of those campuses without any form of campus support program described active outreach efforts. *(Figure 5)*

Figure 5: Campuses with Active Outreach Efforts

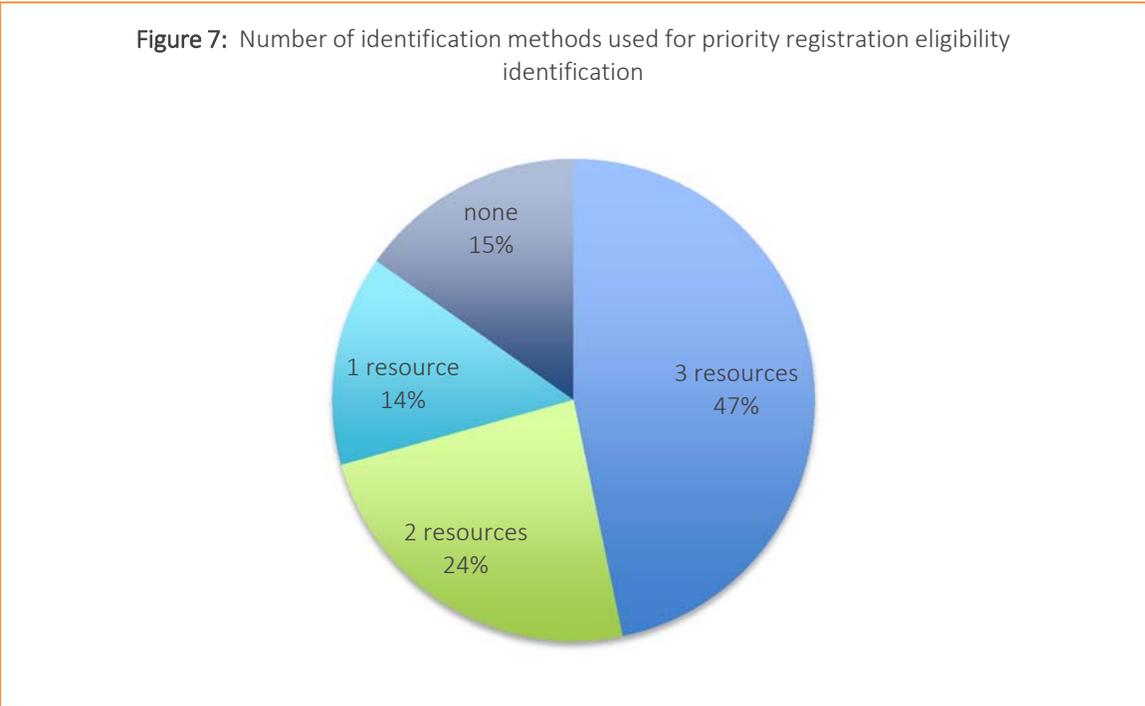| Category	Percentage
Comprehensive campus support program	83%
Limited campus support	52%
Single point of contact only	37%

What method(s) do campuses use to identify current and former foster youth in the student body?

When asked more specifically about *how* they identified foster youth on campus, respondents described three primary methods. As shown in *Figure 6*, the most commonly used method was drawing on information provided by students in their admissions application, with 70 percent of campuses reporting that they use this strategy. Another approach described was creating an outreach list based on information provided on the on the Free Application for Federal Student Aid (FAFSA). Finally, 65 percent of campuses conducted outreach based on a list of students eligible for the Chafee Education and Training Voucher, known as the "Chafee Grant".

Figure 6: Identification Methods

	Percentage of campuses who utilize method	
65%	70%	67%

- List of Chafee-eligible students
- List of those who self-identified on admissions application
- List of those who self-identified on FAFSA
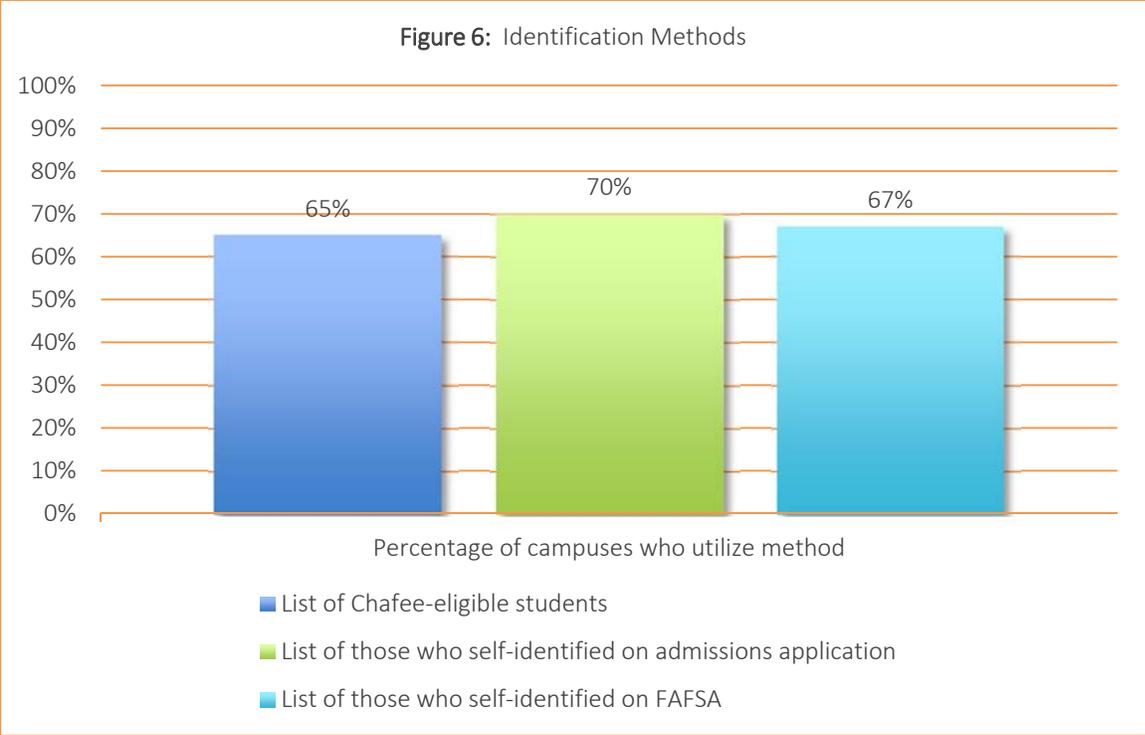
While most campuses use at least one of the three informational resources to identify foster youth, only 47 percent of campuses utilize all three. Twenty-four percent utilize two of the lists, 14 percent use one list and 15 percent do not use any of the identified lists. *(Figure 7)*

Figure 7: Number of identification methods used for priority registration eligibility identification

none
15%

1 resource
14%

3 resources
47%

2 resources
24%

In addition to targeted outreach methods using administrative data from Chaffee Grant eligibility, the FAFSA or the admissions applications, survey respondents were asked about more general strategies used to inform students about the availability of priority registration for foster youth. Commonly used outreach methods are summarized in *Figure 8.*

The use of social media amongst survey respondents was low; just 16 percent of campuses reported using social media to conduct outreach on priority registration for foster youth. The most commonly used approach was "word-of-mouth" with over 80 percent of campuses reporting that they employ this strategy, which includes communicating with individuals from various academic departments as well as with organizations that serve current and former foster youth.

Figure 8: Outreach Strategies

i.e. Facebook, Twitter, blog, website, etc.

i.e. Flyers on campus, information/advertisement in student materials, materials mailed

i.e. At orientations and other campus events, at community organizations serving current/former foster youth

i.e. Referrals from other departments, programs or individuals, or from off-campus organizations serving current/former foster youth

Although not a common practice, during the time of the survey eight campuses were imposing additional requirements on students eligible for priority registration in order to access the benefit. Of these eight campuses, five require orientation, assessment and/or advising for students in order to access priority registration. The other three require students to participate in their campus support program in order to access priority registration.

As discussed further in the recommendations section, as a result of recent amendments to state regulations on education, California Community Colleges are now required to implement certain requirements for those eligible for priority registration. As a result, by the time of the publication of this report, the number of campuses who impose additional requirements will have greatly expanded as the entire community college system will have likely implemented these new requirements.
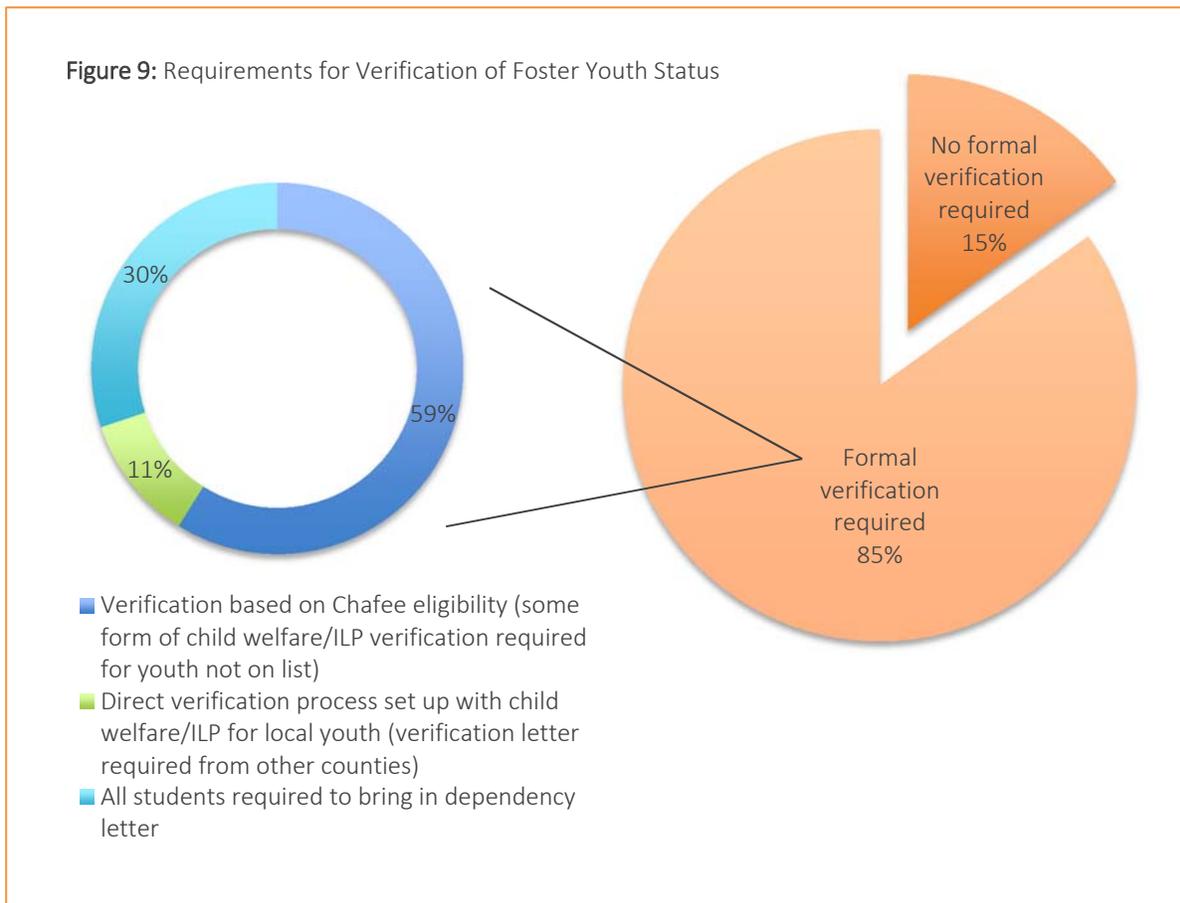
As shown in *Figure 9*, the degree to which campuses require verification of foster youth status varies considerably. According to the survey results, 85 percent of campuses require formal verification, while 15 percent rely on self-report by the student to determine eligibility.

One verification method described by campuses is to refer to the list of students eligible for the Chafee Grant because these students' foster care status has already been verified by the financial aid office. Campuses who utilize this method tend to only require child welfare verification for students not on the Chafee eligibility list. Other campuses bypass use of the Chafee list and require dependency letters from students provided by the child welfare agency that supervised their foster care case, or have a direct verification system in place with the local county child welfare agency or contracted Independent Living Program (ILP) provider.

Of the campuses that require verification, 59 percent of campuses refer to the list of students eligible for the Chafee Grant, then require child welfare verification for those not on the list. Eleven percent of campuses conduct all verification through a

direct partnership with child welfare or an ILP provider, and 30 percent require that all students present a dependency letter to verify eligibility.

Figure 9: Requirements for Verification of Foster Youth Status

- Verification based on Chafee eligibility (some form of child welfare/ILP verification required for youth not on list)
- Direct verification process set up with child welfare/ILP for local youth (verification letter required from other counties)
- All students required to bring in dependency letter

Are eligible students officially notified that they will be receiving priority registration, or simply provided a priority date for enrollment in classes?

Twenty-three percent of the campuses surveyed indicated that they do not communicate to eligible students that they will be receiving priority registration. In these cases, students are simply assigned registration dates that occur prior to the general student population. Seventy-seven percent of campuses indicated they notify students of their priority registration via e-mail or letter, or in-person.

Findings and Recommendations

Practices for Effective Implementation of Priority Registration for Current and Former Foster Youth

Priority registration is an important tool to advance the educational goals of current and former foster youth. To be effective, however, it must be fully implemented. Based on the findings from the survey, together with interviews with campus professionals, certain activities promote the implementation of priority registration for current and former foster youth on campus.

Following are short-term, targeted recommendations for how to make priority registration available and accessible to as many eligible students as possible. These recommendations are intended to be feasible for campuses ranging in support and size. (At the end of this report are broader and/or longer-term recommendations).

■ Use multiple sources of administrative data to identify foster youth.

Campuses that reported high rates of utilization of priority registration accessed data from each of the three administrative sources to identify foster youth on campus. These include utilizing information from the admissions application, the FAFSA and the Chafee grant.

When describing both challenges and successes in establishing solid identification processes, campuses who were interviewed frequently cited the quality of collaboration across campus departments as the key to their ability to access all necessary information to identify eligible youth, while a common obstacle was a breakdown in communication between departments. This included the registrar's office, the financial aid office, institutional research and student services.

■ Use all available outreach strategies to communicate the availability of priority registration.

The survey findings suggest that most campuses do not take advantage of all available mechanisms for identification of potentially eligible students. The survey findings suggest that there is an opportunity for campuses to expand the utilization of priority registration by using all available forms of outreach to students. Even using all identification methods combined, a campus will not be able to identify all current and former foster youth in the student body, in particular because a subset will choose not to identify themselves as foster youth initially. For this reason it is

essential to have an outreach plan that goes beyond targeting those who have already self-identified as foster youth.

By getting the word out to the general student body about priority registration for current and former foster youth, a campus can reach students missed during the identification process. Campus-based outreach mechanisms can incorporate activities such as including information in orientation materials; posting flyers in student services offices and other campus locations; tabling at campus events; and inclusion of information about priority registration, including who to contact, in course catalogs. Outreach also provides another opportunity for eligible students who may have missed or ignored past communication about priority registration to take advantage of the benefit.

■ Use a single point-of-contact.

Campus professionals interviewed stated that one of the most effective practices in making contact with current and former foster youth on campus is having a single point-of-contact. The value of consistent and stable relationships for current and former foster youth should never be underestimated. In most cases, having a single point-of-contact also streamlines a potentially complicated set of activities for both staff and students.

For campuses with support programs for foster youth, usually there is a point person within this program who connects with the student to initiate any follow up steps that need to be taken, not only for priority registration, but for any other services provided by the school (academic/matriculation counseling, tutoring, mentor matching, orientations, etc.). This is the opportunity to notify the student of any materials they need to provide to the school for purposes of foster youth status verification for priority registration or financial aid. Many campuses without robust support programs sometimes also utilize a single point-of-contact, such as a Foster Youth Success Initiative (FYSI) Liaison at a community college, a point person within Admissions and Records, or an Extended Opportunity Programs and Services (EOPS) or Educational Opportunity Program (EOP) counselor.

■ Establish an effective protocol that ensures students are made aware of their eligibility for priority registration.

Campuses who have been successful with implementation of priority registration tend to conduct follow up with students who do not respond to their initial point of contact. They also make sure that students understand what priority registration is, why it is beneficial and how to take advantage of it. Campuses make use of personal phone calls, texts, e-mails and notification in person at any opportunity (i.e. counseling session, financial aid office visit, etc.). Many campuses indicated that

once they made contact with a student, exchanging cellular phone numbers and using texting as a communication method is most effective.

■ Minimize the administrative burden on students to verify their foster youth status by collaborating with other departments or outside agencies.

The easiest way to verify eligibility for a number of students is by using the list of students who are eligible for the Chafee Grant. This can be done by collaborating with the financial aid office, and is often already established if a campus uses the Chafee list to identify eligible students. The financial aid office has often already requested documentation to establish a foster youth's independent status, and so it is unnecessary for a student to have to verify their foster youth status a second time for priority registration.

For students not verified through financial aid, campuses can seek verification through the county that had or currently has jurisdiction of the youth's foster care case. As described earlier in the report, this can be done through a dependency letter provided to the youth by the child welfare agency or ILP provider, or it can be done directly between the campus and the child welfare agency or ILP provider with appropriate releases of information. For campuses with a sizable local student body (such as community colleges), establishing a partnership with the local child welfare agency or ILP provider to verify foster youth status for local students limits the burden on the student, and provides convenience for the campus.

■ Do not require additional eligibility conditions beyond what is written into the law in order for current and former foster youth students to access priority registration.

The vast majority of campuses are implementing the law as written, however a small number are limiting eligibility beyond the requirements allowed by law. Students who are currently in foster care or who are emancipated from foster care and up to 24 years of age are eligible for priority registration at California's community colleges and CSUs[8]. With the exception of the new requirements for community college campuses[9], no additional requirements should be put in place in order for eligible youth to access priority registration. *More information about the new requirements for California's community colleges are outlined in the next recommendation.*

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[8] California Education Code, Section 66025.9
[9] California Education Code, Section 66025.95

■ **California Community Colleges should ensure there are systems in place that make matriculation requirements easily accessible in a timely manner.**

New requirements at community colleges create an additional imperative to prioritize services for foster youth. Recent amendments to state regulations on education have directed California Community Colleges to implement certain requirements for those eligible for priority registration. In order to access priority registration, students must complete an orientation, assessment, and develop a student education plan. Together, these activities are referred to as "matriculation". During the most recent legislative cycle Assembly Bill 595 (Gomez) was enacted, imposing similar provisions as a condition of receiving priority registration.[10]

Community colleges should coordinate with both internal and external partners to ensure that incoming students complete the matriculation process in time to benefit from priority registration. Foster youth often miss the opportunity to use priority registration, in particular at the community college level because they do not complete the matriculation process in a timely manner. Registration at community colleges for the fall term takes place in the spring and therefore, a high school senior should begin the process in January in order to complete placement testing, orientation and an educational plan in time to be eligible to register in the spring.

Campus staff should convey this information to external partners to enable foster youth to gain priority registration from their very first term of enrollment. [External partners include contacts embedded in district high schools with high foster youth populations, Foster Youth Services personnel employed through County Offices of Education, county child welfare social workers and juvenile probation workers, ILP workers, foster care providers, transitional housing providers, minor's attorneys and Court-Appointed Special Advocates (CASA)]. It is also important to start the internal campus processes as early as possible for new incoming students to ensure that by the time of their registration appointment, they have been identified and contacted, and if applicable, eligibility has been verified.

Note: New regulations enacted by the Community College Chancellor's Office also imposed certain restrictions on priority registration, namely that students lose access if they are on academic/progress probation for two consecutive terms or exceed 100 units[11]. These regulations are currently being reviewed by the Board of Governors and it is likely that an exemption will be made for current and former foster youth.

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[10] California Education Code, Section 66025.95
[11] California Code of Regulations, Section 58108

Following are **longer-term, broader recommendations** that are likely to increase a campus's capacity to make priority registration as accessible as possible to eligible students.

■ Educate departments across campus as well as key community contacts about priority registration for current and former foster youth.

The most common form of outreach to compliment specific identification methods is word-of-mouth. In interviews with campuses, interviewees expressed that having a campus faculty that is well-informed of what is available to current and former foster youth on campus is key to getting the word out. While this can be time consuming, it ensures that foster youth get consistent information from the different education professionals with whom they interact.

College campuses serve a diverse student population and it can be challenging to effectively communicate why current and former foster youth are a student population that deserve and require special attention. The John Burton Foundation has developed curricula for campuses to raise this awareness, which can be found on the California College Pathways website[12].

In addition, key community contacts such as staff at district high schools, social workers, ILP workers, foster care providers, transitional housing providers, juvenile probation workers, local California Youth Connection (CYC) chapters, dependency attorneys and Court-Appointed Special Advocates (CASA) can provide information about priority registration to the youth they work with. This is particularly effective for community colleges where the student body is heavily local. Over half the campuses that responded to the survey indicated that they regularly make presentations that include information about priority registration both on and off campus.

■ Track the number of current and former foster youth in the student body, as well as the number who take advantage of priority registration.

Having data regarding how many students are being reached and how many students are actually taking advantage of priority registration is important in order to evaluate whether a campus needs to make adjustments to their process. Having this data allows a campus to measure what they are doing, an essential component of evaluating progress and advocating for support.

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[12] http://www.cacollegepathways.org/network-campus-resources

■ **If your campus does not have a comprehensive campus support program already on its campus, consider what could be done to change this.**

Based on the survey results and interviews with campus professionals, having a campus support program increases a campus's capacity to implement priority registration for current and former foster youth. Campuses interested in starting a campus support program but unsure of where to start should refer to *Foster Youth Campus Support Programs: A Leadership Guide*[13], developed by the John Burton Foundation for the California College Pathways Project in 2013. Campuses that already have established campus support programs should focus on advocating for the integration of support programs into the campus budget so that they don't have to rely on private funding to stay afloat.

■ **Develop a relationship with your local child welfare agency that reaches beyond priority registration implementation.**

While ILP providers are a great resource for connecting with current and former foster youth in a campus's student body, and can often provide support with verifying foster youth status, ILP providers only have in-person access to the youth who choose to access ILP services. County social workers, in contrast, are required to conduct visits with foster youth on a monthly basis. For this reason, developing a relationship with the local child welfare agency can be a valuable resource. The John Burton Foundation released a publication documenting case studies of successful collaborations in September of 2013 which may be helpful to interested campuses, called *Partnerships for Success: Case Studies in Successful Collaboration Between Child Welfare and Higher Education.*[14]

■ **Campus personnel should advocate for the extension of the availability of priority registration beyond the current 2017 sunset date.**

Interviews with campus personnel emphasized the value of this benefit to foster youth. Although strides have been made to support foster youth educational success, frequent placement and school changes during the primary and secondary years, mental health and learning disabilities, the long-term impact of abuse and neglect and lack of a consistent support structure continue to plague foster youth. It is anticipated that priority registration for foster youth will continue to be a low-cost, yet extremely consequential policy tool that can help continue to level the playing field for foster youth.

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[13] http://www.cacollegepathways.org/sites/default/files/13-7-25_fostercampus_final.pdf
[14] http://www.cacollegepathways.org/sites/default/files/collaboration_report_final.pdf

Technical assistance is currently available through the California College Pathways Project to help campuses develop protocols and practices related to the implementation and provision of priority registration, tailored to meet the needs of individual campuses.

For more information about accessing technical assistance, visit www.cacollegepathways.org.

Resources

California Assembly Bill 194: find the bill text online:
http://www.leginfo.ca.gov/pub/11-12/bill/asm/ab_0151-
0200/ab_194_bill_20111004_chaptered.pdf

California Education Code, Section 66011-66027.5: find the text online:
http://www.leginfo.ca.gov/cgi-bin/displaycode?section=edc&group=66001-
67000&file=66011-66027.5

California Education Code, Section 78210-78219: find the text online:
http://www.leginfo.ca.gov/cgi-bin/displaycode?section=edc&group=78001-
79000&file=78210-78219

California Code of Regulations, Title 5, Division 6, Chapter 9, Subchapter 2, Article 1, Section 58108: find the text online:
http://weblinks.westlaw.com/result/default.aspx?cite=5CAADCS58108&db=1000937&fi
ndtype=L&fn=_top&pbc=DA010192&rlt=CLID_FQRLT6394835717272&rp=%2FSearch%2
Fdefault%2Ewl&rs=WEBL14%2E01&service=Find&spa=CCR-1000&sr=TC&vr=2%2E0

Foster Youth Campus Support Programs: A Leadership Guide. John Burton Foundation (2013). Download online: http://www.cacollegepathways.org/sites/default/files/13-7-
25_fostercampus_final.pdf

Partnerships for Success: Case Studies in Successful Collaboration Between Child Welfare and Higher Education. John Burton Foundation (2013). Download online:
http://www.cacollegepathways.org/sites/default/files/collaboration_report_final.pdf

California College Pathways website: www.cacollegepathways.org

California Community Colleges Chancellor's Office Foster Youth Success Initiative:
http://extranet.cccco.edu/Divisions/StudentServices/FosterYouthSuccessInitiatives.as
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California State University foster youth campus contacts:
http://www.calstate.edu/fosteryouth

University of California foster youth campus contacts: http://www.ucop.edu/student-
affairs/campus-contacts/coordinators-of-services-for-current-and-former-foster-
youth/index.html