

Core Elements Necessary for Program Development

-----Status and Need for Program Development-----											
Core Elements and Key Activities	Status			Priority			Note/ Action	Target Date	Start Date	Completion Date	Responsibility
	Yes	Need Work	No	Low	Medium	High					
the individual working with these students also working in formal or informal partnership with other offices on campus and in the community?											
1.4 If “yes” to number 1.2, are we conducting outreach to potential students who are have been in foster care?											
1.5 If “yes” to number 1.2, how are we supporting our current students from foster care?	Notes, priority, target dates, and responsibility:										
1.6 If “no” to number 1.2, which offices should be directly involved and which is best suited to take the lead in identifying and supporting youth from care?	Notes, priority, target dates, and responsibility:										
2. Internal and external champions	Champions provide direct and indirect program support through influence, contacts, advocacy, and sometimes funding. Notes:										
2.1 How could influential individuals assist the college in supporting students currently or formerly in foster care?	Notes, priority, target dates, and responsibility:										

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2.2 Have donors approached the college with a special interest in assisting these students or disadvantaged youth in general?											
2.3 If yes to 2.2, would any of these be potential champions?											
2.4 Are there influential faculty members who because of their personal or professional experience have an interest in the unique needs of these students?											
3. Collaborate with community support service agencies	Support programs should have strong collaborative connections with local social services agencies, foundations, and independent living programs. Notes:										
3.1 Who on our campus is already connected with social service agencies and would be in a position to assist making connections with relevant foster care agencies?	Notes, priority, target dates, and responsibility:										
3.2 Which local, county, and state social service agencies, foundations, and	Notes, priority, target dates, and responsibility:										

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succeed? (E.g. Who they are? What a typical student's experience might have been? How much trust they might expect? Etc.)											
5. Staff peer support and professional development	New and established support program staff benefit from belonging to a network of peers in other colleges who support youth from care. Notes:										
5.1 What other colleges in our region or higher education system provide support to students currently or formerly in foster care? Who takes the lead?	Notes, priority, target dates, and responsibility:										
5.2 How could we benefit from communication with the designated leaders in those colleges?	Notes, priority, target dates, and responsibility:										
5.3 What agencies and foundations in our area might be interested and knowledgeable in helping us develop professional development and communication networks?	Notes, priority, target dates, and responsibility:										
6. Sustainability planning	Planning should be undertaken to sustain successful support initiatives. Notes:										

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6.1 Do we have administrative support to take the initial steps to develop a support program?											
6.2 What outcome data do we need to demonstrate the effect of support efforts?	Notes, priority, target dates, and responsibility:										
6.3 Who in the community would consider funding our support efforts?	Notes, priority, target dates, and responsibility:										
6.4 What can we do to design a support program that is cost effective?	Notes, priority, target dates, and responsibility:										

Phase 1: Core Elements to Support Student Basic Needs Recommended as High Priority for Discussion and Action

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7. Housing and other basic											

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care?											
9.2 If “no” to question 9.1, how might they get that information?	Notes, priority, target dates, and responsibility:										
9.3 If “yes” to question 9.1, how are they using that information?	Notes, priority, target dates, and responsibility:										

Phase 2: Core Elements of Secondary Priority to Support Student Need Recommended for Second Priority and Action

-----Status and Need for Program Development-----											
Core Elements and Key Activities	Yes	Status		Priority			Note/ Action	Target Date	Start Date	Comp. Date	Responsibility
		Need Work	No	Low	Medium	High					
10. Personal guidance, counseling, and supplemental support	Personal guidance, mental health counseling, and health insurance are essential for youth coming from care because of their history of abuse, neglect, and abandonment. Notes:										
10.1 What proactive measures are in place to	Notes, priority, target dates, and responsibility:										

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identify students with mental health issues? Could these measures be extended to target youth from foster care?										
10.2 What are the sources of mentorship on campus? Are the mentors trained? Could these resources be extended or training added to make them a valuable resources to youth from foster care?						Notes, priority, target dates, and responsibility:				
10.3 What mental health services are available at no cost? Can the number of counseling sessions be increased to meet the needs of youth from foster care?						Notes, priority, target dates, and responsibility:				
10.4 What financial aid resources are available to youth from foster care to cover the costs of health care in general and mental health care specifically?						Notes, priority, target dates, and responsibility:				
11. Opportunities for student community						Youth from foster care benefit from inclusion and engagement with campus activities. Some seek out opportunities				

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engagement and leadership	to be with others from foster care while others choose to avoid such association. Notes:									
11.1 What are the typical ways that students engage with campus activities and how is that engagement encouraged?	Notes, priority, target dates, and responsibility:									
11.2 What barriers might exist to make the engagement of youth from foster care difficult?	Notes, priority, target dates, and responsibility:									
11.3 How might these barriers be broken down?	Notes, priority, target dates, and responsibility:									
12. Planned transition to college, between colleges, and to employment	Youth from foster care need assistance in planning for college, applying, and beginning their college career. Once on track to complete an associate of arts degree, many require help transferring to a four year college. Most youth need help making a successful transition to a career. Each of these transitions involves letting go of one academic home and adjusting to a new one. This adjustment has a different meaning for youth without family support. Notes:									

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12.1 Do our college recruiters currently conduct outreach to youth from foster care?											
12.2 If no to 12.1, what opportunities exist to reach out to youth from foster care?	Notes, priority, target dates, and responsibility:										
12.3 How does our financial aid office use the data from the FAFSA question (question 53 in 2008) to help guide students to support services?	Notes, priority, target dates, and responsibility:										
12.4 Is our college transfer office aware of which students are from foster care?											
12.5 If yes to 12.4, how is that information obtained and how is it used?	Notes, priority, target dates, and responsibility:										
12.6 Does our college career and/or student employment center have a system for giving priority status to some student job seekers?											
12.7 If yes to 12.6, do	Notes, priority, target dates, and responsibility:										

