

**CALIFORNIA CONNECTED BY 25 INITIATIVE  
Self-Assessment/County Planning Tool**



**Positive Youth Development and Successful Transitions**

**California Connected by 25 Initiative**

- ✓ *Goal: Through positive youth development and integrated systems of supports and services, transitioning foster youth are connected by age 25 to the opportunities, experiences, and supports that will enable them to succeed throughout adulthood.*

Here are some guidelines for using this assessment:

- We encourage you to complete the assessment in a group process involving youth, family/caregiver representatives, agency leadership and staff, and community partners. Bring together those involved in youth engagement, youth development, and older youth permanency and transition services. Consider the CC25I focus areas/goals in the following assessment and include key systems and partners pertinent for each. (Note: If active in CPYP, that assessment can be used in CC25I planning in lieu of the permanency section in this document)
- If you will have separate groups assess needs, issues and recommend strategies for different focus areas such as housing, education, employment, etc., it is important to have a committee which includes representatives from each of those workgroups to integrate the information and recommendations of all workgroups, consider the initial data questions and the final gap analysis and prioritization of needs, and recommend goals, objectives and strategies across multiple focus areas for your CC25I work plan.
- The term “foster youth” is used inclusively throughout this assessment to refer to both CWS and Probation-supervised youth in foster care.
- This assessment includes overall data, outcomes and self-evaluation questions (questions 1 through 8 below), as well as data questions within most of the focus areas. Some data questions may be answered using CWS/CMS, local WIA, ILP, TDM, SAFE Measures, and/or UC Berkeley reports. Where you do have data, it is helpful to consider data/trends over a period of time, and to project growth/decline in future years. For data questions for which you have no data source, or for which data is incomplete (i.e. tracked for a certain population of foster youth such as youth attending ILP, Probation youth only etc.), use the question to consider, if data were available, what it would suggest regarding how effective your youth-serving system is in achieving positive outcomes for a high percentage of youth on that measure.

## CC25I Overview

### Existing Data and Trends To Consider

1. Annually, how many/what percentage of in-care foster youth 14 to 19 are served by: a) the child welfare agency; b) probation; c) local independent living program? How many foster youth moved from 300 to 600 status? How many moved from 600 to 300 status? How many have dual status?
2. Annually, how many child welfare-supervised and how many probation-supervised youth age out of foster care? Consider the geographic distribution of these youth in the county at time of emancipation (urban, rural) and the geographic location/proximity of transition services for these youth/caregivers.
3. For the most recent point in time available (per UC Berkeley website data), how many out-of-county foster youth ages 16 to 20 (consider both CWS and probation-supervised) were placed within your county? How many did you have placed in other counties? Which are the most frequent sending/receiving counties?
4. Annually, how many of your older in-care youth, 14 to 19 years old, are placed in:
  - a. Group home;
  - b. Foster Family Agency home
  - c. Licensed Foster home
  - d. Relative or NREFM approved home
5. Annually, how many/what percentage of emancipating youth had the following placement type/status at the time of their emancipation: out-of-county placement; group home placement; no placement due runaway status; FFA placement; kinship placement; licensed foster home placement. (Note: Consider trends)
6. How many/what percentage of foster youth 14 to 18 years old have contact waivers and are not seen monthly by social worker or probation officer? How many of these youth are in long term care? Discuss frequency of contact typical for such youth and the potential impact on permanency & transition planning & outcomes.
7. Annually, how many TDM's are held for youth 14 and older in foster care? How often do youth 14 and older participate in their TDM's? How are they engaged in this process?
8. Annually, how many court hearings and/or administrative reviews are held for foster youth 14 and older? How often do youth 14 and older attend their court hearings? How are they engaged to provide input/participate?

**Focus Area**

**K-12 Education**

√ Goal: K-12 education is a shared responsibility between CWS and the School District and together they provide foster youth with a stable, continuous, uninterrupted, appropriate high quality education that supports and encourages their academic success regardless of whether they are enrolled in a public, private, or nonpublic school.

**Outcomes,  
Systems &  
Partnerships**

1. Which high schools have higher percentages of your county's foster youth enrolled? (Note: is CWS/CMS your data source? What processes are in place to enter/update as placement occurs/changes?)
2. At time of placement change for youth 14 and older, how often are they maintained in the same school placement? What processes are in place to ensure foster youth are placed in least restrictive educational setting?
3. Are resource family homes available for older youth (14 to 18 yrs) within the geographic boundaries of high schools where high percentages of older foster youth are enrolled at the time of removal and/or placement change?
4. What strategies have you used, or would you like to use, to increase high school graduation rates of your youth? Are educational liaisons or advocates available to help staff meet the educational needs of foster youth?
5. What tutoring services exist to meet the educational needs of foster youth? What resources exist to assess for, pay for and/or deliver these services to foster youth?
6. What community partnerships are established to meet the K-12 education needs of foster youth? (Consider Co. Office of Ed, Foster Youth Services, local school board, ROP, CBO's, colleges, business community, etc.)
  - a. Which of those partnerships assist with linkage to or provision of services out of county?
  - b. Do any of these partnerships involve several partners working together to develop an integrated service delivery program that includes foster youth as a target population?
  - c. Are there local forums or meetings that provide an opportunity or could provide an opportunity for partners to discuss/strategize/plan local K-12 supports and services for foster youth?
7. How effective is the coordination and linkage between the youth's school, caregiver, social worker, and educational advocates/service providers?
8. What barriers exist to providing youth with a stable, high quality education? What strategies are helping to eliminate, or could help to eliminate, those barriers?

**Focus Area**

**Housing**

√ Goal: Every foster youth who emancipates from the child welfare system has access to a variety of housing options that are supportive and flexible to meet the developmental needs of young people.

**Outcomes  
Systems &  
Partnerships**

1. Annually, how many/what percentage of emancipated foster youth have some form of housing (i.e. staying with relative, former foster parent, in apartment, college dorm, transitional housing, etc.)?
2. What local permanent, supportive and transitional housing programs are available in your community? Which are targeted specifically for former foster youth? Which are THP+ funded? Which offer a broad range of supportive services (including employment, mental health, etc.)?
3. How effective is referral to/linkage of foster youth with the programs identified in your response to #2 above? (Consider linkage of populations, i.e. Youth in Group Homes, ILP-served youth, CWS-served youth, Probation-served youth, etc.)
4. What community partnerships are established to meet the housing needs of emancipating/emancipated foster youth? (Consider HUD, Housing Authority, developers, CBO housing providers, postsecondary institutions, business community, etc.)
  - d. How many of those partnerships are with an adult system of care or service delivery system (i.e. can serve the youth beyond age 21)?
  - e. Can any of those partnerships assist with linkage to or provision of services out of county?
  - f. Do any of these partnerships involve several partners working together to develop an integrated service delivery program that includes foster youth/former foster youth as a target population?
  - g. Are there local forums or meetings that provide an opportunity or could provide an opportunity for partners to discuss/strategize/plan local housing programs for foster youth?
5. Are housing preference points applied in development projects in your community? If so, are preference points provided to developers who set aside housing for former foster youth?
6. What barriers exist to emancipating/emancipated foster youth accessing housing?
7. What strategies are helping to eliminate, or could help to eliminate, barriers identified in your response to #6 above?

**Focus Area**

**Employment/Job Training/Postsecondary Education**

✓ Goal: Emancipating foster youth (beginning at age 14) and emancipated foster youth (through age 24) have access to, participate in, and are supported in a broad array of youth- and family-focused employment, training and postsecondary education programs that lead to meaningful, living-wage employment and careers.

**Outcomes,  
Systems &  
Partnerships**

1. Annually, at the point of emancipation, how many/what percentage of emancipating foster youth:
  - b. Leave care with paid or unpaid work experience?
  - c. Have received a HS Diploma, GED, Proficiency, or other high-school equivalency degree?
  - d. Have been accepted to college?
2. For aftercare youth 18 to 21, how many/what percentage:
  - a. Secure part-time or full-time employment?
  - b. Attend community college, certificated vocational training, or 4-year postsecondary education institution?
3. What percentage of local WIA-served youth annually are current or former foster youth?
4. What vocational training programs/opportunities exist in your county (include ROP, WIA/DOL, private, etc.)?
5. What successful employment and training programs exist within the County? Which include career pathway programs offering postsecondary education/training leading to a designated career? Which take into account high-growth, high-demand occupations in your region that can provide a living wage?
6. What effective college access and student support programs exist in your region?
7. How effective is referral to/linkage of foster youth with the programs identified in your response to #4, 5 and 6 above? (Consider linkage of populations, i.e. Probation Youth not ILP involved, ILP-served youth, etc.)
8. What community partnerships are established to meet the employment/ training/postsecondary education needs of emancipating/emancipated foster youth? (Consider business, employers, education, WIB, court, etc.)
  - a. How many of those partnerships are with an adult system of care or service delivery system (i.e. can serve the youth beyond age 21)?
  - b. Can any of those partnerships assist with linkage to or provision of services out of county?
  - c. Do any of those partnerships involve several partners working together to develop an integrated service delivery program that includes foster youth/former foster youth as a target population?

<p><b>Outcomes, Systems &amp; Partnerships</b> <i>Cont'd</i></p> <p><i>[Employment, Job Training, Post-Secondary Education]</i></p>	<p>d. Are there local forums or meetings that provide an opportunity or could provide an opportunity for partners to discuss/strategize/plan local employment/job training/postsecondary programs for foster youth?</p> <p>9. What barriers exist to in-care foster youth accessing vocational training, work experience and/or employment?</p> <p>10. What barriers exist to aftercare youth accessing vocational training and/or employment?</p> <p>11. What barriers exist to emancipating/emancipated foster youth in your community accessing postsecondary education (include community colleges, state colleges, private colleges and universities)?</p> <p>12. What strategies are helping to eliminate or could help to eliminate barriers identified in your responses to #9, 10 and 11 above?</p>
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**Focus Area**

**ILP**  
 ✓ Goal: ILP is fully integrated with the child welfare & probation systems and provides a comprehensive continuum of accessible transition services in community locations where youth feel safe, connected to peers, supported by caregivers and significant connections, and encouraged to excel.

<p><b>Outcomes Systems &amp; Partnerships</b></p>	<p>1. Annually, how many/what percentage of in-care ILP-eligible foster youth under your jurisdiction and placed within your county participate in one or more ILP classes or activities?</p> <p>2. Annually, how many/what percentage of in-care foster youth 16 to 19 under your jurisdiction and placed out of county participate in one or more ILP activities in their placement county?</p> <p>3. Annually, how many emancipated foster youth 19 to 21 years old participate locally in ILP services and programs?</p> <p>4. How are transition services provided to youth not attending ILP classes and activities?</p> <p>5. Who is responsible for engaging current and former foster youth in TILP assessment and creation of an initial TILP and updated TILP? Is the assessment being used helpful in developing a TILP individualized for the youth? How are other stakeholders, such as caregivers, engaged in the process?</p>
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**Outcomes  
Systems &  
Partnerships**

*Cont'd*

*[ILP]*

6. How are activities related to housing, education, employment, and financial literacy included in TILP's and coordinated between social worker or probation officer, caregiver, and ILP? How are special needs addressed in TILP planning and service delivery?
7. How accessible are ILP activities/services and how are they geographically distributed throughout the county?
8. Is education and training provided to group homes, foster families agencies, foster parents, guardians, kinship families, birth parents, and youth about transition services and their essential role in the planning and linking of youth with these services?
9. How are older youth, caregivers, and the community engaged in the design/implementation/evaluation of transition programs, policies and services?
10. What community partnerships exist that can help prepare youth for independent living?
  - a. How many of those partnerships are with an adult system of care or service delivery system (i.e. can serve the youth beyond age 21)?
  - b. Can any of those partnerships assist with linkage to or provision of services out of county?
  - c. Do any of those partnerships involve several partners working together to develop an integrated service delivery program that includes foster youth/former foster youth as a target population?
  - d. Are there local forums or meetings that provide an opportunity or could provide an opportunity to discuss/strategize/plan local independent living programs for foster youth?
11. What barriers exist for effective cross-county referral, transition planning, and transition service delivery? What strategies are helping to eliminate, or could help to eliminate, those barriers?
12. How do you obtain and incorporate older youth and caregiver feedback on satisfaction with transition planning and services (and how often)?

**Focus Area**

**Financial Competency, Savings and Assets (Opening Doors to Success)**

√ Goal: Through youth and community partnerships, emancipating foster youth (ages 14 through 24) have access to, participate in, and are supported in a broad array of instructional support, experiences, and opportunities that lead to personal income, financial management skills and the accumulation of assets such as cars, homes, savings accounts, etc.

**Outcomes,  
System &  
Partnerships**

1. How many/what percentage of in-care foster youth 14 to 19 years old have a checking account? An emancipation or savings account?
2. Are financial literacy and asset-building skills taught to foster youth? (Consider whether existing training includes: differentiating needs/wants in order to make spending decisions; money, banking and balancing a checkbook; creating/using budgets; saving and investing money; turning dreams into goals/building a financial plan; entrepreneurship; building assets for the future; establishing credit; how to prevent debt; opportunities to research income potential of areas of career interest and relate to financial planning.)
3. What community partnerships are established to meet the financial literacy needs of older youth? (Consider financial institutions, small business development centers, employers/business, workforce development, foundations, community donors, community-based providers, etc.)
  - a. How many of those partnerships are with an adult service delivery system (i.e. can serve the youth beyond age 21)?
  - b. Can any of those partnerships assist with linkage to or provision of services out of county?
  - c. Do any of those partnerships involve several partners working together to develop an integrated service delivery program that includes foster youth/former foster youth as a target population?
  - d. Are there local forums or meetings that provide an opportunity or could provide an opportunity for partners to discuss/strategize/plan programs that build financial competency and assets of emancipating/emancipated foster youth?
4. What barriers exist to building the financial competency of emancipating/emancipated foster youth, and/or assisting them to accumulate savings and assets? (Consider environmental protective factors, liability issues, etc.) What strategies are helping to eliminate, or could help to eliminate, those barriers?
5. What intervention, assistance and/or support are available at times of financial crisis to assist emancipating/emancipated foster youth to understand and cope successfully with financial realities?

**Focus Area**

**Personal and Social Asset Development**

√ Goal: A continuum of specialized services has been developed and implemented to support emancipating/emancipated foster youth with special needs.

**Outcomes,  
Systems &  
Partnerships**

1. At the time of emancipation, how many/what percentage of foster youth have a physical or mental disability? How are youth assisted to apply for SSI/SSA and supported until SSI is in place?
2. At time of emancipation, how many/what percentage of emancipating youth have Special Immigrant Juvenile Status (SIJS)? Is SIJS sought for all foster youth eligible for it? Is jurisdiction maintained until it is in place?
3. What programs/services exist in your community to serve youth who are: pregnant or parenting, sexually exploited, LGBTQ, abusing substances, dually diagnosed (both MH and substance abuse disorders)?
4. How effective is referral to/linkage of foster youth with the programs/services identified in response to #3 above? (Consider linkage of populations, i.e. CWS Youth not ILP-involved, ILP youth, Probation youth, etc)
5. What practice values and processes are in place, or could be developed, to promote current and former foster youth connectedness to school, home, community and peers?
6. What partnerships are established to build resiliency and develop personal and social assets of current and former foster youth? (Consider youth programs, mentoring organizations, school programs/staff, CASA, etc.)
  - a. How many of those partnerships are with an adult system of care or service delivery system (i.e. can serve the youth beyond age 21)?
  - b. Can any of those partnerships assist with linkage to or provision of services out of county?
  - c. Do any of those partnerships involve three or more partners working together to develop an integrated service delivery program that includes foster youth/former foster youth as a target population?
  - d. Are there local forums or meetings that provide an opportunity or could provide an opportunity for partners to discuss/strategize/plan programs that build resiliency and develop personal/social assets of foster youth?
7. What barriers exist to building foster youth resiliency and the personal and social assets of emancipating/emancipated foster youth? (Consider environmental protective factors, liability issues, etc.) What strategies are helping to eliminate, or could help to eliminate, those barriers?

Focus Area

**Permanency**

√ Goal: Every foster youth leaving the foster care system has at least one lifelong connection to a caring, committed, loving adult, and is feeling both resilient and empowered to reach his or her unlimited potential.

Outcomes  
Systems &  
Partnerships

1. Annually, how many/what percentage of in-care foster youth 14 to 19 are in a service component of reunification? In Long-Term Foster Care? *(If possible, consider distribution of these cases by placement type)*
2. Annually, how many/what percentage of foster youth 14 to 19 exit to Reunification? Kin-GAP or other Guardianship? Adoption?
3. Are you able to track informal permanency connections for foster youth? How many foster youth 14 to 18 have such connections? At the point of emancipation, how many/what percentage have such a connection?
4. Are there categories of emancipating foster youth (i.e. in kinship care, foster home, FFA, group home or mental setting, placed out of county, etc.) for whom you are particularly successful in achieving permanency? *(Consider informal as well as legal permanency.)* Which categories provide the greatest challenges?
5. What is your agency policy regarding pursuing family permanency for youth age 14 and above? Are there current meetings, processes or practices in which you have integrated, or would like to integrate, a focus on older youth permanency?
6. What policies and practices have been established to support sibling connections for youth in care and those exiting to some form of permanency?
7. What community partnerships have been established to identify, develop and support older youth permanency connections? Can any of those partnerships assist with permanency for out-of-county youth?
8. How are families supported after a foster youth achieves legal permanency? After a foster youth achieves informal permanency?
9. Once a youth has emancipated, are permanency search services and/or adult adoption information/assistance available?

## OVERALL ASSESSMENT AND PLANNING

1. What is the overall impact you would like this Initiative to have for your emancipating/emancipated foster youth?
2. Considering your youth and their needs, which CC25I focus areas are “high priority” for your county at this time? In other words, which are most critical for improving local transition outcomes? Why?
3. Considering the 7 CC25I focus areas, which are your areas of strength? What has contributed to your strength in these areas?
4. Considering the 7 CC25I focus areas, which areas contain your greatest gaps? Describe the gaps and why significant.
5. Discuss what combination of focus areas, if strategically targeted in your CC25I work plan, are most likely to result in development of a local comprehensive continuum of care for emancipated/emancipating foster youth.
6. What strategies are most critical to include in each targeted focus area of your work plan? What technical assistance would be helpful in planning, developing and refining particular strategies?
7. What agency resources/time are invested in core training of staff and partners regarding foster youth transition and their essential role in this transition? Is training provided in CC25I focus areas? Is there targeted work you would like to do in this area?
8. Have you considered strategies that prioritize use of providers based on their permanency and transition outcomes for youth?
9. What resources/capacity currently exist for tracking transition services/outcomes (i.e. staff entering in ILP database)? How will you ensure resources/capacity are in place to track permanency and transition outcomes for all foster youth 16 to 19 and a random sample of 19, 20 and 21 year olds once CC25I database is implemented?
10. How will you build on your current Family to Family work, values and core strategies in implementing this initiative?
11. How can you most effectively integrate this initiative with other initiatives and system improvement efforts already underway in your county?
12. How will this initiative be governed and monitored? Discuss shared decision-making and oversight among partners and organizations working on the project in collaboration.

**THE END**