



## Educational Champion Training

### MODULE 12:

### Mentoring Non-Minor Dependents and/or their Educational Champions

# Why Focus on Non-Minor Dependents?

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- Many former foster youth experience negative outcomes after they leave foster care.
- Former foster youth are more likely to:
  - be unemployed,
  - be underemployed,
  - missed opportunities for post-secondary education,
  - experience poverty and low wages,
  - struggle with unplanned pregnancies & parenting children, and
  - experience the adult criminal system.

# Are there any laws to help former foster youth?

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- To address and prevent these poor outcomes, the **Fostering Connections to Success Act** was passed.
- This allows young adults to remain in care **after they turn 18 years old** so that they can:
  - **Prepare for their futures** with additional educational and employment training opportunities,
  - Find and **secure stable and safe housing**, and
  - **Build permanent connections** with caring adults (including relatives, mentors, and community members).
  - Each additional year a youth is in care beyond their 18th b-day helps **increase earning potential**.

## What is a non-minor dependent?

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For purposes of the Fostering Connections to Success Act (FCSA), youth who opt to remain in care passed their 18th birthday are called “non-minor dependents.”

It is up to the youth whether s/he wants to participate in FCSA.

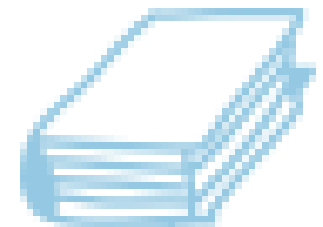


# An introduction to FCSA.

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- The goals of extending foster care are based on the needs of the individual, but they aim to help the youth:
  - Develop permanent connections with caring and committed adults,
  - Develop independent living skills and have opportunities for incremental responsibility,
  - Pursue education and/or employment goals, and
  - Live in the least restrictive placement.



# The basic requirements of FCSA.

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- In order to receive the relevant services and supports after the age of 18, the youth must meet ONE of the following participation requirements:
  - Be completing high school or equivalent program (i.e. GED); OR
  - Be enrolled in college, community college, or a vocational education program; OR
  - Be employed at least 80 hours a month; OR
  - Be participating in a program designed to remove barriers to employment; OR
  - Be unable to satisfy one of the above requirements because of a medical condition.



# Home placements under FCSA.

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The home placements available to youth participating in FCSA are **very flexible**.

- A home placement could be:
  - Home of a relative or non-relative extended family member (NREFM),
  - Foster family,
  - Foster Family Agency-certified home,
  - Home of a non-related legal guardian,
  - Group home,
  - THP-Plus Foster Care, or
  - Supervised Independent Living setting (SILP).
- There are specific rules for approving a home placement.

## Mentoring a non-minor dependent.

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Let the youth know that you are there to continue supporting his/ her educational success.

- Tell the youth that you care about his or her well-being and stability.
- Tell the youth that you want to make sure he or she has everything needed for successful independence – including a great education.
- Ask the youth to share his or her own thoughts about ways you can continue to provide support and guidance.
- Offer to participate in the youth's transition planning process.



## If the youth is in the process of completing high school or a GED program . . .

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- Continue to take an **active interest** in the youth's education and career goals.
- **Offer to help** the youth start thinking about next steps, like college or career training.
- Provide the youth with **guidance** throughout the college application process.
- **Offer to help** the youth pursue summer enrichment or summer job opportunities.

## If the youth is enrolled in college or in a career training program . . .

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- Continue to take an **active interest** in the youth's education and career goals.
  - Have regular conversations about how the college courses or career training are going.
  - Offer to help the youth explore possible courses of study and choices of majors/minors.
- **Encourage** the youth to **pursue his/ her career goals**.
- Continue to **praise the youth** for his or her hard work and accomplishments.

## If the youth is working . . .

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- Have **regular conversations** with the youth about how his/ her job is going.
- Talk to the youth about **short-term and long-term career goals** (promotions, job changes, etc.)
- Help the youth **map out** what steps s/he will need to take to reach those goals.

## If the youth is looking for work . . .

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- Ask the youth about what type of work s/he is looking for.
- Offer to help the youth **brainstorm about possible job opportunities.**
- Offer to provide the youth with **guidance and support** during the job search process.

## Ways to help with the job search.

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- You can provide the youth with support through their job search by:
  - Helping the youth look for **job listings online**.
  - Helping the youth prepare a **resume & reference list**.
  - Offer to **connect the youth with an adult** who works in the youth's field of interest.
  - **Helping the youth prepare for a job interview** (i.e. mock interview).

# My Goals:

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What I will do:

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How often I will do this:

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## Resources.

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This PowerPoint, Tip Sheets, Mentoring Modules, and supporting materials can be found at: [www.foster-ed.org](http://www.foster-ed.org).

If you have questions about the materials, please contact:  
[info@fostered.org](mailto:info@fostered.org)

Other Resources:

- *After 18 Your Future Your Choice*, available at [www.after18ca.org](http://www.after18ca.org)
- *Assembly Bill 12 Primer*, developed by the Alliance for Children's Rights, John Burton Foundation, and Children's Law Center