

Hypos for CASA foster care training:

1. Sally is 19-year-old young woman who first entered the foster care system in Virginia when she was 12 years old. When she was 16, she was out one night riding in a car with a group of other young people, one of whom committed a robbery during a stop they'd made. Because Sally had been in the car, she was convicted as an adult of the robbery charge, and was sentenced to three years. She was allowed to serve her time at a juvenile justice facility. While she was in DJJ, she completed her GED, and has hopes of moving on to college. Now that she has served her time, she is being released. Because Sally is 19, she is too old to re-enter foster care, but she may be eligible for the Fostering Futures program if she meets the program requirements. How would you advocate for Sally during her transition/re-entry planning, and then after she exits DJJ?

Some things to consider, though there are many more:

- *In order for Sally to qualify for Fostering Futures, she'll have to be in school, or working, or perhaps some combination of the two...*
- *If she's able to re-enter from DJJ directly into Fostering Futures, she would receive housing—the group should be thinking this through: what would need to be in place for Sally to exit DJJ directly into the program (she'd already have to be in school or working), and what sort of housing would be available for a young woman with a felony conviction, etc.*
- *What are some of the ways Sally's prior foster care experience would shape the way a CASA volunteer would handle the case?*

2. Jose is a 14-year-old boy who has been in the foster care system since he was 9 years old. There are no family members who are capable of either adopting or taking custody of Jose, and his parents' rights have already been terminated. His younger brother is also in foster care (age 8). His social worker has been trying to place Jose and his younger brother with an adoptive family but has been unsuccessful for several years. While the caseworker continues to look for an adoptive family, she has started his transition plan in anticipation that he could likely age out of care. Jose is behind one grade in school, mostly because he has English as his second language, and multiple school transitions and disruption at home & throughout his foster care experience have inhibited his English learning. How would you advocate for Jose to ensure that his transition plan meets his needs, and how would you factor in planning for the possibility that he may need Fostering Futures at age 18?

Some things to consider (though there are many more):

1. *What are some ways that Jose could be put back on track academically?*
 2. *Advocacy around ensuring he and his brother maintain their relationship, even after Jose turns 18.*
3. Amber is a 14-year-old who entered the foster care system at age 7 due to her mother's ongoing substance abuse problems. Amber's mother is unsure of who Amber's father is. Amber

has kept in touch with her older siblings who aged out of foster care (20 and 22) on Facebook and has expressed wanting to live with them once they get an apartment. Amber's sisters currently live with their biological mother (Amber's mother). Amber has been diagnosed with bipolar disorder and is currently receiving services under the CSA. You serve on her FAPT team composed of her social worker, school representative, health department, and family representative. You are concerned that Amber's mental health needs are not being properly managed and that she will not be prepared when she turns 18. How would you advocate for Amber and help the system respond to her mental health needs? How can you begin to prepare Amber for the possibility of enrolling in Fostering Futures?

4. Matthew is a 17-year-old high school senior who entered the foster care system at 16. His social worker successfully placed Matthew in kinship care with his Uncle but is now facing a new challenge as this Uncle is about to be deployed to Afghanistan. Matthew has other family willing to take him in but are unsure of the financial burden it will place on them. Matthew has witnessed domestic violence for much of his childhood and started seeing a therapist when he first entered foster care. He has been suspended from school several times due to fighting, but has soared academically maintaining a 3.5 GPA. Matthew has expressed interest in joining the military upon graduation but his Uncle wants him to go to college first. Matthew has shared that he does not know how he could afford college and a place to live. How would you advocate for Matthew to ensure that his transition plan meets his needs, and how would you factor in planning for the possibility that he may need Fostering Futures at age 18?

5. Stephanie is a 16-year-old who has been in foster care since she was 11 along with her younger brother, 13, who is in a different foster home. Stephanie has just found out she is pregnant and her foster care placement have expressed to the social worker that they would like her to be moved to a different home. Her brother's foster home has made plans to adopt her younger brother but says they cannot afford to take Stephanie too. Stephanie wants to move in with her 18-year-old boyfriend's family and eventually get an apartment when their baby is born. Stephanie is two years behind academically, mostly because she witnessed her father murder her mother at age 11 and did not speak for almost a year. How would you advocate for Stephanie during her transition planning, what supports would be applicable for her?