RESOURCE MANUAL FOR ARC COUNSELORS
WORKING WITH FOSTER YOUTH

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PROJECT

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Abstract

of

RESOURCE MANUAL FOR ARC COUNSELORS WORKING WITH FOSTER YOUTH

by

Nataliya Manchik

Statement of the Problem

Foster youth, who are eligible and desire to attend college, experience difficulty accessing available on-campus and off-campus resources. There is a general lack of knowledge about offered services. No manual existed for counselors who are working with foster youth students who attend or plan to attend American River College.

Sources of Data

Data was gathered using journals, articles, texts, websites, and personal interviews with professionals in the field.

Conclusions Reached

A resources manual is created for ARC counselors who are working with foster youth. The manual includes both on-campus and off-campus community resources.

________________________, Committee Chair
Guy E. Deaner, Ph.D.

________________________
Date
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Chapter 1
INTRODUCTION

Background of the Problem

Foster care system is a 24-hour substitute care for children who are being placed away from their parents or guardians and are under the legal responsibility of the State (Fried, 2009). The most current Adoption and Foster Care Analysis and Reporting System (2009) reports there were approximately 463,000 children in the U. S. in foster care. If foster youth at the age of 18 do not find permanent placement they are discharged or emancipated from foster care. According to the U.S. Department of Health and Human Services, in fiscal year 2006, approximately 26,000 youth aged out of the foster care system nationwide. California has the largest number of foster children and youth in the nation with approximately 80,000 children. Approximately 10% of the nation’s youth live in California and 20% of the children who are foster care system reside in the state (Cities Counties and Schools Partnership [CCCP], 2008, p. 3). Throughout the state, 4,000 of these youth are aging out each year and 250 of them are from the Sacramento County (Foster Youth Education Fund [FYEF], 2009).

Education is a part of the “American dream.” Our society values education and perceives it as a road to success for the future. In today’s world education means a good job, career advancement, economic independence, and establishment of important social networking (Casey, 2008). Emancipated youth from foster care do not differ from their peers in aspiring to achieve academic success. According to Casey Family Programs
(2008), approximately 70% of foster youth desire a college experience. As further stated by Casey, not many young adults from foster care ever have access to higher education. Too many of these youth lack basic information about college and support systems that are available to them. The system of higher education can easily be frustrating to young adults and it is especially difficult for emancipated foster youth who lack emotional and moral support of their families (Scott et al., 2006). Filling out tons of paperwork, meeting deadlines, completing assignments, finding available resources, paying fees, and other obligations require high independent functioning (Wolanin, 2005). Going through the educational process requires enormous amount of persistence and dedication. When students experience great amounts of pressure they usually tend to seek guidance from their support networks, which for young adults is family and friends. Foster youth often lack stable support and guidance required during this process (Littlefield, 2007). Their dreams of achieving academic success soon crash when they experience stress and feel the lack of support.

Disability is another factor that closely relates to emancipated foster youth and their academic achievements. According to Honoring Emancipated Youth Statistics (2008), more than 80% of children in foster care have developmental, emotional, or behavioral problems. In fact, 54.4% of foster care alumni have mental health problems, compared to 22.1% of the general population. After leaving care, emancipated foster youth experience disproportionate rates of trauma. Post Traumatic Stress Disorder (PTSD) has been diagnosed in 25.2% of former foster youth. This rate is six times higher
than war veterans and eight times higher than the general population. Approximately 33% of all former foster youth have no form of health insurance.

Another barrier to academic success is financial need. In higher education, students are expected to manage their lives by being responsible and able to live and function independently (Wolanin, 2005). “In a society where the average young person doesn’t leave home and become fully self-sufficient until age 26, foster youth are being hastily thrown own of the system and expected to be fully self supportive at 18 years of age (Scott et al., 2006, p. 12). In today’s economy it is very hard for young adults to support themselves and pay for education. As it is further stated by Scott et al., emancipated foster youth are expected to provide for their housing, health care, transportation, food, clothing, and do all of the other things necessary for survival. Many youth struggle to survive (Scott et al., 2006). All too often, the basic needs of survival become the first priority of emancipated foster youth and education remains simply a dream.

On the other hand, California offers a wide array of services for foster youth (Vue, 2006). According to Vue (2006), these services may include non-profit programs, housing, food, clothes, financial aid, scholarships, transition programs and other resources in the community. In addition, there are many on-campus support services and programs that are offered for those who are seeking higher education (American River College [ARC], 2010). However, the problem is that both providers and foster youth are not aware of these services and do not know where to search for them (Scott et al., 2006).
Counselors often serve as the initial providers for promoting awareness of on-campus and off-campus resources. Emancipated foster youth students could benefit from a couple of different programs at American River College such as Main Counseling, EOP&S, CALWORKS, DSP&S, Career Center, SPOT, etc. All ARC counselors can make recommendations to assist students in making informed decisions when choosing majors and careers (ARC, 2010). As further described by the ARC Information Center, counselors can help students figure out what is most important to them, listen to what interests them, help identify their skills and suggest further steps to take on their path to success. Also, counselors provide short-term, confidential, counseling. The focus of this counseling is problem solving. Common concerns that may call for personal counseling include anxiety or depression, inability to concentrate, grief, difficulties in relationships, or the like. For situations that call for more extensive therapy, ARC counselors can provide referrals to professionals in the community. However, too often, young adults that do apply for higher education go unidentified and unnoticed (Karen Perry, personal communication, November 17, 2009). Perry also stated that some students might not want to identify themselves as a foster youth because they want to “start fresh.” However, when students do not disclose information about their foster care history to their counselors, they often miss the services from which they can benefit.

According to Needell et al. (2002), 55% of emancipated foster youth attend community colleges. However, “40% did not earn credit (many did not attempt to take classes for credit, but rather were enrolled in remedial or other non-credit classes)” (Needell et al., 2002). Only 7% of emancipated foster youth earn enough required credits
for an Associate’s Degree and only 2% earn AA degrees, 1% earns certificates, and 2% transfer to 4-year colleges.

The author’s primary focus in this Project is emancipated foster youth who pursue higher education as students at American River College, (ARC). According to Karen Perry, ARC Foster Youth Liaison, there are approximately 500 students at ARC who identify themselves, in the Financial Aid Office, as foster youth. Karen Perry stated that her caseload consists of 20-30 students (personal communication, November 17, 2009). There is an obvious lack of information at ARC about the offered services (Karen Perry, personal communication, November 17, 2009). After the author met with a few ARC counselors from different programs, it was evident that trouble-free access to available resources was the main concern for counselors and foster youth students. The author’s intent is to provide counselors with a user-friendly manual that consists of on-campus and off-campus services for young adults who have emancipated from the foster youth system and are pursuing higher education.

Statement of the Problem

Foster youth, who are eligible and desire to attend college, experience difficulty accessing available on-campus and off-campus resources. There is a general lack of knowledge about offered services. At the current moment, there is no manual or guide created for counselors addressing foster youth students who attend or plan to attend ARC.

Purpose of the Study

Higher education often remains an unattainable dream for many foster youth due to limited knowledge of offered services. The purpose of this Project is to create a user-
friendly manual for ARC counselors which will serve as a guide for available resources. The intent of this Project is to equip ARC counselors with sufficient information regarding available services for counseling emancipated foster youth. The secondary purpose of this Project intends to explore the ways emancipated foster youth can use ARC’s programs, services, and resources such as scholarships, grants, counseling, and support services. In addition, the Project intends to explore the ways emancipated youth can use off-campus services in their communities.

According to the Code of Ethics, CRCC, section A1a, the primary obligation of rehabilitation counselors is to promote the welfare of their clients (Commission on Rehabilitation Counselor Certification [CRCC], 2009). The author believes that this manual will promote welfare of clients who are ARC foster youth students through accessible resources. CRCC, section A3e, also states that rehabilitation counselors recognize that support from others may be important to clients (CRCC, 2009). This manual is designed to provide support that is especially important for foster youth students who lack family care.

**Theoretical Framework**

The basis of Person-Centered therapy aims toward a greater degree of individual independence and focuses on the person rather than presenting problem. The goal is to assist clients in their growth process so that they can better cope with current and future problems (Corey, 2001). Emancipating from foster care system often means independence for foster youth. However, with independence, come many responsibilities, such as taking care of basic needs. Foster youth often do not know how to cope with
independence. (Wolanin, 2005). Therefore, they need assistance and proper guidance in their lives. When counselors are equipped with access to proper resources, they can help foster youth in the process of achieving higher education. Corey (2001) states that “through the therapist’s attitudes of genuine caring, respect, acceptance, and understanding, clients are able to loosen their defenses and rigid perceptions and move to a higher level of personal functioning” (p. 175). By providing genuineness, unconditional positive regard and acceptance, as well as accurate, empathetic understanding, counselors model healthy relationships. Through the power of the quality of therapeutic relationship, counselors establish a safe place of growth for foster youth. Counselors can help to empower students to reach their goals and live their dreams.

Definitions of Terms

Foster Care System - 24-hour substitute care for children placed away from their parents or guardians and for whom the State agency has placement and care responsibility. This includes, but is not limited to, placements in foster family homes, foster homes of relatives, group homes, emergency shelters, residential facilities, child care institutions, and preadoptive homes (Code of Federal Regulations, 2010).

Foster Youth – Children that are in the legal guardianship or custody of a state, county, or private adoption or foster care agency, yet are cared for by foster parents in their own homes, under some kind of short-term or long-term foster care arrangement with the custodial agency (Adoption, 2010).

Emancipated Foster Youth – foster youth who leave court and child welfare jurisdiction commonly at age 18, after the foster care system has dialed in the goals of
reunifying a child with the biological family or finding a permanent placement for the youth (Han et al., 2009).

Higher Education – in the United States, education after grade 12, including education in 4-year colleges and universities, 2-year colleges, and some trade schools (Lyndon Baines Johnson Library, 2010).

ARC Counselors – the mission of the American River College Counseling is to provide academic, career and short-term personal counseling to help students successfully reach their goals (ARC, 2010).

Limitations

One limitation to this project is time. Resources that are in existence currently at ARC and the Sacramento community may change over time. The second limitation to this project is geography, since the manual focuses only on Sacramento resources. The third limitation is population. This manual is designed only for American River College attendants and counselors. Lastly, the resources chosen for the manual were selected based on the author’s bias. Author’s choice was based on author’s judgment of most beneficial services for foster youth. The beneficial services are chosen as assistance for foster youth in overcoming barriers that stand in a way of achieving higher education.

Organization of the Problem

The remainder of this Project is divided into three additional chapters and one appendix. Chapter 2, the Review of Literature, includes the California laws and regulations regarding emancipated foster youth, statistical data in regards to higher education and emancipated foster youth, disability, and barriers towards higher
education. In Chapter 3, Methodology, the process of the design and rationale for the manual for ARC counselors working with emancipated foster youth will be discussed. In Chapter 4, Summary and Recommendations, the entire project will be summarized of the major findings related to the design of the manual. Also, the recommendations will be given for future revisions of the manual. The appendix will present the actual manual for ARC counselors. The Project concludes with a list of References.
Chapter 2

REVIEW OF LITERATURE

Introduction

Emancipated foster youth deal with a variety of problems as they pursue higher education. This chapter provides a comprehensive overview of the literature available on federal and state laws and regulations. It further focuses on foster youth with disabilities. More specifically it reviews the statistical data in regards to higher education and foster youth and the barriers towards higher education.

Federal/ state laws and regulations

According to the U.S. Department of Health and Human Services [DHHS] (2003), in the 19th century the federal government became involved in protecting the interests of children and intervening when parents fail to provide proper care. In 1912, the federal government established the Children’s Bureau to direct federal aid to families, which began with the passage of the Social Security Act in 1935 (DHHS, 2003). The Title IV-E of the Social Security Act is specifically focused on foster care system and is designed to provide more funding and greater flexibility for programs designed to help children make the transition from foster care to self sufficiency (Brooks, 2005).

In 1974 the Child Abuse Prevention and Treatment Act (CAPTA) was formed to provide federal funding to states for the prevention, identification, and treatment of child abuse and neglect (Foster, 2001). CAPTA established mandated reporting, Child
Protective Services component, and trained professional in working with foster children and youth.

As the population in foster care system increased, efforts were made to keep families together (Foster, 2001). Therefore, in 1980, the Adoption Assistance and Child Welfare Act was passed to provide aid to families with dependent children, establish a program of adoption assistance, strengthen the program of foster care assistance for needy and dependent children, and improve the child welfare and social services (Child Welfare Information Gateway [CWIG], 2010).

In 1997, the Adoption and Safe Families Act was enacted to promote the adoption of children in foster care (CWIG, 2010). The major provisions of the Act ensured safety for abused and neglected children, accelerated permanent placement, promoted adoptions, increased accountability, and required shorter time limits for making decisions about permanent placements. Not long after that, in 1999, another federal legislation established the Foster Care Independence Act (Foster, 2001). The purpose of this act was to amend part E of Title IV of the Social Security Act to provide additional funding for support services. The act removed barriers in adoptions, extended health and mental health coverage until age of 21, and allowed the states to use federal funds for housing costs (Foster, 2001). This act also replaced Title IV-E Independent Living Programs with the John H. Chafee Foster Care Independence Living Program.

In 2000, the Child Abuse Prevention and Enforcement Act was established to reduce the incidence of child abuse and neglect (CWIG, 2010). It authorized the use of
federal law enforcement funds by states to improve the criminal justice system. It was enacted in order to provide timely, accurate, and complete criminal history record information for child welfare agencies, organizations, and programs that are engaged in the assessment of activities related to the protection of children, including protection against child sexual abuse and placement of children in foster care (CWIG, 2010). Later on, in 2006, the Safe and Timely Interstate Placement of Foster Children Act was enacted to improve protection for children and to hold states accountable for the safe and timely placement of children across state lines (CWIG, 2010). The act also increased the amount of required state caseworker visits for children in out-of-state foster care placements. The Child Welfare Information Gateway (2010) notes the most recent legislation, the Fostering Connections to Success and Increasing Adoption Act, was enacted in 2008. The purpose of the Act is to amend Title IV-E of the Social Security Act to provide tribal foster care and adoption access, connect and support relative caregivers, improve outcomes for children in foster care, improve incentives for adoption, and other purposes.

Over the past several decades, in addition to the federal legislation, the state and local jurisdictions began initiating protection of children (Foster, 2001). Congress passed significant legislations that support the states’ duty and power to act on behalf of children when parents are unable or unwilling to do so (DHHS, 2003). In 1982 California passed Senate Bill (SB) 14. It required the state through the Department of Social Services and county welfare departments, to establish and support a public system of statewide Child Welfare Systems (California Department of Social Services [CDSS], 2004). Emergency Response, Family Maintenance, Family Reunification and Permanent Placement are the
four specialized components that are required in each county welfare department. The Foster Care Group Home Rate Structure, Senate Bill 370, was passed in 1989, in order to establish structure and authorizes the automated Child Welfare Services/Case Management System (California Foster Care Legislation [CFCL], 2006).

In 1991, The County Share of Cost for Foster Care, Assembly Bill (AB) 948, was enacted (CFCL, 2006). California state law increased the county share of cost for foster care and child welfare services as part of the realignment of state-local authority in various health and human services programs. This bill helped to increase the fiscal incentives to avoid or limit expensive foster care placements. In 1994, the California Family Preservation and Family Support Program, AB 3364, was established in order for California support programs to be consistent with federal requirements (CDSS, 2004). In 1996, the Postsecondary Education Outreach and Assistance for Emancipated Foster Youth, AB 2463, was passed to provide outreach, access, and retention services for foster youth who were interested in attending community colleges or California State Universities (CFCL, 2006). In 1997, California passed AB 1193, the Kinship Support Services Program. This bill established the Kinship Support Services Program in order to provide community-based support for relatives caring for children placed in their homes by the juvenile court or who are at risk of neglect, abuse, or delinquency (CFCL, 2006). In 1998, California state law implemented AB 2773, the Federal Adoption and Safe Families Act and shortened timeframes for reunification (CDSS, 2004).

In the last decade addressing the needs of foster youth through legislation has been an important avenue for those who work to improve transition outcomes for current
and former foster youth (CFCL, 2006). Cities Counties and School Partnership (2008) notes that California is being awakened by issues foster youth are facing and the need to take action to improve outcomes for this population. As further stated, since 2000, there has been approximately 35 pieces of legislation passed in regard to foster youth. Some of the legislations focused specifically on education.

In 2003, AB 490, Improving Foster Youth Education, was passed in California (Troia, Woodward, Bussiere & Ramiu, 2006). The bill addressed barriers of equal educational opportunity for foster youth. AB 490 required educational placements to ensure access for foster youth to academic resources, services, enrichment and extracurricular activities. Placement should be based on the best interest of the child and thus, the child should be placed in the least restrictive education program that can serve his/hers needs. The bill also required immediate enrollment, school district foster care liaison, and timely transfer of records.

In 2004, California’s Child Welfare System Improvement and Accountability Act was enacted. The act permitted counties to receive quarterly data reports to monitor efforts in order to improve results for foster youth. In addition, counties are also required to undertake comprehensive self-assessments that enlist community organizations in sharing responsibility for children. Also, it required counties to develop system improvement plans for approval by boards of supervisors and subsequent submissions to the state (CDSS, 2004). Another legislation that was passed in 2004 was SB 1639, Education WORKS! Cal WORKS Recipients: Education and Training (CFCL, 2006). This bill supported foster youths’ right to access information on higher education. It
encouraged California State University, University of California, and California Community Colleges to distribute information to foster care agencies regarding enrollment requirements and financial aid. This bill also provided California Community Colleges vocational curriculum for CALWORKS recipients with intensive English language immersion.

In 2006, AB 1808 was passed and required California state law to expand the Kinship Guardian Assistance Payment Program, allowing relatives caring for children in foster care to exit the child welfare system and to receive the same specialized care payments and clothing allowance as provided in the foster care program. This bill also required county human services departments to provide information about the independent living service program to all eligible youth nearing 16 years of age and his/her kinship guardian (California Child Welfare Co-Investment Partnership, 2009).

Fostering Connections to Success and Increasing Adoptions Act [FCSIAA] was enacted in 2008. It permitted the states to establish relative guardianship programs with deferral financial participation in the cost (Beall, 2009). It also allowed foster care, kinship-guardianship, and adoption assistance benefits to use federal funds for assisting youth until age 21. The state is required to ensure that foster youth attend school and remain in their same school where appropriate (Davis-Pratt & Conway, 2008). Additionally, if students are transferring schools, the state is required to assist them in the process to ensure that it will be done in a promptly manner. Federal funds were increased for school-related transportation costs. This bill was aimed to help students achieve their educational goals and improve health care. The state child welfare agencies were required
to work together with the state Medicaid agency to create a plan to better coordinate health care for appropriate assessments, screenings, and follow-up treatments. In addition to improving outcomes for youth in foster care, the FCSIAA promoted permanent families, increased support for American Indian and Alaska Native children, and improved the quality of staff working with children in the child welfare system.

Another AB was introduced in 2008, AB12, the California Fostering Connections to Success Act (Beall, 2009). AB 12 ensured that California opted into the FCSIAA and utilized federal funding opportunities. It provided transitional support to qualifying foster youth until age 21. It also ensured that relatives taking legal guardianship of foster youth would receive the same support provided for non-family members. As a result, the bill assisted California with declines in unemployment, homelessness, teen pregnancy, public assistance, and other costly outcomes with emancipated foster youth.

In 2009, AB 669 was passed, allowing California Community Colleges, University of California and California State Universities to classify recently emancipated foster youth students as in-state residents until students establish their residency after one-year and one day (Dorr, 2009). In-state enrollment fees for California Community Colleges are $26 per unit, yet $190 per unit for non-residents. Non-residents are also not eligible for Cal Grants or the Board of Governor’s Fee Waiver. This is a major obstacle in education because emancipated foster youth have to establish residency based on their biological parents’ residency. This bill helped students to establish In-state student fees and made higher education more accessible.

*Foster youth with disabilities*
Foster youth experience many medical and emotional issues as the result of abuse and neglect (Williams & Sherr, 2008). Over 1/3 of foster youth were identified as having one or more special mental health, medical, substance abuse, or developmental needs that significantly interfered with life (Leathers & Testa, 2006). According to Galehouse, Herrick, and Raphel (2009), youth in foster care system often begin their lives with a low birth weight, HIV/AIDS, or with parental exposure to illegal drugs or alcohol. This is often followed by malnutrition, dental problems, and neurological disabilities. As further noted, issues of abandonment, grief, and loss are very common in foster youth. These issues often lead to mistrust of people and many foster youth have severe behavioral and mental health problems. Foster youth have severe behavioral and mental health problems. Studies have also shown that between 28% and 52% of foster youth have learning disabilities and more than 50% are placed in special education (Zetlin, 2006).

Reviewing the study of Foster Care Children with Disabilities (Smith, 2003), there are more than 40 different definitions of disability. The Social Security Disability Insurance Program defined disability as “…the inability to engage in substantial gainful activity by reason of any determinable physical or mental impairment that can be expected to result in death or to last for a continuous period of less than twelve months” (Smith, 2003). Smith further reviews The Individuals with Disabilities Education Act definition. The act defines disability as maintaining any of the following disabilities: deaf-blindness, hearing impairments and deafness, mental retardation, autism, orthopedic impairments, other health impairments, language or speech impairments, serious emotional disturbance, traumatic brain injury, visual impairments and blindness, and
multiple disabilities. The World Health Organization in the Disabilities and Handicaps, International Classification of Impairment described disability as health experience resulting from an impaired ability to perform an activity in a manner or within a considerable “normal” range. Smith continues to describe the Americans with Disabilities Act (ADA) definition of disability, as physical or mental impairment that substantially limits daily life activities.

After examining definitions of disability the major programs and acts, Smith suggests that there are several commonalities between them. Smith believes that disability is a consequence of disease in the majority of definitions. She continues to state that the response of illness is assumed to be behavioral. The behavioral response is known to be physical, social-psychological or as impairment. In addition, Smith considers other common assumptions and propositions that model and structure the analytical representations of disability based on the underlying variety of definitions and believes they could be grouped as theoretical models. The different perspectives or theoretical models are medical, functional, and environmental.

The medical model is most dominant. It focuses on the diagnosis of disease by medical experts (Smith, 2003). Smith states that “causal explanations are limited to categories and often lack dimensionality and complexity” (pg. 84). The emphasis of the medical model is curing the individual’s problem. Furthermore, the medical model takes into consideration that the cause of disability resides within the individual. Gramkowski, Kools, Paul, Boyer, Monasterio, and Robbeins (2009), noted that 12% of foster youth received no regular health care, and 34% were not immunized. Visual and hearing
impairments significantly affected development or performance in 0.8% of youth. Cerebral palsy spinal bifida, multiple sclerosis and orthopedic impairments were found in a little over 1% of youth. Over 5% of youth have AIDS or are HIV positive, requiring special care. Other authors also noted that chronic conditions such as asthma, dental decay and malnutrition affect nearly 50% of foster youth (CCSP, 2008).

The concept of the functional model is that “disability captures an individual’s restricted or reduced capacity to respond behaviorally to social role expectations” (Smith, 2003). It focuses on representing work performance and measures limitations to daily life activities. It emphasizes the capacity to respond to social roles. Other authors viewed that behavioral response to environment as being influenced by immediate circumstances and learning history (Stoutimore, Williams, Neff, & Foster, 2008). Therefore, due to the circumstances surrounding foster youth, it is not surprisingly that disruptive behavior is the result of combined challenges.

Emancipated foster youth have disproportionately higher rates of behavioral health needs (Betz, 2010). Nearly 80% of youth are diagnosed with emotional disorders in comparison to only 16% to 22% of the general youth population (Williams & Sherr, 2008). Foster youth’s health problems are often caused by risky behavior; therefore, the identification of risk behavior is critical (Gramkowski et al., 2009). Emancipated foster youth indicate clinically significant borderline behavioral issues; of which 25% are internalizing and 28% are externalizing (Pecora, White, Jackson & Wiggins, 2009). Foster youth have a hard time concentrating, completing tasks, and following rules (Gramkowsi et al., 2009). It was also reported that behaviors such as cheating, lying,
stealing, arguing a lot, and destroying other’s belongings were fairly common. Foster youth who were in care due to parental death had increased aggressive behavior, threats to achievement, and higher individual risk. Individual risk behaviors integrated smoking, illegal substance use, engagement in violence and high sexual activity. It was estimated that half of youth in foster care reported to be sexually active and 17% did not use protection. The older the youth seemed to be, the more risk-taking behaviors they engaged in. Engaging in these negative behaviors was considered threats to achievement. Gramkowski (2009) further points out that children who experienced abuse and/or neglect entering the child welfare system grew up lacking social, academic and hygiene skills.

Furthermore, the third theoretical model is environmental (Smith, 2003). The environmental model disability is considered a “behavioral response to the social and physical environment” and “requires an interactive relationship with the environment” (pg. 85). The model perceives the interaction to be two-way. Smith argues that the person with disability can act in a manner to accommodate or compensate the environment. She also believes that environment can respond to the functional capacity of individuals in such a way as to accommodate level of functioning. Smith considers ADA to be an illustrative definition of the environmental model. Other authors described the environment model as an independent living model of disability and considered the problem to be in the environment rather than in the person (White, Simpson, Gonda, Ravesloot & Coble, 2010). It is considered a nonmedical model of disability and focuses on community action. It allows activists to develop more proactive participation in social
life, education, and employment. It believes that advocacy, and counseling can help solve the environmental problem by removing the environmental barriers and establishing more supportive, accessible communities.

Greenen and Powers (2007) state that foster youths’ environment is often not a luxurious one because they have little or no assistance from their families and limited community and government support. When foster youth leave the system, they do not find their circumstances to be in the safety net of family support. Instead, they are on their own, and are often unprepared for the challenges of independent living (Greenen & Powers, 2007). Many foster youth experience significant disabilities not only medically, emotionally, and behaviorally but also environmentally (Leathers & Testa, 2006). These significant issues cause difficulties for foster youth with to successfully attain independence in their environment. Four years after emancipation of foster care, foster youth’s environment significantly changes (Greenen & Powers, 2007). The authors further point out that over half of foster youth use illegal drugs, 25% become involved with the legal system, 62% are unemployed and of those who are employed, over half earn below the poverty line. In addition, foster youth also lack stable relationships in their environment. The lack of family often results in feeling neglect, isolation, and disconnection.

White et al. (2010) believes advocacy is the way to change problem of the environment and to empower for individual with disabilities towards independence. Smith (2003) further notes that over the past thirty years there have been considerable changes in services delivery structure individuals with disabilities. Many of these
significant changes were due to technological innovations. Derived behaviors from
diseases like epilepsy, diabetes, congestive heart failure and asthma can now be
controlled by the compound chemicals found by scientists. Assistive technology
developments that removed some barriers to independent functioning include power
wheelchairs, sonic and vision enhancement guides and nerve cell stimulators. The author
believes that these technological changes are especially likely to impact the quality of life
of foster youth with disabilities.

In addition to the medical, behavioral and environmental issues, foster youth
suffer tremendously from mental health disorders. Over 90% are admitted to outpatient
mental health services (Pottick, Warner, & Yoder, 2005). Approximately 31% of youth
reported to have severe mental health issues that interfered with daily activities (Leathers
& Testa 2006). As reported, 37% of foster youth met DSM-IV criteria for psychiatric
diagnosis with the highest rates for attention-deficit/hyperactivity disorder, major
depression, and disruptive disorder (Pecora et al., 2009). The most common lifetime
diagnoses in foster youth were oppositional defiant disorder and panic attacks. Over 20%
of emancipated foster youth were suicidal and 16% suffered from anxiety disorder
(Pottick et al., 2005). Almost all foster youth (98%) suffered from PTSD a percentage is
six times higher than of war veterans (Pecora, Jensen, Romanelli, Jackson & Ortiz, 2009).

Statistical data in regards to higher education and foster youth

The study of Youth Emancipating from Foster Care in California: Findings Using
Linked Administrative Data suggests that interest in and improvement of support for
emancipated foster youth will improve educational opportunities (Neddle et al., 2002).
The study revealed the critical need for educational opportunities and statistics regarding foster youth and their levels of college achievements. Other authors noted that 70% of emancipated foster youth report wanting to attend college (CCSP, 2008). As further stated by Neddle et al. (2002), 55% of emancipated foster youth attended community colleges; however, 40% did not earn credit. The reason for not earning credit was that students did not attempt to take classes for credits but instead were registered for remedial or non-credit classes. Of the 15% who did earn credits, 39% planned to transfer to four-year universities. Only 3% earned 56 or more credits which is the required number to transfer to a four-year university or to receive an Associate’s Degree. Likewise, only 2% transferred to four-year universities and/or earned Associate’s Degrees. In comparison to the national general population, 37% of community college students complete a degree at some institution and 19% transfer to four-year universities. Based on this data, many foster youth have educational goals and make connections with the community college system, yet there is little progress within the system.

The Pathways to College study examined 216 emancipate foster youth attending a four-year university (Merdigner, Hines, Osterling & Wyatt, 2005). More than half of the sample population was composed of college juniors (25.6%) and seniors (27.5%), indicating they have endured college through the first, perhaps most challenging, years. It was found that of 85% of those who were enrolled in postsecondary education were in “low restricted” placements, 30% reported failing to complete a grade, 37% reported enrollment in special education classes, 47.7% were transfer students, and 50% had to
change schools at least four times in their formal education. Nevertheless, 63% of foster youth reported their desire to complete college.

As further reviewed by Merdigner et al., (2005), the most frequent majors of foster youth in postsecondary education were social sciences (22.3%), other (18.9%), education (13.1%), business (12.6%), and humanities (12.1%). The average overall GPA was 2.98. Even though the majority of students stated that a Bachelor of Arts or Science Degree (82%) was their objective, yet 49.8% indicated that a Master’s Degree would be their final goal. A possible major fact of educational success is correlated with the strength of students’ social support. In case of needed advice, 87% reported they would ask a family member or friend. Nearly 60% reported that their current friends are other youth they previously met in foster care and 80% of recipients stated to be in contact with their birth-family.

The Pathways to College study has also reviewed the living situation of foster youth who attended college and it was reported that 51% rented an apartment, 13.3% rented a room, and 19.9% lived on campus (Merdigner et al., 2005). While going through college, foster youth supported themselves various ways: 79.6% through financial aid assistance, 76.4% through on/off campus employment, 28.2% from at least one scholarship, and 19.4% received help from family. The average foster youth college student works approximately 25 hours a week. The majority of students (63.8%) stated that the foster care system did not prepare them very well for college. Some (25.1%) reported that they were prepared fairly well and only a few (11.1%) felt extremely
prepared. After emancipation, approximately 40.5% of foster youth felt only somewhat prepared for independent living and 35% indicated they were not prepared at all.

A study done by Dworsky and Perez (2010) examined the implementation of on-campus support programs and services designed to provide academic, financial, and other supports to emancipated foster care youth. As further found by the authors, more than 50% of foster youth learned about their on-campus support programs from a source connected with the child welfare system (Dworsky & Perez, 2010). More than 40% were contacted by someone from the program, and approximately 33% learned about their college programs from a current or former participant. More than 86% of students reported that campus programs provided them with a sense of family and 66% of students reported that they received information regarding housing assistance. Approximately 76% of students also received information about financial aid. Referrals between agencies are very common for foster youth in educational settings. Nearly 60% were referred for student counseling services, 49% to health services, and 39% to off-campus community agencies. Approximately 31% of students identified at least one area of support services that was unmet. Over 40% reported contacting support programs at least once a week and found the received information helpful 90% of the time.

Zetlin, Weinberg, and Shea (2006) stated that they believed foster youth are one of the most educationally vulnerable populations based on the growing number of research statistics (2006). As further stated by these authors, foster youth had higher rates of absenteeism and disciplinary referrals than average students. Approximately 75% of foster youth students performed below their grade level and 50% have repeated at least
one course. Studies have shown that foster youth are more likely to experience academic, social, and behavioral problems in educational settings than their fellow classmates (Zetlin, 2006). Before foster youth register for college they are required to take achievement tests. The scores of foster youth on statewide achievement tests were 15-20% lower than their peers. Zetlin (2006) also notes that between 28% and 52% of foster youth receive special education support services, as the result of a learning disability or emotional disturbance. A study of Health Risk Behavior of Youth in Foster Care reported that youth had a difficulty concentrating (53.6%), completing work (42.8%), following rules (41.9%), and getting along with teachers (48.2%) in educational settings (Gramowski et al., 2009). The study reported that youth argued a lot (64%), threatened to hurt someone (41.1%), and committed theft (30.4%) in school environment.

The research also revealed a substantial statistical gap in educational achievement between foster youth and their peers. Only 20% of foster youth who completed high school and were considered college-qualified enrolled in higher education compared to approximately 60% of their peers (Wolanin, 2005). Dworsky and Perez (2010) reported, that only 30% of foster youth who were 21 years old completed at least 1 year of college in comparison to 53% of their peers. The number of foster youth that graduate from college estimates 1% to 11% in comparison to 30% from the general population (Dworsky & Perez, 2010).

Barriers towards higher education

Since the rate of foster youth receiving higher education is substantially lower in comparison with the general population, it is vital to examine barriers towards higher
education that prevent successful results. Foster youth identified themselves as being academically at risk (Zetlin, Weinberg, & Kimm, 2004). A number of studies have described different barriers to educational achievement that foster youth experience (Zetlin et al., 2004). Merdinger et al. (2005), believes that generally poor educational outcomes among foster youth were caused by factors and stressors associated with growing up in the foster care system. These factors include multiple placements and school changes, maltreatment, placement in restrictive settings, low educational expectations from caregivers, lack of access to educational assistance and college preparation classes, and tracking of youth into vocational schools rather than into college education. Foster youth, therefore, exit the system without adequate information about higher education. As further reviewed by Zetlin et al. (2004), many of the educational problems are encountered due to multiple school transfers and instability. Once foster youth is ready to attend college they often have missing school records, credits, and evaluations, as the result of frequent moves. This sets students behind in admission and registration. Moreover, foster youth frequently struggle overcoming a weak academic foundation in their pursuit of college (Wolanin, 2005).

Lack of accountability seems to be another barrier towards higher education (Zetlin, Weinberg, Shea, 2006). The authors argue that there is little or no accountability or monitoring of a foster youth’s educational progress. Since there is no one held responsible when youth emancipate from the system, they are on their own. There are no family members or even case workers to keep them accountable. Others authors believe that lack of stable relationships is also a barrier to education (Greenen & Powers, 2007).
Some findings suggest that the quality of relationships between foster youth and adults is significantly associated with the emotional behavioral functioning of youth (Southerland, Mustillo, Farmer, Stambaugh, & Murray, 2008). Increased behavioral and emotional problems are often linked to poor academic achievement (Unrau, Seita, & Putney, 2008). Such problems frequently sap their energy and their concentration undermining their ability to successfully perform in academic settings (Wolanin, 2005). The authors further state that students often feel disconnected and withdrawn from the general population. As the result of unstable relationships, one student described it as “I never attached, I learned not to trust anybody but myself” (Unrau et al., 2008, pg. 1261).

Another barrier in successful higher education is the lack of awareness of opportunities available for foster youth (Wolanin, 2005). Based on statistical data, many foster youth have disabilities; however, when they come to college they often ignore their issues (Unrau et al., 2008). As the result, they do not seek services, nor are aware of them. Not until they fail too many classes and someone in the system notices are students then referred to on-campus disability centers (Unrau et al., 2008). In addition, foster youth lack practical knowledge of navigating the complex educational system. Even simple tasks such as filling out applications are considered difficult processes. Due to low academic preparation, foster youth students lack skills such as time management and study skills necessary for educational survival (Unrau et al., 2008).

Postsecondary education remains unattainable for many in foster care due to financial reasons (Hernandez & Naccarato, 2010). Many foster youth do not pursue higher education because they cannot afford it (Wolanin, 2005). Foster youth lack the
ability to pay for college and are considered low-income. Based on the 2004-05 academic year, the average cost for a full-time student ranged $11,000 for community colleges, and $30,000 for four-year institutions. Clearly, foster youth aging out of the system cannot afford those expenses and need to rely on financial assistance from several sources (Wolanin, 2005). Hernandez and Naccarato (2010) also agree that financial aid assistance is highly needed for foster youth who are pursuing higher education. The authors consider that funds often open the door to college. However, foster youth lack basic skills of money management and need assistance managing financial problems. Many foster youth are not aware of financial services that are available to them in college since they often come out of the system unprepared. When Hernandez and Naccarato (2010) interviewed financial program directors, many of them believed that foster youth have adequate amount of funds offered to them, yet they don’t know how to budget effectively. Another issue with financial need is foster youth often share their financial resources with their families that are struggling to survive. They experience guilt if they do not share financial resources, and thus, they quickly run out of money.

Affordable housing is often a barrier towards higher education (Hernandez & Nacarrato, 2010). Foster youth are mostly preoccupied with managing basic daily living above other responsibilities (Wolanin, 2005). It was reported that in California housing prices have been some of the highest in the nation for over a decade (Delgado, Fellmeth, Packard, Prosek, & Weichel, 2007). As estimated, a minimum wage worker in California must work 131 hours per week, or make $22.09 an hour, in order to afford rent on a two-bedroom apartment. An emancipated foster youth might not need a two-bedroom
apartment but to rent a studio in California, he/she would need to earn $15.48 per hour or work 92 hours per week at minimum wage. Lack of affordable housing places a huge burden on foster youth students (Hernandez & Naccarato, 2010). Over 65% of emancipated foster youth have no place to live and 40% of those who live in shelters are from foster care. The students who live on-campus are often faced with the issue that during break periods student housing is closed. Foster youth have no place to go (Wolanin, 2005).

Summary

Foster youth encounter variety of hardships as they pursue higher education. Federal/state laws and regulations have intervened in the lives of foster youth in order to provide better quality of life. In the past decade, many of California’s legislation were specifically toward foster youth pursuing higher education. The regulations removed some of the barriers that stood in a way of foster youth’s educational success. In addition to the first theme, the theme of foster youth with disabilities was also examined. After defining disability, the different perspectives or theoretical models were introduced, such as medical, functional, and environmental. It was furthered noted that almost all of foster youth suffer from mental health problems.

Through the statistical data towards higher education, it was clearly vivid that very few percentage of foster youth complete higher education, yet many desire to. Some of the barriers that stand in a way of succeeding in school are believed to be caused by factors and stressors associated with growing up in foster care system, multiple placements and school changes. Other barriers that foster youth encounter are lack of
accountability and stable relationships, lack of awareness of the available opportunities, financial and housing needs.
Chapter 3

METHODOLOGY

Initial motivation for this project occurred in August 2009, during the summer that the author was working with foster youth overseas. While working with foster youth in different countries, the author was inspired to contemplate on U.S. foster youth and the available services for their educational achievements. In addition to the inspiration received from working with foster youth overseas, the author also has a great passion for education. For the past six years, the author has been working at American River College, in Disabled Student Programs and Services. While working in this educational setting, the author began her interest in developing services at ARC. Therefore, during the fall of 2009, the author closely examined ARC services and programs that were offered in support of foster youth.

In September 2009, the author met with Jon James, the coordinator of ARC’s DSPS program. Mr. James was able to provide many valuable resources for the current project. He discussed his experience with foster youth at ARC and the barriers foster youth encounter with higher education. Mr. James was also very helpful in discussing the services ARC offers foster youth and the services that still need to be developed. Furthermore, Mr. James constantly provided the author with information regarding foster youth in the Sacramento community with current legislations and research. Jon James has also referred the author to Karen Perry, the ARC foster youth liaison, and Lucy Berger,
the coordinator of Child Development and Foster and Kinship Care Education at California Community College Chancellor’s Office.

In October 2009, the author met with ARC counselors in several different offices and inquired about what they feel is most needed while working with foster youth. The author observed the underlying theme in their responses as the lack of accessibility to available resources. Counselors stated they often had to reschedule appointments for students while they took the time to research the available resources. On November 17, 2009 the author met with ARC foster youth liaison, Karen Perry. During the meeting, it was clearly evident that available services were not being advertised throughout the campus. Although around 500 students identified themselves as foster youth, only 20 to 30 of them utilized available services. There is an obvious lack of awareness.

In addition, the author signed up for an online Foster Youth Issue Forum Listserv (California Department of Education, 2010). The forum was one of the most vital sources for this project. The author received up to ten emails a week, with enormous amounts of information regarding foster youth and related issues such as housing, education, laws, community news, employment, scholarships, etc. Through the forum, the author was able to find many references for the literature review. Furthermore, the forum offered several teleconferences regarding foster youth and higher education. The information provided by the forum supplied the author with greater insight toward foster youth population.

In December 2009, the author began collecting periodical articles and journals for the literature review of Chapter 2. In addition to journals and articles, much information was gathered through governmental websites. Studies that were collected and examined
varied in perspectives. Not only did they report on the positive aspects of foster youth education, but they also reviewed the elements that are still lacking in the delivery of foster youth services. By completing the literature review, the author became knowledgeable and aware of federal/state laws and regulations, disabilities in foster youth, statistical data and the barriers toward higher education and foster youth.

On February 8, 2010, the author met with Lucy Berger and Catherine Campisi, former DSP&S dean, at California Community College Chancellor’s Office. After discussing foster youth and higher education, it was reaffirmed once more that very little services and programs are directed at helping foster youth succeed in higher educational settings. Based on Chapter 2, foster youth with disabilities experience severe emotional disturbance. Ms. Campisi was able to discuss how emotional disturbance, behavior, and disability affects foster youth in education settings. Ms. Berger was able to provide many resources regarding education and legislation at the state level and gave a list of governmental websites regarding foster youth.

After gaining insight about foster youth population and specifically understanding the ARC situation in regard to limited awareness, the author began collecting resources for the project. The author contacted ARC programs and collected brochures of offered services. Later on, the services were examined in regards to whether or not they can be applied for foster youth. Some programs had specialized services for foster youth in addition to their general services. The financial aid department, for example, offers general services to all students, yet has a special Chafee grant for foster youth. These programs were compiled into one separate folder. In addition to the on-campus services,
the off-campus services were taken into consideration. After reviewing the Community Services Directory and online resources given by professionals, the off-campus services were collected. Based on collected data, the end product will be a resource manual for ARC counselors working with foster youth. The manual will include on-campus and off-campus services that are beneficial for foster youth to succeed in higher education.
Chapter 4

SUMMARY AND RECOMMENDATIONS

Summary

This author’s research showed a clear picture of foster youth struggling to achieve higher education. There are approximately half a million children in the U.S. foster care system due to abuse and/or neglect. Many of these youth reside in the state of California and Sacramento County. Foster youth emancipate from the program at the ages of 18 to 21 requiring them to become self-sufficient. After the emancipation, the top priority of foster youth is often survival. Providing for basics needs, such as shelter, food and clothing, are essential goals of foster youth. Therefore, education is frequently nothing more than a dream. Although, statistics show that foster youth desire a college degree, many of them cannot afford college and are not aware of the available services that can make their dream a reality.

The federal/state laws and regulations regarding foster youth were also examined in the author’s research. Based on the review of legislation, it is evident that in the past decade, the government passed great regulations benefiting foster youth and making higher education more attainable. Due to the many tragic experiences of foster youth, mostly all foster youth suffer from PTSD and have severe emotional disturbance. The disabilities of foster youth were reviewed based on medical, functional, and environmental models. Mental health and service delivery were also examined. Relating
more specifically to higher education, statistical data was gathered. Furthermore, barriers
towards higher education were evaluated.

In addition, the author spent time meeting with many professionals in the field
and gained great insight into understanding foster youth population. Because of the
author’s employment, the author focused her attention into developing specific resources
for American River College. Based on all the gathered research, the author developed a
resource manual for ARC counselors who work with foster youth. This manual includes
on-campus and off-campus resources that will propel foster youth to successfully attain
higher education.

Recommendations

Over time, new barriers toward higher education may arise in our society and
service delivery programs may change. Not only will new federal/state legislation and
regulations be passed but new statistical data will also be developed. Therefore, the
author recommends updating the manual periodically since community resources, on-
campus services and programs will change.
APPENDIX

A Resource Manual for Arc Counselors
Working with Foster Youth

CALIFORNIA STATE UNIVERSITY, SACRAMENTO
College of Education
Department of Special Education, Rehabilitation
School Psychology and Deaf Studies

Spring 2010
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INTRODUCTION

This guide is created for American River College counselors who assist foster youth in achieving higher education. The purpose of this manual is to provide ARC counselors with trouble-free access to available resources. The manual includes both on-campus and off-campus resources. Selected on-campus support programs are those that are considered to be most beneficial for foster youth in achieving higher education and are open to all ARC students. Some specific programs that are included provide direct services for foster youth. The selection criterion for off-campus resources was based on the author’s judgment of most applicable services for foster youth. The applicable services are chosen as assistance for foster youth overcoming barriers that stand in a way of achieving higher education. These barriers are known as the basic needs of shelter, clothing, food, finances, relationships, health care and mental health. The community resources are selected on eligibility criteria that are most appropriate for foster youth, which are free of charge or least expensive, and are age appropriate for youth.
American River College Services
**ARC Campus Life Center**

**Location:** ARC Cafeteria, west entrance  
**Phone #:** (916) 484-8887

**Foster youth:** Could benefit from Student Life Center by getting involved with the on-campus community, clubs, organizations, as well as a great resource for local and affordable housing information.

**Services:** The ARC Campus Life Center connects and partners with ARC students, faculty and staff who are interested in making ARC campus an inclusive, engaging and FUN community for students. It provides students with opportunities to participate and engage academically, politically and socially on campus and in the greater community.

The center provides students with information regarding

- Housing and apartment listings
- Bike locker rental agreement
- Campus map
- “This week” newsletter
- Student ID card
- Student’s rights and responsibilities
- Tour of American River College

Services also include **STUDENT ASSOCIATION**

It is the officially recognized student group that represents all students on campus and is sanctioned by the ARC President and chartered by the Board of Trustees. The elected representatives and students on committees work to insure that the student voice is represented at the decision-making bodies of the college. In addition, it promotes activities on campus that stimulate the intellectual, physical and social lives of college students.
ACTIVE CLUBS AND ORGANIZATIONS:

Information about different clubs and organizations can be found at
http://www.arc.losrios.edu/Support_Services/Campus_Life/Clubs_and_Organizations.htm

or visit the Student Life Center

HOUSING INFORMATION

ARC is a noon-residential college campus. In order to assist students in finding a place to live, Student Life Center has compiled a list of local apartment buildings and contact information. Often times, these apartment complexes may offer special "move-in discounts" or ARC student discounts. When contacting these potential apartment managers, be sure to mention that you are an ARC student and inquire about possible discounts.
**CalWORKs Program**

**Location:** Student Services Building  
**Phone #:** (916) 484-8059

**Services:** The program works together with the student services programs, county department of human assistance, and other community agencies in order to promote self-sufficiency and life-long learning. In order to receive CalWORK services students will need to attend a 90min CalWORKs Intake Orientation. The services offered are listed below:

- Advocacy and support from staff who are familiar with the welfare rules
- Education, career, and academic counseling from a CalWORKs counselor
- On and off campus job information
- Clothing Women’s and Men’s Boutique
- Facilitation assistance working with your county worker on related education costs, such as childcare, books and transportation
- On-site county staff person (by appointment only)
- Information and referrals to other programs
Location:  Student Services Building  
Phone #:  (916) 484-8492  

Services:  Assists students in choosing career options, planning for college, and researching current job openings. In addition, each month offers workshops on resume writing, job search strategies, and interview information and techniques. There is no charge for services.

CAREER WORKSHOPS:

Available each month on resume development/cover letters, interview techniques – and other work and career related topics. During the fall and spring semesters there are two Career Counseling workshops. Workshops are free.

CAREER ASSESSMENTS:

They are easy-to-use questionnaire inventories that assess occupational interests.

- **Eureka:** Includes three assessments – True Colors, MicroSkills, & Occ-U-Sort. In addition to these assessments, Eureka also is a computer library with over 800 job descriptions, programs of study, state and national schools and financial aid information. Contact the Career Center for the site ID code to set up a new account. Main line:  (916) 484-8492.

- **Keirsey’s “Please Understand Me”**: This computer assessment takes approximately 15-20 minutes to complete. Based on your answers to 70 multiple choice questions, you will receive a personality temperament style along with a list of matching occupations that may be of interest to you. Available in the ARC Career Center only; not available online.

- **Elevations**: An integrated assessment system where you can discover your unique skills, values, and career options– and assists in making satisfying career decisions. Visit the Elevations Store by clicking "Shopping Cart" on the left and purchase the 'College and University' version for $15.00.

RESUME CRITIQUING:
Available by appointment only
EVENTS BY CAREER CENTER

**Career Talk Series** - These events offer a panel of employers from various community organizations – each with a specific focus within their career area. Employers share information with students on varied career paths available to them. Information on the hiring process – applications, resumes, the interview process, and benefit and wages are discussed. *Check each semester for the industry being highlighted.*

“**Career Exploration Day**” - consists of a panel of faculty from various major areas. The panel provides information about key aspects of their majors, related careers, the job outlook, and time for questions and answers from the audience. For students majoring in (or considering) one of these majors, it is an ideal opportunity for them to learn more. It may change your life! *Check each semester for a list of majors being highlighted.*

**CAREER COUNSELING:**

Career Counseling is available to currently enrolled ARC students who need assistance choosing a major and making informed decisions about their future careers. If you are frustrated trying to decide on a career, career counseling can provide guidance and support as you explore, learn about yourself, and take action. Call for an appointment.

**CAREER FAIR:**

The Career & Job Opportunity Center sponsors a Career Fair each fall semester. The October Career Fair is a major campus event with more than 60 employers participating. Many employers accept resumes and applications. Be prepared!

Students interested in having their resumes critiqued prior to the Career Fair are encouraged to call the Career Center and make an appointment with a Student Personnel Assistant.

**INTERNSHIP PROGRAM:**

Students can earn up to 4 units while gaining work experience in their field. More information available at: [https://wexp.losrios.edu/](https://wexp.losrios.edu/)
**Location:** Student Services  
**Phone #:** (916) 484-8382

**Services:** The program is designed to promote equal access to programs and facilities at ARC, insuring that students with disabilities experience the opportunity to fully participate in campus activities. It encourages maximum independence and personal empowerment through a successful educational experience.

**Foster youth:** may qualify to receive services based on medical, functional, and environmental models. Foster youth students may qualify by bringing their IEPs, special Ed history, medical proof of disability, diagnosis of mental health, or learning disabilities testing.

Make an appointment with a counselor for initial orientation to discuss:

- Academic and Career Counseling
- Program Planning
- Support Services
- Assessment testing, if needed
- Personal Counseling

**SERVICES INCLUDE:**

- Priority Registration
- Counseling
- Accommodations
- Test Proctoring
- Note-taking
- In-class and out-of-class aids
- Alternative media and technology
• Books on CDs, MP3s, and tapes
• Support groups
• Deaf and Hard of Hearing services
• Learning disability testing
**Extended Opportunity Programs and Services/CARE Program**

**Location:** Student Services Building  
**Phone #:** (916) 484-8492

**Foster Youth Contact Person:** Kara Perry, Former Foster Youth Liaison

**Services:** The program is designed to encourage and promote educational success in college. Most community college students have busy lives and many demands. EOP&S/CARE is designed to help students persevere and continue their education-- we want to see more college students finish their educational goals. The following services are offered to active EOP&S students:

**COUNSELING**  
Academic, career, and personal concern as they relate to education goals

**EMANCIPATED FOSTER YOUTH**  
EOP&S provides additional services upon the general EOP&S/Care services to emancipated foster youth. The additional services to former foster youth include working individually with foster youth liaison toward achieving educational goal. The foster youth liaison assists students with finding appropriate resources for housing, food, clothing, transportation and employment. In addition, provides counseling and mentoring.

**PRIORITy “0” ENROLLEMNT**  
Allows students to register in classes a week before regular registration

**TEXTBOOK ASSISTANCE**  
Provides students with a book voucher to purchase books for student’s major/area of study based on the Educational Plan

**SEMESTER NEWSLETTER**  
Keeps participants informed

**EARLY ALERT**  
In order to support and retain students in college

**TUTORING SERVICES**
Available for English, Math, Biology, Chemistry, Science courses, and other courses

TRANSFER SERVICES
- Provides fee waivers for CSU, UC, Private college applications, field trips to campuses, and application workshops

LETTERS OF RECOMMENDATION
- For scholarships and/or employment

AWARDS CEREMONY
- Provided to congratulate students who have completed their education goals/degrees

GRADUATING CAP & GOWN
- Fees are paid by the EOP&S program

BULLETIN ANNOUNCEMENTS
- Keeps students informed of offered services

MEMBERSHIP FEE
- Pays for honors society membership fee

EOP&S STUDENT WORKSHOP
- Offered weekly to assist students with study skills, money management, career exploration and more by attending these presentations
Financial Aid Office

Location: Student Services Building
Phone #: (916) 484-8437

Foster Youth Contact Person: Alicia Doci, assists students with Chafee Grants

Services: The goal is to assist students in obtaining the financial resources to achieve their educational goal. Financial Aid Office offers assistance with completing applications and explaining the requirements of the various financial aid programs. Financial aid consists of federal grants, loans, work study, state grants, fee waivers, and outside scholarships.

The priority date for funding is March 2. Applications dated after this date will be funded as long as funds are available. Students awarded financial aid are notified by e-mail or U.S. Mail. Average processing time of Federal Student Aid is eight to twelve weeks.

While students must determine their own budget, in keeping with needs and resources, the following is the annual cost of education for financial aid students attending American River College:

<table>
<thead>
<tr>
<th>Expense</th>
<th>Living with parents</th>
<th>Living on own</th>
</tr>
</thead>
<tbody>
<tr>
<td>Board/Room</td>
<td>$4,338</td>
<td>$10,872</td>
</tr>
<tr>
<td>Books/Supplies</td>
<td>$1,638</td>
<td>$1,638</td>
</tr>
<tr>
<td>Transportation</td>
<td>$1,044</td>
<td>$1,170</td>
</tr>
<tr>
<td>Personal</td>
<td>$3,096</td>
<td>$2,826</td>
</tr>
<tr>
<td>Fees ($26 per unit)</td>
<td>$624</td>
<td>$624</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$10,740 per year</strong></td>
<td><strong>$17,130 per year</strong></td>
</tr>
</tbody>
</table>
TYPES OF FINANCIAL AID GRANTS

For more specific information about student loans and other grants that are not listed in detail please visit the Financial Aid Office or online at:
http://www.arc.losrios.edu/x2736.xml#FWS

A. ACADEMIC COMPETITIVENESS GRANTS (ACG)

The maximum award for a first year eligible undergraduate student is $750; the maximum award for a second year eligible undergraduate student is $1,300.

To receive an ACG, students must:

✓ be Pell Grant-eligible during the same award year;
✓ be enrolled at least half-time;
✓ be a first-year or second-year undergraduate student or a student in a certificate program of at least one year in a degree program at a two-year or four-year degree-granting institution;
✓ have completed a rigorous high school;

and

✓ if a first-year student - have completed high school after Jan. 1, 2006; not have been enrolled in ACG-eligible program while at or below age of compulsory school attendance (age 18)

or

✓ if a second-year student - have completed high school after Jan. 1, 2005, and have at least a 3.0 grade point average as of the end of the first year of undergraduate study.

B. ALTERNATIVE STUDENT LOANS*

C. AMERICORPS*
D. BOARD OF GOVERNOR’S FEE WAIVER (BOGW)

The fee waiver assists eligible students with enrollment fees. To receive this assistance, students must complete a Fee Waiver Application or must have applied for financial aid through the FAFSA. Students must be a California resident and meet certain criteria (check for in the FAO in student services) Application available at Financial Aid Office or online at http://www.losrios.edu/lrc/bog_years.php

E. BUREAU OF INDIAN AFFAIRS*

F. CAL GRANT B AND C

Cal Grants are one of the smartest ways to get cash for college, money students don't have to pay back. If students are a graduating high school senior or recent graduate who meets academic and financial eligibility requirements, submit FAFSA and GPA Verification Form by March 2 or September 2 to be able to receive a Cal Grant. Students who have already completed 24 degree applicable or 24 transferrable units within the last 5 years at American River College will have their GPA automatically submitted to the California Student Aid Commission.

How to Apply: Submit the FAFSA and submit GPA Verification Form for the March 2 or September 2 deadline. To receive the grant students must meet the income, eligibility, and GPA requirements.

**Cal Grant B Entitlement Awards** provide low-income students with a living allowance and assistance with tuition fees and other educational expenses. Most first-year students receive an allowance of up to $1,551 for books and living expenses. After the freshman year, Cal Grant B also
helps pay tuition and fees in the same amount as a Cal Grant A. For a Cal Grant B, student’s coursework must be for at least one academic year.

**Cal Grant C** awards help pay for tuition and training costs at occupational or career technical schools. This $576 award is for books, tools, and equipment. Students may also receive up to an additional $2,592 for tuition at a school other than a California Community College. To qualify, students must enroll in a vocational program that is at least four months long at a California Community College, private college, or a career technical school. Funding is available for up to two years, depending on the length of the program.

G. CHAFEE

Youth who are in or were in foster care and have financial need may qualify for up to $5,000 a year for career and technical training or college. Students do not need to return money back. Grant money can also be used to pay for child care, transportation and rent while students are in school. Chafee Grant can be used in any eligible California college, university, career, technical school, or schools in other states.

**Qualification Requirements:**
An individual must be a current or former foster youth and not reached 22\textsuperscript{nd} birthday as of July 1\textsuperscript{st} of the award year. The eligibility status is determined by California Department of Social Services.

**Steps of the Application Process:**

1) **Apply for FAFSA** first; by March 2\textsuperscript{nd} at [http://www.fafsa.ed.gov](http://www.fafsa.ed.gov) (if students miss the March 2\textsuperscript{nd} deadlines they can still apply and see if funds are available for assistance).
2) For help with FAFSA questions regarding foster care and parents information schedule an appointment with a Financial Aid Clerk

3) Check out a manual on how to Provide Effective Financial Aid Assistance to Students From Foster Care and Unaccompanied Homeless Youth: A key to higher education access and success at http://casey.org/Resources/Publications/pdf/ProvidingEffectiveFinancialAid.pdf

4) Check out couple of websites how to answer specific FAFSA questions regarding foster youth and wards of the court:
   a) http://www.nasfaa.org/annualpubs/FosterYouthFAFSA.pdf
   b) http://www.ecampustours.com/payingforcollege/financialaidandafasafosteryouthtips4.htm

5) Fill out Chafee Application at:
   https://www.chafee.csac.ca.gov/StudentApplication.aspx

6) Schedule an appointment to meet with Alicia Doci

H. CHILD DEVELOPMENT GRANT*

I. FEDERAL WORK STUDY

The program is available to undergraduate and graduate students, provides part-time employment while students are enrolled in school and helps to pay student’s educations expenses. The program encourages community service work and work related to student’s course of study. It provides students with on-campus employment opportunities.
J. FEDERAL SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANT (FSEOG)

Applicants are required to complete FAFSA application; federal Pell Grant recipients receive priority for FSEOG awards. The Grant awards undergraduate students with exceptional financial need and those with the lowest Expected Family Contribution (EFC) as determined by Department of Education. Awards range from $100 to $4,000 a year. The amount of the awards is determined by financial aid office.

K. PELL GRANT

Students must complete FAFSA in order to receive Pell Grants. They are the foundation of federal student financial aid, to which aid from other federal and nonfederal sources might be added. Pell Grants are only awarded to undergraduate students. Amounts of the award can change yearly.

L. SCHOLARSHIPS

The American River College Foundation's scholarships are provided by the college, alumni, and private donors, and are awarded on the basis of academic excellence and promise of future achievement. Financial need is a factor for some awards, but not for all. Additionally, students who have acquired particular skills may be awarded for their talents. For more information ask financial aid office or visit [http://www.arc.losrios.edu/Support_Services/Scholarships.htm](http://www.arc.losrios.edu/Support_Services/Scholarships.htm)

M. STUDENT LOANS*
Health Center

Location: Administration Building  
Phone #: (916) 484-8383

Services: The ARC Health Center is a nurse-directed center, services are provided by Public Health Nurses. There are no on-site physician services. The nursing staff may assess problems and make referrals to physicians, health agencies, etc. as needed. They cannot, however, make medical diagnoses or prescribe treatment. All services except for TB testing and immunizations are free. The following general services are provided:

- Blood pressure screening
- First aid
- Parking permits for the disabled
- Health assessments & referrals
- Hearing screening
- Height/weight screening
- Illness and wellness information (individual and groups)
- Immunizations for tetanus; measles, mumps, rubella (MMR); hepatitis B
- Lab referrals for blood titers (hepatitis B, measles, mumps, rubella, varicella)
- Lactation room (breast pump and milk storage are not provided in Health Services)
- Personal health counseling & referral
- Referrals to community resources (uncommon immunizations, medical care, mental health, support groups, social services, etc.)
- Reproductive health services
- Skin testing (PPD)
- Vision screening
Learning Resource Center

Location: Student Services Building
Phone #: (916) 484-8693

Services: The Learning Resource Center (LRC) is a professionally staffed facility that offers students a personal approach to academic success through independent study, individualized tutoring and alternative modes of instruction. It includes services listed below:

- Open computer lab for students doing instructionally related work
- Beacon Program
- ESL Center (English as a Second Language)
- Foreign Languages Lab
- Reading Center
- Reading Across the Disciplines (RAD)
- Student Athlete Academic Services
- Tutoring Center
- Writing Center
- Writing Across the Curriculum (WAC)
Off-campus Community Resources
Emergency Phone Numbers And Agencies
<table>
<thead>
<tr>
<th>Name of the Hotline</th>
<th>Phone #</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abuse Victim</td>
<td>1-877-448-8678</td>
</tr>
<tr>
<td>AIDS Referrals in the Community</td>
<td>1-800-367-2437</td>
</tr>
<tr>
<td>Alcohol and Drug Abuse</td>
<td>1-800-729-6686</td>
</tr>
<tr>
<td>California Youth Crisis Line</td>
<td>1-800-843-5200</td>
</tr>
<tr>
<td>CPS Emergency Response</td>
<td>1-916-875-5437</td>
</tr>
<tr>
<td>Diogenes Youth Services</td>
<td>1-916-363-0063</td>
</tr>
<tr>
<td>Eating Disorders Referral and Resources</td>
<td>1-800-931-2337</td>
</tr>
<tr>
<td>Local Suicide Prevention</td>
<td>1-916-368-3111</td>
</tr>
<tr>
<td>Narcotics Anonymous</td>
<td>1-916-732-2299</td>
</tr>
<tr>
<td>National Domestic Violence Hotline</td>
<td>1-800-799-7233</td>
</tr>
<tr>
<td>National Suicide Prevention</td>
<td>1-800-273-TALK (8255)</td>
</tr>
<tr>
<td>Need Him – Life’s Purpose / Christian Help</td>
<td>1-800-NEED-HIM</td>
</tr>
<tr>
<td>Poison Control</td>
<td>1-800-876-4766</td>
</tr>
<tr>
<td>Referral Services – identifying appropriate resources</td>
<td>211</td>
</tr>
<tr>
<td>Sacramento County mental Health Treatment Center</td>
<td>1-916-732-3637</td>
</tr>
<tr>
<td>Sacramento Crisis Center – Teen Challenge</td>
<td>1-916-443-3049</td>
</tr>
<tr>
<td>Self Injury Referral Information</td>
<td>1-800-DONT-CUT (366-8288)</td>
</tr>
<tr>
<td>WEAVE Battered Women Crisis Line</td>
<td>1-916-920-2952</td>
</tr>
</tbody>
</table>

*Add your own additional hotlines:*
**American Red Cross – Sacramento Sierra Chapter**

**Address:** 8928 Volunteer Lane, Suite 100  
Sacramento, CA 95826  

**Phone #:**  (916) 268-3131 - chapter headquarters  
(916) 36803147 – disaster assistance  

**Website:**  www.sacsierraredcross.or  

**Hours:** Monday – Friday 8:30am – 4:30pm; 24 hrs / 7 days a week emergency  

**Fees:**  None  

**Eligibility:** Any individual with emergency needs; health and safety education courses require prior scheduling and fees.  

**Services:** Assistance to victims of disaster; emergency services to military personnel and their families; classes in CPR, first aid, health and safety, and AIDS education, babysitting, California Child Care, pet first aid, disaster volunteer training, water safety, boating safety, Instructor training, preventing disease transmission, and workplace programs.

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**Loaves & Fishes – Maryhouse**

**Address:** 1231 North C Street, Suite 32  
Sacramento, CA 95814  

**Phone #:** (916) 446-0875  

**Website:**  www.sacramentoloavesandfishes.org  

**Hours:** Monday – Friday 8:00am – 2:30pm  

**Fees:**  None  

**Eligibility:** Homeless  

**Services:** Provides services on daily walk-in basis such as hot nutritious lunch, laundry, showers, counseling and self-help classes.

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**Sacramento Area Emergency Housing Center**

**Address:** 4516 Parker Ave  
Sacramento, CA 95820  

**Phone #:** (916) 255-2160  

**Website:**  www.saehc.org  

**Hours:** 24 hrs / 7 days a week  

**Fees:**  None  

**Eligibility:** Homeless, pregnant, or parenting youth ages 18-21 years.
Services: Temporary emergency shelter, meals, transportation, health services, and clothing for those housed at SAEHC, within the limit of available resources. Length of stay is determined by need and ability to function within shelter rules, up to 60 days. Counseling and case work services, assistance in locating permanent housing and transitional housing programs. Workshops for parenting and money managing are provided for residents. Drug and alcohol counseling and support groups available.

Volunteers of America – Open Arms

Address: 1900 Point West Way, Suite 270
Sacramento, CA 95818
Phone #: (916) 451-1765

Hours: 24hrs / 7 days a week
Fees: None
Eligibility: Single people ages 18+

Services: Emergency housing for individuals diagnosed as HIV-positive and those living with AIDS. A collaborative program with other partners in the AIDS provider community, the new emergency housing facility can house 12 individuals. Residents receive life-skills training as well as alcohol and drug-abuse education. Assessment and referral to permanent housing is also provided.

WIND Youth Services

Address: 701 Dixieanne Ave
Sacramento, CA 95815
Phone #: (916) 443-8333
(916) 561-2424

Hours: Monday – Friday 9:00am – 5:00pm
Fees: None
Eligibility: Homeless youth

Services: Outreach to youth experiencing homelessness living on the streets, in abandoned buildings in camps, etc. It also provides nurturing, hot meals, shower, laundry facilities, clothing, mailing and telephone. Services include counseling, case management and referral services, on-site junior high and high school program, referral and placement, music, computers, and art, preparation for employment, referral for medical and dental care and opportunity for recreation and socialization and drug and alcohol counseling. There is also a free legal clinic for teens last Friday each
month 9-11:30 am. Emergency 16 bed overnight shelter for youth seven days a week.
Housing
**AIDS Housing Alliance – Permanent Supportive Housing**

**Address:**
P.O. Box 161908
Sacramento, CA 95816

**Phone #:**
(916) 979-0897

**Website:**
www.aidshousingalliance.org

**Hours:**
Monday – Friday 9am - 5pm

**Fees:**
30% of income

**Eligibility:**
HIV+, homeless, or at risk of being homeless, singles, and families with children ready to be in program

**Services:**
Permanent supportive housing in 15 units (studios, one to three bedrooms) in midtown and six units (one bedroom) in Oak Park. Supportive services through social work/case manager include mental health, drug and alcohol, and living skills.

---

**Bishop Francis A. Quinn Cottages**

**Address:**
1500 North A Street
Sacramento, CA 95814

**Phone #:**
(916) 492-9065

**Hours:**
Monday – Friday 9am - 5pm

**Fees:**
30% of income

**Eligibility:**
Homeless

**Services:**
Transitional housing to help homeless adults and two-person families who want to break the cycle of homelessness. Safe, secure affordable housing, case management support, social and vocation skill development individually and in groups, clean and sober community, job training, health support, on and off-site opportunities, Drug & Alcohol counseling/services, and active Resident Council.

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**Community Housing Opportunities Corporation (CHOC)**

**Address:**
1490 Drew Ave, Suite 160
Sacramento, CA 95816

**Phone #:**
(530) 757-4444

**Website:**
www.chochousing.org

**Hours:**
Monday – Friday 9am - 5pm.

**Eligibility:**
Income and occupancy restrictions apply
Services: Affordable housing to families, senior citizens and single people in Sacramento, Davis, Fairfield, West Sacramento, Winters, and Woodland. Apartment communities are safe, clean, and attractive and set at prices far below market rate apartments.

Diogenes Youth Services

Address: 9719 Lincoln Village, Suite # 502
Sacramento, CA 95827
Phone #: (916) 369-5447
24hr HOTLINE: 1-800-339-7177
Website: www.diogenesyouthservices.org

Hours: Monday – Friday 10am – 5pm; 24/7 emergency hotline
Fees: None
Eligibility: Runaway, homeless, abused, neglected youth, primary ages 10-18

Services: Transitional Living Program is provided for older adolescents and young adults who need safe, supportive housing so they can devote their energies toward completing their education, learning and mastering independent living skills, securing employment, and establishing savings as precursors to self-sufficiency. Currently manages twelve (12) beds in a newly re-modeled duplex for male and female youth age 16-21. Supervision is provided by on-site staff on a 24-hour basis. Residents have access to phones, computers, fax machines, and copiers to aid them in their school and job readiness activities.

LaVerne Adolfo Housing

Address: 3547 Myrtle Ave
North Highlands, CA 95660
Phone #: (916) 349-2876
Website: www.voa-sac.org

Fees: None
Eligibility: Emancipated foster youth ages 18-24

Services: The program provides transitional housing for emancipated foster youth and homeless families. It also provides case management, budgeting education, intensive support services, and crisis intervention.

Lutheran Social Services – Transitional Housing Program for Homeless
Address: 2980 35th Street
Sacramento, CA 95817
Phone #: (916) 453-2900
Website: www.lssnorcal.org

Hours: Monday – Friday 8:30am- 4:30pm
Fees: None
Eligibility: Homeless individuals, former foster youth ages 18-24, and families with children

Services: Two-year transitional housing program that assists homeless families with acquiring employment, education, independent living skills, parenting skills, and accessing community resources.

Mercy Housing California

Address: 3120 Freeboard Drive, Suite 202
Sacramento, CA 95691
Phone #: (916) 414-4400
Website: www.mercyhousing.org

Hours: Monday – Friday 8am- 5pm
Fees: None
Eligibility: Very low-income to low-income

Services: Develops and manages affordable housing for families, seniors, formerly homeless persons, people with HIV/AIDS, and individuals with chronic mental illness and physical disabilities. They build or rehabilitate housing in response to community needs, inching multi-unit rental apartments, single-family homes, singe-room occupancy apartments, handicap accessible units, and self-help housing programs for families ready for home ownership. They also provide on-site management and resident services programs at all of its properties.

Passages Supported Housing Program

Address: 2201 Park Towne Circle, Suite 200
Sacramento, CA 95825
Phone #: (916) 480-9000

Hours: 7 days a week, hours vary
Fees: None
Eligibility: Homeless adults ages 18-24 with a psychiatric disability
Services: Supportive housing, intensive case management services, and life skills training. It also provides assistance in finding, choosing and keeping affordable housing. Also helps participants to develop the skills and supports necessary to reside in the community while participating in a variety of educational/vocational activities.

Public Housing & Rental Assistance Program Office

Address: 701 12th Street
Sacramento, CA 95814
Phone #: (916) 492-2244
(916) 440-1390
Website: www.shra.org

Hours: Monday – Friday 8am- 5pm
Fees: None
Eligibility: Very low-income and low-income persons and families

Services: Responsible for administering the waiting lists for Conventional (Public) Housing Program and the Housing Choice Voucher Program for the City and County of Sacramento. The Application Office accepts and processes application to determine eligibility of applicants for the various housing assistance programs offered.

Sacramento Self Help Housing

Address: 915 Broadway
Sacramento, CA 95818
Phone #: (916) 341-0593
Website: www.sacselfhelp.org

Hours: Monday – Friday 9am- 5pm
Fees: None
Eligibility: Very low-income and low-income persons and families

Services: Helps people who experience housing crisis find safe and affordable housing. There are total of 12 sites in the greater Sacramento area.

Shasta Hotel

Address: 1017 10th Street
Sacramento, CA 95814
Phone #: (916) 448-7510
**Hours:** Monday – Friday 8am- 5pm  
**Fees:** Fee for services, rent $318 per month, $250 security deposit, $15 application processing fee. Money orders only.  
**Eligibility:** Low-income  
**Services:** Single-room occupancy, clean and sober housing for low-income people. Includes 80 fully furnished rooms with shared kitchen and bathroom facilities, a community meeting room and laundry facilities, and 24-hours staffing. Four units designed for physically disabled persons.

**Tubman House**

**Address:** PO Box 160085  
Sacramento, CA 95816  
**Phone #:** (916) 371-6272  
**Website:** [http://wakingthevillage.org](http://wakingthevillage.org)  
**Hours:** Monday – Friday 9am – 4pm  
**Fees:** None  
**Eligibility:** Homeless, pregnant, or parenting youth ages 18-21 years.  
**Services:** Serves pregnant women and young homeless parents (18-21 yrs of age) and their children by operating two houses. Residents can stay up to 18 months receiving free housing, college support, counseling, intensive mentoring, and parenting support in exchange for 6 hours of weekly participation in leadership, life skills, and parenting workshops. Residents are also actively involved in governing the Tubman community. All residents receive support in finding quality childcare, college or career training, and permanent housing.

**Volunteers of America – Halcyon Place**

**Address:** 2830 Stockton Blvd.  
Sacramento, CA 95817  
**Phone #:** (916)736-2470  
**Hours:** 24hrs / 7 days a week  
**Fees:** Rent  
**Eligibility:** Homeless, mentally ill or low-income individuals  
**Services:** Housing for homeless and mentally ill persons.
Food and Clothing
Capitol City Adventist Community Services

Address: 6701 Lemon Hill Ave  
Sacramento, CA 95824  
Phone #: (916) 381-5353

Serves: Zip Codes 95820, 95822, 95823, 95824, 95828, and 95829

Hours: Monday; noon – 1:30pm; holidays closed

Eligibility: Needy individual, one per household, one Monday per month

Services: Food pantry, clothes closet and referral agency

Carmichael Adventist Community Services

Address: 4600 Winding Way  
Sacramento, CA 95841  
Phone #: (916) 487-8684

Serves: Zip Codes 95608, 95609, 95610, 95621, 95821, 95840 and 95841

Hours: Wednesday; 9 am - noon

Eligibility: Individuals on public assistance or unemployed

Services: Food pantry, clothes closet, volunteer placement and referral agency. Disaster relief services and support such as meals, listening service, and emergency supplies.

Cathedral of Praise and Worship Center

Address: 2875 Meadowview Road  
Sacramento, CA 95832  
Phone #: (916) 568-7606

Serves: South Sacramento area

Hours: Tuesday; 11:00 am – 12:30 pm

Eligibility: Open to all

Services: Food bag five away once a week

Central Downtown Food Basket
**Address:** 1701 L Street  
Sacramento, CA 95814

**Serves:** Sacramento area

**Eligibility:** Open to all; Identification needed for each family member

**Services:** Provides free bag of groceries Thursday only at Goethe Hall, from 10am to noon. Also provides baby formula and emergency food service for needy and referral services for all. Commodities available only during the last three Thursday of the month

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**Cordova Community Food Locker**

**Address:** 10497 Coloma Road  
Rancho Cordova, CA 95670

**Serves:** Sacramento County, especially zip codes 95628, 95655, 95656, 95670, 95683, 95742, 95826, 95827, 95829, and 95830

**Hours:** Monday, Wednesday, Friday 9:30am – 1:30pm

**Eligibility:** Open to all; Identification needed for each person in the household.

**Services:** Distributes 1-3 day supply of emergency food once every 30 days to families and single individuals on walk-in basis.

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**Daughters of Zion Enterpryz**

**Address:** 6489 47th Street  
Sacramento, CA 95823

**Serves:** Sacramento

**Hours:** Every 2nd and 4th Saturday 2-4pm; every 4th Tuesday noon -1:30pm

**Eligibility:** Open to all

**Services:** Food baskets and nearly new clothing

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**Emergency Food Closet**

**Address:** 5625 24th Street  
Sacramento, CA 95822
**Food and Clothes Closet**

**Address:** 5819 Pecan Ave  
Orangevale, CA 95662

**Serves:** Orangevale only, 95622  
**Hours:** Tuesday 9:00-noon  
**Eligibility:** Low income families and individuals  
**Services:** Orangevale recipients can use emergency food and clothes once a month

**Twin Lakes Food Bank**

**Address:** 327 Montrose Drive  
Folsom, CA 95630

**Serves:** Zip codes 95630, 95662, 95746, and 95672  
**Hours:** Tuesday – Thursday; 9:00 – 12:30pm  
**Eligibility:** Families or individuals, with ID, or homeless  
**Services:** Food closet and clothes closet. Verification of current address and current Social Security card or birth certificate is required. In addition, provides gas vouches, blankets, and infant needs, as well as Christmas baskets, Thanksgiving turkeys, back-to-school clothing, and new shoes give away in August.
Employment
California Department of Rehabilitation

Address: 721 Capitol Mall
Sacramento, CA 95814
Phone #: (916) 558-5320
Website: www.dor.ca.gov

Hours: Monday – Friday 8:00am – 5:00pm;
Fees: None

Eligibility: Ages 16+ with disability; must be certified by a vocational rehabilitation counselor

Services: Works in partnership with many consumers and other stakeholders to provide services and advocacy resulting in employment, independent living and equality for individuals with disabilities. In addition, develops rehabilitation services through research and professional education.

Center for Employment Training

Address: 6835 65th Street
Sacramento, CA 95826
Phone #: (916) 393-7401
Website: www.cetweb.org

Hours: Monday – Friday 8:30am – 4:30pm
Fees: Financial assistance available for all who qualify
Eligibility: Any individual eligible to work and who is economically and educationally disadvantaged

Services: Hands-on job training and basic skills remediation which is integrated into the vocational skill curriculum. Skills training are leading to a certificate in automotive-technology, heating-ventilation, air conditioning, medical assistant, and office technology. Year-round classroom skilled training and no testing require entering training. Unique mode of training ensures integration of skill training, basic skills instruction and human development.

Community Connection Resource Center

Address: 1217 Del Paso Blvd, Suite C
Sacramento, CA 95815
Phone #: (916) 922-6232
Website: www.community-connection.org

Hours: Monday – Friday 8:30am – 5:00pm; closed from noon – 1:00pm
Fees: None  
Eligibility: Parolees, probationers, and job seekers  
Services: Employment development and placement provided as well as community information and referral for ex-offenders and welfare recipients. Job seeking skills workshops, employment development, placement, case management and referrals for emergency needs such as shelter, food and clothing are provided.

**Community Work Experience**  
Address: 4990 Stockton Blvd  
Sacramento, CA 95820  
Phone #: (916) 875-3286  
Website: [www.dhaweb.saccounty.net](http://www.dhaweb.saccounty.net)  
Hours: Monday – Friday 8:00am – 5:00pm  
Fees: None  
Eligibility: CalWORKS recipients  
Services: Gain work experience, enhance or acquire marketable job skills, develop good work habits in a supportive environment.

**Employment Services - JobLINK**  
Address: 4990 Stockton Blvd  
Sacramento, CA 95820  
Phone #: (916) 875-3330  
Website: [www.dhaweb.saccounty.net](http://www.dhaweb.saccounty.net)  
Hours: Monday – Friday 8:00am – 5:00pm  
Fees: None  
Eligibility: CalWORKS recipients, low-income job seekers, unemployed, and underemployed  
Services: Development of employment opportunities, job screening, pre-employment skills information, referral services, drop-in job referral and employer recruitment services. “Job Talk” sessions providing job seekers with opportunities to meet employers and access hundreds of job opportunities, job boards, employer job listings, access to internet job search, referral to job readiness workshops and supportive services.

**Greater Sacramento Urban League**  
Address: 3725 Marysville Blvd  
Sacramento, CA 95838  
Phone #: (916) 286-8600
Website: www.gsul.org

Hours: Monday – Friday 7:30am – 2:30pm;
Fees: $10 for typing certificate

Eligibility: Low-incomes or individuals eligible for unemployment insurance
Services: Classroom training available in Office Technology, Call Center Training, General Education Diploma preparation and employment training workshops. Also provides tutoring, computer club-house, on-line high school exit exam preparation program; and pregnancy prevention curriculum. Typing certificates are available for $10.

Linkage to Education

Address: 925 Del Paso Blvd
Sacramento, CA 95815
Phone #: (916) 443-5942
(916) 455-5791
Website: www.linakagetoeducatio.org

Hours: Monday – Friday 9:00am – 6:00pm
Eligibility: Juvenile offenders and foster youths ages 17-18
Services: Helps to redirect and rehabilitate high-risk youths through higher education, vocational training and self-esteem building. Diagnostic assessment; enrollment into community college/vocational training program with fees waived and text books purchased; on-campus support, workshops and curriculum are provided. Also helps high-risk youths in the passage from institutional custody and care into higher education.

Loaves & Fishes – Our Daily Bread

Address: 1300 North C Street
Sacramento, CA 95814
Phone #: (916) 823-5510
Website: www.sacramentolovesandfishes.org

Hours: Monday – Friday 7:30am – 2:30pm;
Fees: None; donations accepted

Eligibility: Open to all
Services: A day labor job referral program offers $7 minimum wage, 4 hour minimum paid cash at end of day. First come, first served; sign up at Service Center in Friendship Park.
**PRIDE Industries**

**Address:** 10030 Foothills Blvd  
Roseville, CA 95747

**Phone #:** (916) 788-2100  
**Website:** [www.prideindustries.com](http://www.prideindustries.com)

**Hours:** Monday – Friday 8:00am – 4:30pm  
**Fees:** Fee for service

**Eligibility:** Individual with disabilities 16+

**Services:** Vocational rehabilitation and employment services creating opportunities for people with disabilities: vocational evaluation, work services, work adjustment, job exploration, job seeking skills/job clubs, job development, job placement, on-the-job training, on-the-job support, independent living skills, case management, and career/vocational counseling; employment focused services targeting welfare recipients, transition services for youth leaving education system and entering the adult world, federal contract employment, staffing services, foster youth services, and transportation services.

Emancipated Foster Youth Services at PRIDE Industries provide support, guidance and self-determination coaching to foster youth. The program also provides specific skills and resources building through the Foster Care Employment Program.

**SERVICES INCLUDE:**

- Assessment
- Resume development and interview readiness
- Job preparation, training, coaching and placement
- Marketable employment experience
- Coaching and mentoring
- Community access training
- Individualized assistance for transportation, housing referral, and employment preparation skills
Scholarships
Casey Family Scholars Program

Website: www.orphan.org
Contact: 1-800-950-4673 - Tina Raheem at OFA
1-206-270-4921 - John Emerson at Casey Family Program

Description: The program will award approximately 75 new scholarships for undergraduate study and career/technical training at accredited institutions and programs. A limited number of graduate school scholarships will also be awarded. Scholarships include support services.

Change a Life Foundation

Website: http://www.changealife.org
Amount: Non-renewable scholarship up to $5,000

Description: Applicants have to be foster youth or former foster youth that are graduating seniors with a 2.75 GPA or better and 1350 SAT score or better. Students must be planning to attend a 4-year school (transfer students with 2.5 GPA or better may apply). Applicants need to be from California.

Darko Rapotez Memorial College Scholarship Fund for Aged Out Foster Youth

Website: http://www.loveourchildrenusa.org/aboutus_programs.php
Amount: Up to $5,000 - $10,000 per year or as much as funds will allow

Description: Applicants must be emancipated foster youth and awards are determined based on academic excellence and need.

Foster Youth Education Fund

Website: http://www.fyef.org/scholarship.html

Amount: An applicant submits an approximate amount of funding that would assist with the costs for one full school year that will not be paid for by personal savings, employment, other scholarships and student financial aid.

Description: The Foster Youth Education Fund awards higher education grants each year to support the efforts of emancipated foster youth in the
four county Sacramento regions. The grants are awarded to youth who have successfully completed their high school education and who are entering or attending a two or four year accredited college/university or technical/trade school. Eligibility for education grant is without regard to race, gender, ethnicity, religion or political affiliation.

**Friends of Foster Children**

**Website:** [http://www.unitedfriends.org](http://www.unitedfriends.org)  
**Amount:** Between $500 and $1,000  
**Description:** Applicants must be current or emancipated foster youth continuing their education beyond high school.

**Guide to Scholarships for New Americans and Minorities**

**Website:** [http://www.dfwinternational.org/resource_center/Scholarship_Guide.pdf](http://www.dfwinternational.org/resource_center/Scholarship_Guide.pdf)  
**Description:** A guidebook on scholarship opportunities for minority students with over 100 different scholarships listed.

**Guardian Scholars Program**

**Website:** [http://www.fosteryouthhelp.ca.gov/pdfs/GuardianScholars.pdf](http://www.fosteryouthhelp.ca.gov/pdfs/GuardianScholars.pdf)  
**Contact:** 1-866-623-4543 ext 233  
**Amount:** Full-tuition to a variety of colleges throughout California  
**Description:** Applicant must be a California resident and plan to apply to one of the listed schools and be ages 17-23 with a minimum cumulative GPA of 2.5 and qualify for “Independent Student Status” (under federal financial aid guidelines).

**Orphan Foundation of America**

**Website:** [http://orphan.org/index.php?id=30](http://orphan.org/index.php?id=30)  
**Contact:** 1-800-950-4673 or scholarships@orphan.org  
**Amount:** Range from $5,000 to $10,000  
**Description:** Applicants must be foster care or ward court for at least a year by 18th birthday and under the age of 25 by March 31st. Applicants must be enrolled in or have applied to college or post-secondary
training program

*United Friends of Children*

**Website:**  [http://www.unitedfriends.org/youth-access/resources-links/foster-youth-scholarships](http://www.unitedfriends.org/youth-access/resources-links/foster-youth-scholarships)

**Amount:** $3,000 per year; up to three times

**Description:** It is a college sponsorship program that is committed to ensuring that foster youth have access to a high quality education and the opportunity to pursue their goals. Applicant must be current or former foster youth from Los Angeles County or probation suitable placement youth in order to qualify. Also must be a community college student with a cumulative 2.8 GPA or above who will transfer to a 4-yeah college or university as a full-time student. Students who apply have to be 23 years or younger.
Men’s Resources
**Union Gospel Mission**

Address: 400 Bannon Street  
Sacramento, CA 95814  
Phone #: (916) 447-2921  
Website: www.ugmsac.com  

Hours: 24hrs / 7 days a week  
Fees: None  
Eligibility: For males only  
Services: Provides overnight stay and rehabilitation program, clothing, food, spiritual help, and counseling services.

**Young Men as Fathers**

Address: Highway 50 & Mather Exit  
Phone #: (916) 942-2151  
Website: www.scoe.net  

Hours: Monday – Friday 8am – 5pm  
Fees: None  
Eligibility: Students attending Sacramento County Juvenile Court and community schools.  
Services: A positive, culturally sensitive curriculum focusing on prevention and parenting education to students and wards at Sacramento County Juvenile Court and community schools. The curriculum covers parental care, child care and development, bonding, family reunification, self-esteem building, and positive role modeling.

**Young Men’s Christian Association (YWCA)**

Address: 1122 17th Street  
Sacramento, CA 95814  
Phone #: (916) 264-8080  
Website: www.ymcasacramento.org  

Hours: Monday – Friday 9am – 4pm  
Fees: Membership fee, financial assistance provided  
Eligibility: Open to ages 3 months +  
Services: Provides health and physical education activities, including aquatics, swimming lessons, lifesaving, and aquatic fitness, cardiovascular fitness, health back, CPR first-aid, weight-lifting, basketball, karate, and gymnastics. Youth fitness includes basketball, volleyball, T-Ball, martial
arts, and soccer, as well as day camp, after-school care, youth and government, summer camps, diet camps, horse camp adventure guides, trips and caravans.
Women’s Resources
Chicks in Christ

**Address:** Sacramento and Yolo Counties

**Phone #:** (916) 441-1243

**Website:** [www.chicksincrisis.org](http://www.chicksincrisis.org)

**Hours:** Monday – Friday 9am – 5pm

**Fees:** None to birth mothers

**Eligibility:** Cal Works, pregnant, homeless with children, working women needing formula and diapers.

**Services:** Emergency assistance to women who are facing unplanned or unwanted pregnancy, who may or may not already have young children and are in a crisis situation. The goal of the organization is to decrease infant abandonment, child neglect, homelessness of women and children and to facilitate open adoption service. Parenting classes/skills, job preparation, and life skills are offered.

Mercy Ministries

**Address:** Lincoln, CA

**Phone #:** (615) 831-6987

**Website:** [www.mercyministries.org](http://www.mercyministries.org)

**Hours:** 24 hrs / 7 days a week

**Fees:** None

**Eligibility:** Girls from 13-28 years of age

**Services:** Mercy Ministries is a Christian residential program for young women between the ages of 13 - 28 who are dealing with any number of life-controlling issues. We operate unique Christian residential facilities free of charge. The program is designed to address the whole person: spiritual, physical and emotional. The facilities are located throughout the nation and adhere to the core values of excellence, unconditional love and accountability. The program is free-of-charge and lasts approximately six months. Services include individualized programs, biblically-based counseling, nutrition education, fitness instruction, life-skills training and educational opportunities. The goal is to have each young woman not only complete the program, but also discover the purpose for her life and bring value to her community as a productive citizen.

WEAVE, Women Escaping a Violent Environment

**Address:** 1900 K Street

Sacramento, CA 95814
Phone #: (916) 920-2952; 24hrs crisis line  
(916) 448-2321; Business/Counseling

Website: www.weaveinc.org

Hours: 24 hrs / 7 days a week  
Fees: None  
Eligibility: Women and children accompanied by their mothers  
Services: Provides emergency shelter for women and children. Intervention counseling, advocacy, legal assistance, court accompaniment, and information and referrals to domestic violence and sexual assault victims are provided. Interpreting services are available in 15 languages.

Wellspring Women’s Center

Address: 3414 4th Ave  
Sacramento, CA 95817  
Phone #: (916) 454-9688  
Website: www.wellspringwomen.org

Hours: Monday – Friday 7:30am – 11:30am  
Fees: None  
Eligibility: Women and children accompanied by their mothers  
Services: Nurtures the innate goodness and personal self-esteem of women and their children. Drop-in respite center provides respite and services based on “hospitality with dignity and love.” There is also a light breakfast is served weekday mornings, counseling and referral to other agencies are provided as needed.

Young Women’s Christian Association (YWCA)

Address: 1122 17th Street  
Sacramento, CA 95814  
Phone #: (916) 264-8080  
Website: www.ymcasacramento.org

Hours: Monday – Friday 9am – 4pm  
Fees: By membership  
Eligibility: Individuals and families  
Services: Provides education, social and health-related programs designed to meet the needs of women and their families in all life situations.
Online and Other Resources
**Breakthrough Series by Casey Families**


**Services:** A report created by Casey Families, it provides information about issues foster youth encounter in education.

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**Foster Club**

**Website:** [http://www.fosterclub.com](http://www.fosterclub.com)

**Services:** Foster Club has over 20,000 members nationwide. It is a national network for youth in foster care and those who have emancipated from foster care system. It includes three mini-sites, serving children, teens and adults. Fosterclub.com includes articles, contests, message boards for youth. In addition provides clubs specific to individual interest such as Transition Club, for emancipated foster youth, Advocacy Club, advocate for foster youth through legislation and policy. There is also an All-Star Club, 12 young people are selected to travel across the country motivating and informing their peers, and raise awareness and Events Club, events that are relevant to youth people in foster care.

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**Foster Ed Connect**

**Website:** [www.fosteredconnect](http://www.fosteredconnect)

**Services:** It is a free online community and resource clearinghouse for all people helping California’s foster care children succeed in school. It features dynamic database of information, allowing a wide range of people working with foster youth to communicate, share their expertise, and access the resources they need to help children and youth in foster care succeed. The resources are devoted to school enrollment and stability, state and federal legislation, dependency and juvenile court proceedings, and mental health. There is also a forum available for users to participate in conversations and ask questions of subject matter experts across the state. Local and statewide news and events are also featured. In addition, it provides free webinars targeted for specific groups.

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**Foster Youth Help**

**Website:** [http://www.fosteryouthhelp.ca.gov](http://www.fosteryouthhelp.ca.gov)
Services: Foster Youth Help website provides various resources for foster youth such as driver license, 10 facts youth should know, foster youth rights, education, complaints, county contracts and court, employment, housing, etc.

**Higher Education Opportunities for Foster Youth: A Primer for Policymakers**

Website:  
http://www.ihep.org/assets/files/publications/m-r/OpportunitiesFosterYouth.pdf

Services: A handbook designed to examine how and why foster youth appear to be slipping through the cracks of American system of postsecondary educational opportunity. It also explores how youth’s experiences of these groups relate to broader barriers posed by income and race. Ultimately, the project expects to inform higher education leaders, government policymakers, advocacy groups, and the media about the unaddressed barriers to access and success.

**It’s My Life: Postsecondary Education and Training**

Website:  
http://www.casey.org/Resources/Publications/pdf/ItsMyLife_PostsecondaryEducation.pdf

Services: A handbook that provides a framework to develop services for young people preparing to make the transition from foster care to successful adulthood. It promotes a holistic approach.

**La Familia Counseling Center**

Address: 5523 34th Street  
Sacramento, CA 95820

Phone #: (916) 452-3601

Website: www.lafcc.com

Hours: Monday – Friday 8:30am – 6:00pm

Fees: None

Eligibility: At risk birth -21 years of age and families for counseling, outreach and support services; for employment programs 16+ years of age
**Sacramento Valley Teen Challenge**

**Address:** P.O. Box 276737
Sacramento, CA 95827

**Phone #:** (916) 362-2800

**Website:** [www.teenchallenge.ws](http://www.teenchallenge.ws)

**Hours:** Monday – Friday 8:30am – 5:00pm

**Fees:** Donations accepted

**Eligibility:** Men and women ages 18+ who have a life-controlling problem, women with children or pregnant

**Services:** Comprehensive, multi-cultural professional counseling, support, and outreach services for at-risk youth and families. Year round youth activities, special activities, parenting classes, youth activities and craft classes are offered. In addition, provides children mental health services, project/gang suppression program for youth who drop out from school and are pre-gang and/or gang affiliated.

**Strength of Us**

**Website:** [http://www.strengthofus.org/](http://www.strengthofus.org/)

**Services:** This website consists of a user-driven social networking community and on-line resource center uniquely designed for youth. It allows youth to connect with peers to share information and to provide mutual support. Users can share personal stories, creativity, clog entries and status updates and much more. The site offers a variety of resources on issues that are important to youth such as healthy relationships, family and friends, independent living, campus life and employment, mental health issues and more.

**The Institute for College Access and Success**

**Website:** [http://www.ticas.org](http://www.ticas.org)

**Services:** An independent, nonprofit organization, that works to make higher education more available and affordable for people of all backgrounds. By
conducting and supporting nonpartisan research, analysis, and advocacy, the Institute aims to improve the processes and public policies that can pave the way to successful educational outcomes for students and for society.

**Youth for Christ – Family Concern Counseling**

**Address:** 5150 Sunrise Blvd, Suite H-1  
Fair Oaks, CA 95628  
**Phone #:** (916) 965-7319

**Hours:** Monday – Friday 8:00am – 5:00pm  
**Fees:** Fee for services  
**Eligibility:** Open to all  
**Services:** Individual psychotherapy, Christian family, marriage, pre-marital and sexual abuse counseling, play therapy, and teen groups.

**Youth Services Provider Network**

**Address:** 10474 Mather Blvd  
Mather, CA 95655  
**Phone #:** (916) 231-5333  
**Website:** [www.leed.or](http://www.leed.or)

**Services:** Collaboration of youth serving providers and funders in the Sacramento region committed to promoting positive youth development, learning, networking, and resource sharing.

**Youth Communication**

**Website:** [http://www.youthcomm.org/](http://www.youthcomm.org/)

**Services:** Youth Communication is the publisher of Represent, a monthly magazine for youth in care, written and edited by youth. Each issue covers issues that youth in care deal with all the time like mental health, money woes, jobs, and navigating the foster care system. In addition, provides training for teens in journalism, publishing magazines, books and other materials written and illustrated by young people.
REFERENCES


Dorr, P.M. (2009) *Foster youth and deaf and hearing impaired students are primary beneficiaries of governor’s approval of two community college sponsored bills*. California Community Colleges Chancellor’s Office.


K. Perry, personal communication, November 17, 2009


