

Date of Hearing: April 3, 2024

ASSEMBLY COMMITTEE ON EDUCATION  
Al Muratsuchi, Chair  
AB 2137 (Quirk-Silva) – As Amended March 7, 2024

**[Note: This bill was double referred to the Assembly Human Services Committee and will be heard by that Committee as it relates to issues under its jurisdiction.]**

**SUBJECT:** Homeless and foster youth

**SUMMARY:** Makes several changes to existing services and plans to ensure the coordination of school-related services for foster youth and pupils experiencing homelessness. Specifically, **this bill:**

- 1) Authorizes, the foster youth services coordinating program (FYSCP) to provide tutoring, mentoring, and counseling to the pupil, if a foster youth educational services coordinator determines that it is in the best interest of a foster youth to do so. Requires that any services provided by a FYSCP be coordinated with the pupil's school.
- 2) Requires, if a local educational agency (LEA) exempts a foster youth from having to complete the Free Application for Federal Student Aid (FAFSA), or the California Dream Act Application (CADAA), the LEA to submit a copy of the opt-out forms to the FYSCP no later than 14 calendar days after the form was completed.
- 3) Requires, before the governing board of a school district, county office of education (COE) or charter school considers the adoption of a Local Control and Accountability Plan (LCAP) or annual update to the LCAP, the superintendent to consult with its homeless liaison to develop actions in the LCAP or annual update to the LCAP to ensure that each school within the school district, COE, and charter school identify all homeless children and unaccompanied youths enrolled at the school.
- 4) Requires the instructions developed by the State Board of Education (SBE) to specify, beginning with LCAP plans for the 2025-26 school year, that school districts, COEs, and charter schools include a description of how the school district, COE, or charter school has implemented or intends to implement the requirement to ensure that each school within an LEA identify all homeless children and unaccompanied youths enrolled at the school for those with a number of homeless pupils identified that is less than 10% of the number of pupils identified as eligible for free or reduced-price meals, for purposes of determining the local control funding formula (LCFF) allocation; and
- 5) Requires the instructions developed by the SBE to specify, beginning with LCAP plans for the 2025-26 school year, that school districts, COEs, and charter schools include specific actions, developed with the homeless liaison, to address homeless pupils for those that had homeless pupils receive the lowest performance level on one or more state indicators on the California School Dashboard (Dashboard) within the school district, COE, and charter school, or within a school, in the year preceding the adoption of the LCAP.

- 6) Requires the county superintendent of schools to consult with the designated homeless liaison to determine appropriate and specific actions for homeless pupils to be included in the LCAP or annual update to the LCAP.

**EXISTING LAW:**

- 1) Defines, in the McKinney-Vento Act, “homeless children and youths” as individuals who lack a fixed, regular, and adequate nighttime residence, and includes:
  - a) Children who are sharing the housing of others due to economic hardship, are living in motels, hotels, trailer parks, or campgrounds due to the lack of alternative accommodations, are living in emergency or transitional shelters, or are abandoned in hospitals;
  - b) Children who have a primary nighttime residence not designed or ordinarily used for sleeping;
  - c) Children who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
  - d) Migratory children who are living in the circumstances described above. (USC Title 42 Section 11434(a))
- 2) Provides a homeless student with specific rights and protections, including the right to immediate enrollment, and the right to continue education at the student’s school of origin for the duration of the student’s homelessness, according to the child’s or youth’s best interest. (USC Title 42 Section 11432 (g))
- 3) Requires a local educational agency (LEA) to ensure that each school within the LEA identifies all homeless children and youths and unaccompanied youths enrolled at the school. (Education Code (EC) 48851)
- 4) Confers certain rights on all children placed in foster care, including the right to be represented by an attorney to advocate for the child’s protection, safety, and well-being. (Welfare and Institutions Code 16001.9(a)(33))
- 5) Establishes, commencing with the 2015–16 fiscal year, and each fiscal year thereafter, the FYSCP, administered by the Superintendent of Public Instruction (SPI), to provide supplemental funding to COEs, or a consortium of COEs, to coordinate and ensure that LEAs within its jurisdiction are providing services to foster youth pupils, with the purpose of ensuring positive educational outcomes. Requires a FYSCP to meet minimum standards established by the SPI. (EC 42920.5)
- 6) Requires each LEA to designate a staff person as the educational liaison for foster children. (EC 48853.5)
- 7) Requires each LEA liaison for homeless children and youths, to ensure that homeless children and youths are identified by school personnel through outreach and coordination activities with other entities and agencies. (USC Title 24 Section 11432(g)(6)(A)(i))

- 8) Requires a school district, charter school, or COE to create a website containing the list of LEA liaisons for pupils in foster care and pupils who are homeless with contact information, and information on homelessness including educational rights and resources in that school district, charter school, or CDE. (EC 48852.6)
- 9) Requires, as a part of the adopted course of study for grades 7 to 12, commencing with the 2022–23 school year, as specifies, the governing body of an LEA to confirm that a pupil complies with at least one of the following:
  - a) The pupil completes and submits to the United States Department of Education a FAFSA.
  - b) If the pupil is exempt from paying nonresident tuition, the pupil completes and submits to the Student Aid Commission a form established for purposes of the CADAA. (EC 51225.7)
- 10) Requires LEAs to adopt and annually revise LCAPs, establishing annual goals and identifying specific actions, in the eight state priority areas. (EC 52060, 47604.33, 47606.5, 52064)
- 11) Requires governing boards of school districts and county boards of education when adopting an LCAP and an annual update to undertake specified community input activities. (EC 52060 and 52064)
- 12) Requires the SBE to adopt LCAP templates to be used by school districts, county superintendents of schools, and charter schools. (EC 52060, 47604.33, 47606.5, 52064)
- 13) Requires, on or before July 1, 2015, and each year thereafter, a school district to update the LCAP. Requires the annual update to be developed using a template adopted by the state board. (EC 52061)
- 14) Requires the LCAP instructions developed by the to specify that beginning with the 2024–25 school year, school districts, COEs, and charter schools to include specific actions in the LCAP to address all instances where a school or pupil group within a school district, COE, and charter school, or a pupil group within a school, receives the lowest performance level on one or more state indicators on the Dashboard. (EC 52064(e)(6))

**FISCAL EFFECT:** Unknown

**COMMENTS:**

*Need for the bill.* According to the author, “Research shows that these students who are experiencing homelessness or are foster youth face immense challenges in attaining a high school diploma and successfully matriculating to higher education. While schools are improving in identifying homeless students, many districts still report zero cases or likely underreport, denying these students the specialized assistance mandated by law.

Fiscal concerns should not hinder our state’s provide services to foster youth and those experiencing homelessness. It is precisely during these times that we must think creatively to ensure that the allocated funding and resources are used optimally for the benefit of these students. AB 2137 utilizes existing resources to enhance direct student support, streamline

collaboration of services, and reduce gaps in financial aid application completion to further improve outcomes for foster youth and students who experience homelessness.”

***Foster Youth Services Coordinating Programs.*** The California Department of Education (CDE) administers the FYSCPs through COEs to provide support services to foster children who suffer the traumatic effects of displacement from family and schools and multiple placements in foster care. These FYSCPs have the ability and authority to ensure that health and school records are obtained to establish appropriate placements and coordinate instruction, counseling, tutoring, mentoring, vocational training, emancipation services, training for independent living, and other related services. The goal of FYSCPs is to increase the stability of placements for foster children and youth. The services are designed to improve the children's educational performance and personal achievement, directly benefiting them as well as providing long-range cost savings to the state.

The program began in 1981 as a pilot program in four school districts, was expanded the program statewide through COEs in 1998, and was expanded again in 2006 to include additional eligible students. In 2013, the LCFF eliminated approximately three-quarters of all K-12 education categorical programs, but Foster Youth Services (FYS) is one of the few programs that has remained “outside” as a dedicated funding source.

***FYSCP report and recommendations.*** The CDE is required to provide a biannual report to the Legislature and Governor with the activities of California’s FYSCP and student learning outcomes of foster youth. Related to the learning outcomes for foster youth there were notable improvements during the reporting period (the 2019–20 and 2020–21 school years):

- Increased high school graduation rate of 2.6% for foster youth between 2019 and 2021, compared to the rate for non-foster youth of 0.5%;
- Increased foster youth school stability rates by 6% between the 2019-20 and 2020-21 school years;
- Increased foster youth FAFSA/CADAA completion rates from 2019–20 to 2020–21 by 4.4%; and
- Decrease in the statewide juvenile detention rate for foster youth by 2.4% from 2019–20 to 2020–21, representing more than 1,100 fewer foster youth receiving instruction in a juvenile detention facility.

According to the CDE, the FYSCPs have demonstrated substantial progress in building collaborative relationships among various agencies and systems that work with foster youth, focusing support on data sharing, transportation procedures to support school stability, learning support, and college and career transitions. The interagency collaborative relationships developed by the FYSCPs have resulted in the expanded capacity of providing comprehensive services to foster youth and the improvement in their academic outcomes. The data show that the FYSCP helped to:

- Increase the school stability rate. There was an increase of six percentage points in foster youth stability rates between the 2019–20 and 2020–21 FYs. This large increase in the rate is a significant step toward closing the opportunity gap between foster and non-foster youth.

- Decrease the statewide juvenile detention rate for foster youth by 2.4 percentage points from 2019–20 to 2020–21, representing more than 1,100 fewer foster youth receiving instruction in a juvenile detention facility. This illustrates significant and continued success for the foster youth population and speaks to the coordinated efforts to decrease school changes for foster youth.
- Increase the high school graduation rate. The two-year increase in the foster youth graduation rate of 2.6 percentage points is much higher than the non-foster youth 0.5 percent increase from 2018 to 2020. This larger increase in graduation rate is a significant step toward closing the opportunity gap between foster youth and non-foster youth.
- Increase foster youth FAFSA/CADAA completion rates from 2019–20 to 2020–21 by 4.4 percentage points.
- Coordinate services and information with LEAs and other partners to obtain necessary records to determine appropriate school placements and coordinate instruction.
- Increase collaboration and build capacity among partner agencies and systems in order to increase access to meaningful educational support for foster youth.
- Provide guidance and support to LEAs on the development of integrated policy and practice for LCAP to engage in effective program planning for foster youth under LCFF.
- Provide direct service and referrals for educational support services, vocational training, and training for independent living.
- Develop formal agreements to formalize collaboration among county agencies to optimize resources and eliminate redundant services.

To improve the program, the CDE recommends:

- Amending EC Section 42921(e)(2)(A) to remove the annual LEA waiver requirements to provide direct services to foster youth;
- Securing funding to support district foster youth educational liaison positions, and
- Continuation of the funding of the FYSCP to ensure the support infrastructure remains in place.

***Providing tutoring, mentoring, and counseling to foster youth through FYSCP.*** AB 854 (Weber) Chapter 781, Statutes of 2015, restructured the existing FYS program by shifting the primary function from direct services to coordination and allowing program funds to be used to support all students in foster care, irrespective of placement. This was due in part to acknowledge that school districts were now eligible to receive additional funding for unduplicated pupils (foster youth, English learners, and low-income) supplemental and concentration grants under the enactment of the LCFF in 2013, and FYSCP categorical funds could be devoted to coordination efforts on behalf of foster youth, rather than for direct services

(tutoring, mentoring, etc.) to foster youth. AB 854 established an annual LEA waiver requirement for school districts that requested to provide these direct services. This bill proposes to, in part, return the authority of school districts to provide direct services for foster youth through FYSCP, by authorizing the FYSCP to provide tutoring, mentoring, and counseling to the pupil, if a foster youth educational services coordinator determines that it is in the best interest of a foster youth to do so, and requires that any services provided by an FYSCP be coordinated with the pupil's school. The most recent FYSCP report recommends removing the annual school district waiver requirements to provide direct services to foster youth. ***Staff recommends that the bill be amended to*** provide some additional flexibility to FYSCPs while maintaining the intent of earlier efforts at prioritizing the coordinating role of FYSCPs.

***Foster youth outcomes often lag behind those of other students.*** Under California's LCFF, a child in foster care is any one of the following: a child subject to a juvenile dependency court petition, whether or not removed from the home; a youth who is the subject of a juvenile delinquency court petition and has been removed from the home and placed in foster care; a youth aged 18–21 in "extended foster care" enrolled in high school; a youth removed from the home under a voluntary placement agreement (between the parents and the county welfare department); or a youth who is a dependent of a tribal court.

The majority of students in foster care are students of color, and African American students are disproportionately represented. In 2018–19, around 18% of California's K–12 youth in foster care were African American, compared to just 5% African American students in the overall student population. The majority of students in foster care were Latino/a (55%), which matches the percentage of Latino/a students in the statewide student population. California students in foster care are also more likely than the general population to identify as LGBTQ. A 2019 study using a statewide sample of California students ages 10–18 found that 30% of students in foster care identified as LGBTQ, compared to an estimated 11% among similar-age nonfoster students. Students in foster care are also disproportionately likely to be eligible for special education services. In 2018–19, 31% of students in foster care were eligible for special education, compared to just 13% of their non-foster peers. Students in foster care also include "dual system" students—those involved with both the child welfare and the juvenile justice systems. (Burns, 2022)

Districts with students in foster care receive LCFF funding to support their learning needs. In particular, districts receive increased funding based on the unduplicated percentage of enrolled students from low-income families, English learners, and students in foster care. However, students in foster care do not actually generate additional funding because they are already considered eligible for free meals. Researchers suggest that their inclusion in LCFF unduplicated counts brings important visibility to this student group and means that the needs of students in foster care should be considered in LCAPs, in which districts specify learning goals for included student groups and create plans to achieve those goals. County offices of education must also include measures of progress for students in foster care in the Dashboard, the state's accountability system. (Burns, 2022)

According to the CDE's 2022 Dashboard, there are 31,060 foster youth enrolled in California public schools. Students in foster care represent one of the most vulnerable and academically at-risk student groups enrolled in California schools. The instability in home and school placements often negatively impacts students' learning achievement. In California, foster youth perform lower on all educational outcomes than any other student group in the state including

homeless youth, English learners, and socioeconomically disadvantaged students. Foster youth data on the 2022 Dashboard shows:

- 42.1% of foster students were chronically absent versus 30% of all students;
- 12.4% of foster students were suspended from school one or more times versus 3.1% of all students;
- Foster students were 85.6 points below the state standard on the Smarter Balanced Assessment in English Language Arts (versus all students at 12.2 points below standard);
- Foster students were 126.3 points below the state standard on the Smarter Balanced Assessment in mathematics (versus 51.7 points below for all students); and
- 64.1% of foster pupils graduated from high school versus 87.4% of all students.

Research further confirms the challenges and outcomes facing foster youth:

- 66% of students in foster care remained in the same school through the 2018-19 year, while 95% of non-foster students did so;
- 71% of students in foster care changed school during the school year in at least one of our years from 2015-16 to 2018-19, compared to 15% of all other students;
- 24% of students in foster care met or exceeded standards in English Language Arts in 2018-19, compared to 51% of other students; and
- 15% of students in foster care met or exceeded standards in mathematics in 2018-19, compared to 40% of other students. (Burns, 2022)

***How many California students experience homelessness?*** California schools identify homeless students using the definition of homeless students in the federal McKinney-Vento Act, which defines “homeless children and youths” as:

- Children and youth who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason;
- Children and youth who may be living in motels, hotels, trailer parks, or shelters;
- Children and youth who have a primary nighttime residence that is a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings;
- Children and youth who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
- Migratory children who qualify as homeless because they are children who are living in similar circumstances listed above.

According to the CDE, in 2020-21 there were 183,312 California public school students who met the federal definition of homelessness. This represents 3% of the total California public school student population. Over 17% of the students experiencing homelessness in the U.S. reside in California (Federal Data Summary, Education for Homeless Children and Youth, 2020).

According to a 2020 report by the UCLA Center for Transformation of Schools titled *State of Crisis: Dismantling Student Homelessness in California*, African American and Latino students are disproportionately represented among students experiencing homelessness.

***Youth experiencing homelessness have poor educational outcomes.*** Research suggests that students experiencing homelessness hold educational aspirations like those of their peers—to graduate from high school and go on to college. What separates students experiencing homelessness from their peers are the challenges of their circumstances, often due to the cumulative effects of poverty and the instability and disruption of social relationships associated with high mobility. (Burns, 2021)

California students who experience homelessness have a significantly higher risk of poor educational outcomes than other students. The CDE’s 2022 Dashboard data shows:

- 45.1% of homeless students were chronically absent, versus 30% of all students;
- 5.5% of homeless students were suspended from school one or more times, versus 3.1% of all students;
- Homeless students were 62.9 points below standard on the Smarter Balanced Assessment in English Language Arts (versus all students at 12.2 below standard);
- Homeless students were 101.8 points on the Smarter Balanced Assessment in Mathematics (versus 51.7 points below for all students); and
- 74.4% of homeless students graduated from high school versus 87.4% of all students.

***Liaison for students experiencing homelessness.*** The federal McKinney-Vento Homeless Education Act requires every school district, county office of education, charter school, and special education local plan area to designate an appropriate person as liaison for children and youth experiencing homelessness. LEA liaisons have an obligation to support children and youth experiencing homelessness who are not in the physical custody of a parent or guardian (unaccompanied youth). LEA liaisons must help unaccompanied youth select a school of attendance, receive transportation to and from the school of origin, and obtain a prompt and fair resolution of any disputes. LEA liaisons must also inform unaccompanied youth of their status as “independent” students for the purpose of applying to FAFSA and help verify their status.

***Financial aid for students.*** A FAFSA or CADAA allows students to be considered for financial aid and student loans. Completing a FAFSA or a CADAA provides access to students and their families with various financial aid options, allowing them to make an informed decision about pursuing a college, university, or vocational school.

AB 132 (Committee on Budget), Chapter 144, Statutes of 2021, requires, commencing with the 2022-2023 academic year, LEAs, including charter schools, to confirm that all high school



seniors have completed a FAFSA or a CADAA. The California Student Aid Commission (CSAC) has developed a FAFSA and a CADAA opt-out form that has been approved through the state regulatory process and may be used as a template opt-out form for local schools. In California, only 53 percent of high school seniors completed a FAFSA or a CADAA in the 2021-2022. California currently ranks 17th in the country.

This bill requires if a school district, COE, or charter school exempts a foster youth from having to complete the FAFSA, or the CADAA, the school district, COE, or charter school to submit a copy of the opt-out forms to the FYSCP no later than 14 calendar days after the form was completed.

***Local Control and Accountability Plans.*** The LCFF was established in the 2013-14 fiscal year to address the achievement gap by providing more equitable funding among LEAs, that is, to provide a higher level of funding to LEAs that enroll larger numbers of English learners, foster youth, and students eligible for free or reduced-price meals (unduplicated pupils) so they could provide those students with additional services and support. The reforms to the funding system were accompanied by changes to the state accountability system, including LCAPs. The LCAP is a three-year plan that describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities. The LCAP provides an opportunity for school districts, COEs, and charter schools to share their stories of how, what, and why programs and services are selected to meet their local needs. This bill would require a school district, COE, and charter school to consult with the homeless liaisons for the development of the LCAP.

Current law requires, beginning with LCAPs for the 2024–25 school year, school districts, COEs, and charter schools to include specific actions in the LCAP to address all instances where a school or pupil group within a school district, COE, and charter school, or a pupil group within a school, receives the lowest performance level on one or more state indicators on the Dashboard. This bill would require a school district, COE, and charter school to consult with the homeless liaisons for the development of the LCAP to address all instances where homeless pupils, receive the lowest performance level on one or more state indicators on the Dashboard.

Further, this bill would require LCAPs to include a description of how a school district, COE, or charter school has implemented or intends to implement the requirement to ensure that each school within an LEA identifies all homeless children and unaccompanied youths enrolled at the school for those with a number of homeless pupils identified that is less than 10% of the number of pupils identified as eligible for free or reduced-price meals, for purposes of determining the LCFF allocation.

***Recommended Committee Amendments.*** *Staff recommends that the bill be amended as follows:*

- Related to providing direct services in EC 42921 (e)(2)(A), if a foster youth educational services coordinator annually determines that it is unable, through coordinating activities required under this section and using any other state, federal, local, or private funds, to secure tutoring, mentoring, and counseling services provided by a school district, and if those services are established as needed and identified by the foster youth educational services coordinator, the FYSCP may provide those services.

**Related legislation.** AB 3223 (Wilson) of the 2023-24 Session permits a child who is the subject of a petition filed pursuant to Section 602 of the Welfare and Institutions Code (WIC) and who has been identified as being at imminent risk of removal and placement into foster care to be served by the FYSCP.

AB 373 (Gipson), Chapter 327, Statutes of 2023, requires an LEA operating an intersession program to grant priority access to homeless and foster children and youth.

AB 408 (Quirk-Silva), Chapter 904, Statutes of 2022, requires LEAs to establish homeless education program policies consistent with federal law, requires homeless education liaisons to offer training to specified school staff, and requires the CDE to develop a risk-based monitoring plan for homeless education requirements.

AB 740 (McCarty), Chapter 400, Statutes of 2022, extends the parental notification requirements currently in place for a student's involuntary transfer to a continuation school, suspension, or expulsion, in the case of a foster child, to the foster child's attorney and social worker, and, in the case of an Indian child, the child's tribal social worker and county social worker. This bill also provides a foster child's and Indian child's attorney and social worker with the same rights as parents during the involuntary transfer, suspension, or expulsion process, such as requests for meetings and the ability to inspect all documents.

AB 2375 (Luz Rivas), Chapter 912, Statutes of 2022, requires LEAs and charter schools to identify all homeless children and youth and unaccompanied youth enrolled at the school by administering a housing questionnaire based on specified best practices.

SB 532 (Caballero) Chapter 918, Statutes of 2022, expands the rights for foster youth, homeless youth, former juvenile court school students, children of military families, migratory children, and students participating in a newcomer program (highly mobile students) to be exempted from local graduation requirements if certain conditions are met; requires LEAs to provide these students the option to remain in school for a fifth year to complete the statewide coursework requirements if certain conditions are met; specifies the contents of transcripts when transferred to a new LEA; and requires LEAs to annually report to the CDE on the number of students, who in the prior school year, graduated with an exemption from the LEA's local graduation requirements.

SB 3 (Caballero) of the 2021-22 Session would have required the CDE, on or before July 1, 2023, to develop a LCAP portal that contains a database connected to a data entry tool that allows comprehensive analysis of LCAPs adopted by an LEA. This bill was held in the Assembly Education Committee.

AB 1055 (Ramos), Chapter 237, Statutes of 2021, revises the definition of students in foster care for purposes of the LCFF and for purposes of specified educational rights of students in foster care, including the right to remain in the school of origin, to include those students subject to a voluntary placement agreement and by eliminating the requirement that a dependent child of the court of an Indian tribe also meet the definition of a dependent child of a county court.

SB 860 (Beall) Chapter 231, Statutes of 2020, requires each COE FYSCP to ensure the students they serve in foster care fill out the forms necessary to receive financial aid for college. It also requires the SPI to report financial aid form completion information.

AB 150 (Cooper) of the 2019-20 Session would have required that, when a student in foster care and other specified students leave an LEA, the student be issued partial credit for coursework satisfactorily completed, requires that the new LEA contact the prior school to request that the students' full or partial credits be delivered on a transcript, and requires that partial credit earned in a prior school be accepted as credit in the subject in which the coursework was taken. This bill was held in the Senate Education Committee.

AB 967 (Smith) of the 2019-20 Session would have required school districts and charter schools to increase efforts to obtain stakeholder engagement while developing the LCAP, would have required school districts and charter schools to establish a LCAP foster youth advisory committee, and would have added requirements to the charter school LCAP development and review processes. This bill was vetoed by the Governor, with the following message:

This year's education budget trailer bill included several provisions that increase transparency around charter school LCAPs. These reforms will be in effect for the first time as charter schools develop their LCAPs this spring.

This bill imposes additional requirements on charter schools beyond what was reflected in the final 2019-2020 budget and other measures signed into law this year. I believe the recently enacted changes should be given a chance to work before these additional requirements should be considered.

AB 854 (Weber) Chapter 781, Statutes of 2015, restructures the existing FYS program by shifting the primary function from direct services to coordination and allows program funds to be used to support all students in foster care, irrespective of placement.

AB 224 (Jones-Sawyer) Chapter 554, Statutes of 2015, requires that a standardized notice of educational rights of foster youth be created and disseminated.

SB 933 (Thompson) Chapter 311, Statutes of 1998, expanded the FYS program statewide through county offices of education, and targeted funding to students residing in licensed children's institutions.

AB 1808 (Steinberg) Chapter 75, Statutes of 2006, expanded the FYS program to serve youth in foster family homes, foster family agencies, and juvenile detention facilities.

*Arguments in support.* The California Children's Law Center states, "AB 2137 builds on current regulations to streamline existing services for K-12 students in foster care and those experiencing homelessness. This legislation ensures educational professionals working with these students have the information and tools they need to provide the best support possible. AB 2317 is an important step towards California's vision of educational equity, and for these reasons Children's Law Center of California is proud to support this bill."

## **REGISTERED SUPPORT / OPPOSITION:**

### **Support**

Alameda County Office of Education  
Alliance for Children's Rights  
Aspiranet

Beyond Emancipation  
California Academy of Child and Adolescent Psychiatry  
California Alliance of Caregivers  
California Alliance of Child and Family Services  
California Youth Connection (CYC)  
Casa of Los Angeles  
Children's Law Center of California  
Children's Legal Services of San Diego  
De Anza College  
East Bay Children's Law Offices  
Foster Greatness  
Haven of Hope  
Ifoster  
John Burton Advocates for Youth  
Los Angeles County Office of Education  
National Center for Youth Law  
Norco College - Special Funded Programs  
Orange Coast College - Guardian Scholars Program  
Orangewood Foundation  
Pasadena City College-next Up Program  
Peacock Acres INC.  
Riverside City College - Guardian Scholars Program  
Safe Place for Youth  
San Bernardino County Superintendent of Schools  
Schoolhouse Connection  
Tlc Child and Family Services Transition Age Youth Housing Programs  
University of California, Merced - Bright Success Center  
University of California, Santa Barbara - Guardian Scholars Program  
Woodland Community College Foster & Kinship Care Education

**Opposition**

None on file

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