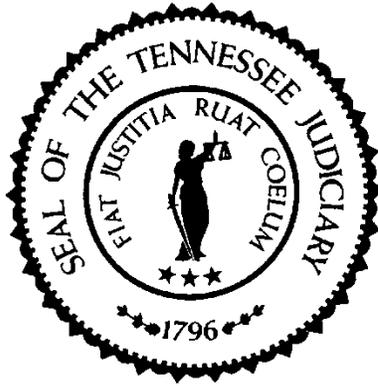


**ADDRESSING THE EDUCATIONAL
NEEDS OF YOUTH IN FOSTER CARE
FROM BIRTH TO AGE 21**



A GUIDE FOR FOSTER CARE REVIEW BOARD
TENNESSEE COURT IMPROVEMENT PROGRAM
SECOND EDITION



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Manual Print Date: May 2016

ADDRESSING THE EDUCATIONAL NEEDS OF YOUTH IN FOSTER CARE

Ensuring that the educational needs of youth in custody are being met is critical to the youth's future success upon exiting custody. Foster Care Review Board can improve educational stability by insuring that youth are provided with the necessary resources, structure, consistency in school placements, and supports as they navigate towards independence and becoming productive citizens. A timely and thorough review of the youth's educational needs is essential for them to obtain the support they need to be successful in school, as well as reaching their post-secondary goals. Early identification of barriers is essential to ensuring the youth reaches his/her potential.

This document is intended to serve as a supplement to the education section of the Foster Care Review Board Forms.

TABLE OF CONTENTS

For Children Under The Age of 3.....	1
For Pre-School Aged Children Only (Ages 3-5).....	4
For School Aged Children Only (Kindergarten - 12 th Grade).....	9
For Youth Enrolled in High School.....	22
Extension of Foster Care for Young Adults Completing High School	31
Extension of Foster Care for Young Adults Completing GED or HiSET	39
Extension of Foster Care for Young Adults Completing Post-Secondary Education	42
Undocumented Youth.....	53
Education Glossary.....	55
Appendix:	
EFC Education Supplemental Worksheet	65
Post-Secondary Court/FCRB Attendance Letter	67
DACA - Consideration of Deferred Action for Childhood Arrivals	69
Policy 21.14 Serving the Educational Needs of the Child/Youth.....	71
Policy 21.14 Supplemental: Protocol for Assessing Educational Stability	76
Policy 21.19 Education Passport	77
Policy 21.20 Non-Traditional Educational Settings	81
Policy 16.51 Independent Living and Transition Planning.....	85

FOR CHILDREN UNDER THE AGE OF 3

Birth to age three is a critical time in a child's development, and a delayed diagnosis may compromise his/her chances for success. Recent studies on child development show that a child's brain neurons, which create the foundation for learning, behavior, and health, are the most "flexible" for development and change during the first three years of life. These studies also suggest that only 2.5% of children with a disability under the age of three are being served through federally funded early intervention programs. Children in foster care should be viewed as an at-risk population due to many of the circumstances that may have brought them into custody. Early intervention may prevent or decrease the severity of developmental delays in preschoolers, enhance school readiness, and increase later academic success in school.

Tennessee Early Intervention System (TEIS) is a voluntary education program for families with children from birth to age three (3), with disabilities or developmental delays. Every child placed into DCS' custody prior to the third birthday is required to be referred to TEIS for an evaluation. If the child is found to have a disability, the child will be eligible for services through TEIS and an **Individual Family Service Plan (IFSP)** must be developed.

Please answer Yes, No, or NA to all questions in the section.

Question a. Is the child meeting age-appropriate developmental milestones?

Please reference your Child Development Chart in your FCRB notebook.

If Yes, go to question b.

If No, proceed to question b and recommend an appointment be made with a pediatrician for evaluation.

Additionally, a recommendation can be made for an application to *Early Head Start*. *Early Head Start* provides early continuous, intensive, and comprehensive child development and family support services to low income infants and toddlers and their families and pregnant women. *Early Head Start* is designed to nurture healthy attachments between child and caregiver, emphasize a strength-based, relationship-centered approach to services and encompass the full range of the family's' needs.

Question b. Has the child been referred to TEIS?

If yes, then proceed to question bi to review the IFSP.

If No, make the following recommendation: Child must be referred to TEIS to complete the evaluation within seven days.

If the TEIS referral has not been completed at the time of the next review, proceed with a non-emergency direct referral to the judge for the FSW to explain why the TEIS referral has not been made.

Question bi. If Yes, was the IFSP developed?

If Yes, review the IFSP for an understanding of the disability and recommendations as well as who is to provide the services.

If No, then determine if the child did not meet the eligibility requirements for an IFSP. If this is the case, proceed to question b. The answer can also be “no” because the IFSP has not been completed. If this is the case, inquire as to the when the meeting will be held. Make sure to review the IFSP at the next review.

Question bii. Are the recommendations from the IFSP being implemented?

If Yes, make sure all recommendations are being implemented.

If No, see recommendations below for most applicable response.

Examples of recommendations to address IFSP’s recommendations not being implemented:

1. If the IFSP is not being implemented, determine the reason(s) and recommend that the FSW and the DCS Education Specialist consult with the provider and schedule an administrative review within one month to ensure that all recommendations are implemented.
2. If TEIS recommended that services be provided by another agency, were the services implemented?

If No, schedule an administrative review in one month to ensure that all recommendations are implemented. If at the administrative review the recommendations have not been implemented, proceed with a non-emergency direct referral to the judge for the FSW to explain why the recommendations were not implemented.

3. If the child has an IFSP, then six months prior to the child's third (3rd) birthday, a referral should be made to the local school system. If a referral has not been made to the school system, refer to the DCS Education Specialist and FSW for action, and report back in two months for an administrative review with documentation on a meeting date with school system.
4. When a child, who was either receiving services through TEIS or has recommendations for services, turns three (3) years old, DCS must ensure that services will continue from an outside provider until a transition meeting occurs with the local school system to provide services

FOR PRE-SCHOOL AGED CHILDREN ONLY (AGES 3-5)

The pre-school ages (3-5) are critical to the development of all children. During these years, it is important for children to have developmentally appropriate skills in preparation for beginning their formal education. A developmentally appropriate curriculum provides for all areas of a child's development, physical, emotional, social, and cognitive through an integrated approach.

Beginning at the age of three (3), the Local Education Agency (LEA) is required to provide services to children with disabilities. A child may be eligible for special education services during 3-5 years old particularly if the child is being transitioned from TEIS under an IFSP.

Please answer Yes, No, or NA to all questions in the section.

Question a. Is the child receiving educational instruction to prepare for kindergarten?

If Yes, determine the type of educational setting.

HOME SETTING - children who are being cared for in a home where the caregiver is not licensed by the state.

LICENSED HOME DAY CARE - any place or facility operated by a person or entity that provide 3 or more hours per day for at least 5 children, but not more than 7 children who are not related to the primary caregiver and is licensed by the state.

LICENSED CHILDCARE CENTER - a place or facility operated by any person or entity that provides childcare for 3 or more hours per day for at least 13 children who are not related to the primary caregiver.

PRESCHOOL - an educational establishment offering early childhood education to children between the ages of 3-5 prior to the commencement of compulsory education.

HEAD START - a federally funded educational program promoting school readiness of low income children by enhancing their cognitive, social, and emotional development.

If No, make the recommendation the child begin receiving age-appropriate educational instruction.

Question b. If the child will be five by the school's deadline, is the child ready to start kindergarten?

The transition to kindergarten is a major milestone for a child. A parent or legal custodian may determine without school intervention that a five-years-old child is not ready start kindergarten. Currently, the cut-off date to enroll in kindergarten is August 31, please verify this date through your LEA. Compulsory attendance is not required until the child reaches the age of six (T.C.A. 49-6-3001). The school system will assess the child's readiness in the following areas: personal, social, and intellectual. Testimony or observation may suggest the child has not reached the developmental milestones and may benefit from an additional year before starting kindergarten. Some children are academically ready, but may not be socially ready to begin school. Skills to determine readiness include:

Personal (with no assistance)	Social	Intellectual
Put on and take off coat	Listen & follow instructions	Hold a book upright and turn the pages, Sit & listen to story, Tell & Retell stories
Tie shoes	Cooperate with other children	Count 0 -10, Say ABCs
Wash hands	Sit for short periods of time	Know colors, shapes & sizes, Hold scissors & pencils
Snap, button, zip, & buckle	Follow simple two-step directions	Recognize & write first name (uses capitol letter for first letter in a name), Recognizes letters within name

If Yes, proceed to Question c.

If No, proceed to Question bi.

Question bi. If no, why?

Recommend that the FSW and/or DCS Education Specialist obtain services to address the child's deficits. Schedule an administrative review in three months. If at the administrative review the FSW or the DCS Education Specialist has not developed and implemented a plan to address the deficits, proceed with a non-emergency direct referral to the judge for the FSW or DCS Education Specialist to explain why the recommendation was not implemented.

Question c. Does the child have an IEP?

If No, then go to Section 8-Visitation

If Yes, review the Individualized Education Program (IEP). An IEP is a written statement for a child with a disability that is developed, reviewed, and revised by a team of educators for a specific child. It is individualized to the student's needs/abilities. It identifies deficit areas, which consider mental, emotional or physical disabilities, and provides modifications of the education process to accommodate the student's abilities, including classroom activities and workload. IEPs are written for students to receive support in both regular education and special education classes. This program is federally funded.

If the child has an IFSP, then six months prior to the child's third (3rd) birthday, a referral should be made to the local school system.

Use these follow-up questions to gain a better understanding of the child's disability and services being provided or needed.

Q: WHAT TYPES OF SERVICES IS THE CHILD RECEIVING?

ANSWER: Services that may be provided to a child with a disability may include any of the six following items:

1. Specially designed instruction - Specially designed instruction affects the instructional content, method of instructional delivery, and the performance methods and criteria that are necessary to assist the student make meaningful educational progress. The IEP will also specify where this instruction will take place. Examples include the general education setting, inclusive setting, thorough consultation, special education setting, or separate school setting.
2. Related services - Includes, but not limited to, speech therapy, occupational or physical therapy, interpreters, medical services (such as a nurse to perform

procedures the child needs during the day, for example, catheterization), orientation and mobility services, parent counseling and training to help parents support the implementation of their child's IEP, psychological or counseling services, recreation services, rehabilitation, and social work services.

3. Program modifications - Modifications to the content of the program, and lowered success criteria for academic success.
4. Classroom accommodations - Accommodations are typically provided by general educators within the general education environment. Accommodations do not involve modifying the material content but do allow students to receive information or to demonstrate what they have learned in ways that work around their impairment, thereby minimizing the likelihood of a significant disability. Accommodations may include such provisions as preferential seating, providing photocopies of teacher notes, giving oral rather than written quizzes, alternative or modified assignments, extended time for tests and assignments, use of a word processor or laptop, and taking tests in a quiet room.
5. Supplementary aids and services - Assistive technology and/or teacher's aide in classroom that provide additional support for one or more specific students.
6. Transportation - If necessary a student will be provided with specialized transportation. This can be the case if the student has a severe disability, requires a wheelchair, or is identified with an emotional problem.

Q: IS THE IEP CURRENT? (IT IS VALID FOR 1 YEAR FROM DATE ON THE IEP)

ANSWER: If the IEP is not current, the recommendation should be that the FSW contact the DCS Education Specialist to schedule a meeting with the local school system to update the IEP. If at the next review the FSW has not referred the case to the DCS Education Specialist and a current IEP is not implemented and provided for the board to review, proceed with a non-emergency direct referral to the judge for the FSW or DCS Education Specialist to explain why the recommendation was not implemented.

Question ci. If Yes, are the accommodations/modifications being implemented?

If Yes, but progress is not being made, the recommendation should be that the FSW contact the DCS Education Specialist to schedule an IEP meeting to

determine the reasons why, and to develop a corrective plan of improvement. If at the 9 month review the FSW or the DCS Education Specialist does not provide the corrective plan of improvement, proceed with a non-emergency direct referral to the judge for the FSW or DCS Education Specialist to explain why the documentation was not provided. If the accommodations/modifications are being implemented and the child is progressing, proceed to the Visitation Section.

If No, the recommendation should be that the FSW and/or Education Specialist consult with the child's school about the evaluation of the suspected disability, and why the recommendations have not be implemented. Schedule an administrative review within two months. If at the administrative review the FSW or the DCS Education Specialist has not taken the recommended action steps, proceed with a non-emergency direct referral to the judge for the FSW or the DCS Education Specialist to explain why the recommendation has not been implemented.

FOR SCHOOL AGED CHILDREN ONLY (KINDERGARTEN – 12TH GRADE)

Reviewing a student's complete school record is necessary to determine a student's overall progress in a school setting. Records including transcripts, attendance records, discipline referrals, and education programs (such as an IEP or a 504 Plan) will provide an accurate record of progress, as well as identify areas that may need to be addressed.

The case should not be heard if ALL education records are not provided for any student that is in the 9th through 12th grade.

The student may be enrolled in a variety of school settings: public schools, non-public schools such as self-contained schools located within treatment facilities, residential facilities, and detention facilities. Examples include Youth Development Centers (such as Wilder & Woodland Hills), residential facilities (such as Youth Villages, Memphis Recovery Center, Deer Valley), and contracted schools. Records provided by the various school settings will differ in appearance. The questions asked will vary based on the school setting.

The following materials must be provided to the board during the review. The court facilitators will review the packet. If any information is missing, the court facilitators should notify the DCS liaison to the board or reschedule the case on the docket.

- Attendance records for current school year (or most recent semester if summer break)
- Discipline records for current school year (or most recent semester if summer break)
- Official report card
- Current progress report (mid-term)
- Up to date transcripts from each school setting (since enrolling in high school)
- IEP or 504 Plan with signatures (if applicable)
- IEP Progress Report (if applicable)
- S-Team Plan (if applicable)
- Eligibility Form with signatures (if applicable)
- GED/HiSET – Proof of enrollment (if applicable)

Question a. Does the child have more than five absences for the current school year?

Absences from school adversely affect a student's educational progress. In addition to reviewing the student's grades, the board must address whether or not instructional gaps exist.

In the state of Tennessee a student is truant after 5 unexcused days from school. An unexcused absence is determined by the local school system and will be coded in the student's attendance record.

The Tennessee State Compulsory Attendance Law (T.C.A. §49-6-3001) requires that pupils of legal age attend school (ages of six through seventeen years, both inclusive) unless special circumstances arise which temporarily or permanently excuse the student from attendance.¹

If the review happens during the summer, review attendance records of the most recent school year. A response of "N/A" is only appropriate when the review occurs during the first week of the current school year.

If Yes, denote each reason why the child missed school.

HEALTH - It is common for students to miss school for health related issues. School district policies vary on what is accepted as an excused absence for missing school due to sickness, i.e. doctor's note or parent's note. You must determine specific reasons why the student is missing school due to health related issues and make appropriate recommendations to reduce the number of absences. For example:

- Schedule doctor appointments, so the student misses a minimum amount of school (early morning or late afternoon appointments). Provide doctor's excuse and submit to the school **within the allotted time**.
- If the student has chronic illness, such as diabetes, asthma, or ADHD, work with the school nurse to develop an Individualized Health Plan.

¹ If a child has enrolled in the public school system at the age of 5, the compulsory attendance law applies. By state law, the student's school year shall consist of a minimum of 180 teaching days exclusive of all vacations, as approved by the Board of Education. §§ 49-6-3004 & 3050(b)(3).

Students who are absent due to hospitalization short-term (under 10 days) may need additional instructional support when they return to school. Recommend the FSW obtain missing assignments through the current school system. The FSW should arrange for tutoring services to provide instruction for the missed curriculum on the day the child returns to school.

Students who are absent due to hospitalization long-term (over 10 days) may need additional instructional support through homebound service. Recommend the FSW apply for homebound services through the current school system on the tenth day or within 24 hours of the board review if the tenth day has passed.

SUSPENSIONS – Infractions occurring at school could cause a student to be absent from class.

TRANSPORTATION – If transportation issues result in absences of a student, the FSW should make efforts to resolve all underlying issues.

PLACEMENT CHANGE – Removal of a child from the current placement to a new placement may result in missed attendance. Whenever possible, students should be kept in the same school even if a placement change has occurred. In the event it is not possible to keep the student in the current school, the board must recommend that DCS consider the impact on the student's education with the placement change to reduce the negative impact on the student's educational progress, e.g. losing credits from moving a student from a block schedule school to a traditional schedule school; moving a student at the end of a grading period prior to credits being obtained; not providing necessary educational documents such as an IEP to the new school; and etc.

COURT/DCS MEETING – If a student is unable to attend regular classes because of having to attend court or FCRB, then the student's absence shall be an excused absence and the student shall be afforded the opportunity to complete all assignments missed for this purpose. The court facilitator shall provide this student a note for school on court letterhead. This shall not apply to cases where the notice of intent to transfer the student to criminal court has been provided. T.C.A. §49-6-3002(c).

If a student has missed school due to attending a DCS meeting, the board shall recommend that DCS hold all meetings, where the child has a right or desire to attend, after school hours.

TRUANCY – A student who has 5 or more days of unexcused absences is truant. Because the student is already in DCS custody, there should be no acceptable reason for truancy. The FSW should monitor the student's attendance closely to ensure the student does not have any unexcused absences. If the student has 5 or more unexcused absences, the board should make a non-emergency direct referral to the judge.

SCHOOL REFUSAL – In the event the absences are due to a school's refusal to enroll the student, a direct referral should be made to the judge for the FSW to explain why the student was not enrolled in school.

ZERO TOLERANCE – A policy of discipline for an infraction of school rule, regardless of accidental mistakes, ignorance, or extenuating circumstances. Common zero tolerance policies concern possession or use of illicit drugs or weapons which could last up to 365 days. If a student is under a zero tolerance offense and is not enrolled in an accredited educational program, a referral should be made to the DCS Education Specialist to enroll them in a program that will provide for their educational advancement. Upon completion of the zero tolerance, it is at the discretion of the local education agency as to the student's placement (e.g.: zoned school, alternative school, and etc).

OTHER – There may be extenuating circumstances that cause the student to have absences from school, e.g. funeral/death of family, terminal illness of family members, or religious reasons. The board should recommend the FSW monitor personal reasons for absences and keep the absences to a minimum.

Question b. Has the student received any office or school board disciplinary referrals?

A student can be referred to the principal/administration for the infraction of school rules where the principal/administrator determines the appropriate disposition for the infraction.

Question bi. If yes, what was the result of the referral?

DETENTION – When a student is retained beyond the regular school schedule.

SATURDAY SCHOOL – When the student is required to attend school on a Saturday which is usually a non-school day.

IN-SCHOOL SUSPENSIONS (ISS) – When a student is removed from the traditional classroom environment and put into a special suspension classroom, led by a teacher or team of teachers.

OUT-OF-SCHOOL SUSPENSIONS (OSS) – When the student is temporarily removed from school for a violation of school policies or rules. Suspensions can last up to 10 days.

ALTERNATIVE PLACEMENT – When a student is placed in an alternative learning environment where the student continues to receive their education. This usually occurs after chronic or serious infractions.

EXPULSION – When a student has been removed from their current school for up to 180 school days.

If any of these are present, follow-up questions should focus on the underlying reasons for the behavior resulting in disciplinary referrals. Recommendations should be made to remedy or improve the underlying behavior. For example, the student is sent to the office for disrupting class. It is discovered that during that time, the student had experienced a life change (e.g.; termination of parental rights, suspended visitation, sibling placed in another foster home, etc.). Recommendations should entail the FSW speaking with the guidance counselor at the school, so the school can support the student emotionally. Additionally, recommendations should be made for the FSW to provide services to address these life changes.

Next, address how the disciplinary infraction is affecting the student's academic standing. The school system may or may not allow the student to make up school work missed during a suspension. The FSW should inquire into the school's policy. If the school's policy does not allow for credit for missed assignments, the FSW should speak with the principal or guidance counselor to see if an exception can be made if the behavior resulting in the suspension was due to extenuating circumstances, e.g. medication issues, emotional responses to being in foster care such as placement changes, court dates, and etc.

The board should make the recommendation that the student finish all missed assignments even if credit will not be obtained.

If the behavior is more than an isolated incident or has a detrimental effect on the student's educational progress, then ask the following supplemental questions:

If a student is in a public school setting:

Q: IF YES, ASK HOW MANY AND WHAT THE TYPE OF REFERRALS WERE MADE.

ANSWER: If there are five (5) or more referrals, the FSW should request a meeting with the school/administrator to develop a Behavior Intervention Plan (BIP). Schedule an administrative review in two months. If at the administrative review the FSW or the DCS Education Specialist has not provided the intervention plan and a current discipline record, proceed with a non-emergency direct referral to the judge for the FSW or the DCS Education Specialist to explain why the recommendation has not been implemented.

Q: HOW MANY REFERRALS HAVE RESULTED IN OUT OF SCHOOL/IN SCHOOL SUSPENSIONS?

ANSWER: If the student has more than five (5) out of school suspension days, the FSW and/or the DCS Education Specialist should request a meeting with the school/administrator to develop a Functional Behavioral Assessment (FBA). Schedule an administrative review in three months. If at the administrative review, the FSW or the DCS Education Specialist has not provided the FBA and a current discipline record, proceed with a non-emergency direct referral to the judge for the FSW or the DCS Education Specialist to explain why the recommendation has not been implemented.

If student is in a non-public school setting:

You are only referencing disciplinary infractions occurring while the student was in a school setting. If yes, ask the following question to the parties to gain a better understanding of why the disciplinary referrals occurred.

Q: WHAT PLAN OF ACTION HAS BEEN PUT IN PLACE TO IMPROVE BEHAVIOR IN THE CLASSROOM?

ANSWER: Have the FSW and/or DCS Education Specialist contact the facility counselor or principal to determine an action plan for success. At the next review, the FSW should provide the board a copy of any documentation of updated infractions and intervention plan. If at the next review, a revised plan has not been implemented, a non-emergency direct referral to the judge should be made for the FSW or Education specialist to explain why the action plan has not been implemented or is not meeting the child's needs.

Applies to both educational settings:

Q: IS THE CHILD TAKING MEDICATION?

ANSWER: The medication can have side effects affecting behavior. If the medication is not being monitored properly, it may cause behavioral issues. If the medication is resulting in the behavior problems, then consult with the health person on the FCRB. Also make the recommendation for the FSW to hold a meeting with the school to explain the medication issues and implement a Behavior Intervention Plan (BIP).

Question c. Are child's grades at least a "C" or "Satisfactory" in each course?

If Yes, continue to question d.

If No, continue to ci.

Question ci. What subjects are below a "C" or "Satisfactory" in each course?

Determine what subjects and reasons the student does not have a C or better in the class.

Question cii. Are any interventions in place for these courses?

If Yes, determine if there has been improvement with the current interventions. Make sure enough time has elapsed for the interventions to be effective.

If No, make recommendations for appropriate interventions. Appropriate interventions can be services available within the school, school system, or private resources that are paid for by DCS. Examples of additional support are tutoring, and providing the child with the proper materials, e.g., scientific calculator, internet access, computer, ability to purchase materials for projects, proper attire, etc.

Question ciii. Are there non-academic barriers contributing to the child's difficulties?

If Yes, ask follow-up questions to determine the barriers affecting the student's academic performance. Recommendations should be made to

eliminate the barriers. For example, the student's grades are low and the teacher says the student is sleeping in class. Additional questioning reveals the student is having difficulty sleeping at night. It is discovered the student is taking a medication at bedtime that makes them restless. An appropriate recommendation would be for DCS to consult the doctor regarding taking the medication at a time that won't disrupt the student's sleep habits.

If No, proceed to question d.

Question d. Does the child have an IEP or 504 Plan?

Each student, who receives special education and related services in a public school or school in a residential program, must have an Individualized Education Program (IEP). Each IEP must be designed for one student and must be a truly individualized document. The IEP creates an opportunity for teachers, parents, school administrators, related services personnel, and students (when appropriate) to work together to improve educational results for students with disabilities. The IEP is the cornerstone of a quality education for each student with a disability.

The 504 is a written plan developed by a team of educators working with a specific student that provides accommodations based on educational or health needs to support the student's success in mainstream (regular education) classrooms. 504 plans are not solely for education purposes. Other health issues (OHI) may dictate 504 accommodations. Examples include administering medications or mobility needs based on chronic illness/conditions, physical limitations, special transportation, etc.

Both plans require re-evaluation of eligibility every 3 years. Both plans require annual review and revision within one year of the date of the plan.

Question di. If Yes, Date:

IEP and 504 plans are valid for one (1) year from the date the document is written. If they are not current, the recommendation should be that the FSW contact the DCS Education Specialist to schedule a meeting with the local school system to update the IEP or 504. At the next review, if the FSW has not referred the case to the DCS Education Specialist, or if the meeting with the local school system has not been scheduled, then proceed with a non-emergency direct referral to the judge for the FSW or DCS Education Specialist to explain why the recommendation has not been implemented.

Question dii. What is the eligibility?

For an IEP, a student is eligible for special education services if they meet the requirements of one of the following disabilities and the IEP team has determined the student is eligible:

Autism	Intellectual Disability	Speech or Language Impairment
Blindness	Multiple Disabilities	Traumatic Brain Injury
Deafness	Orthopedic Impairment	Visual Impairment
Emotional Disturbance	Other Health Impaired	Intellectually Gifted
Hearing Impairment	Specific Learning Disability	Functionally Delayed

For a 504, a student must have a qualifying condition that limits one or more major life activities. Some 504 disability examples include:

- A student with diabetes or asthma that affects their physical ability to function at school.
- A dyslexic student who is not Learning Disabled, but needs assistance to function in school.
- A student who has a temporary physical impairment, such as a broken leg.
- A student with significant allergies.

Question diii. Are the accommodation/modifications being implemented?

Please be mindful that a student with a disability, who receives accommodations and modifications, should also have that disability addressed throughout the entire permanency plan and transition plan. For example, a delinquent youth who is learning disabled, and has to have assignments read aloud should have the accommodations with every other requirement in the permanency plan, e.g. A&D, anger management classes, or Life Skills Assessment read aloud.

For an IEP, review the IEP to determine if accommodations or modifications are being implemented. Ask the student if they are receiving the accommodations.

Possible accommodations:	Possible modifications:
<ul style="list-style-type: none"> • read-aloud • extended time • flexible setting/scheduling • additional breaks during the school day • school materials - i.e. calculator or a computer 	<ul style="list-style-type: none"> • abbreviated assignments • shortened tests • alternate projects or assignments • extra grade opportunities

For a 504 Plan, review the accommodations.

Possible accommodations:

- Read-aloud
- Extended time
- Flexible setting/scheduling
- Additional breaks during the school day
- School materials (i.e. calculator or a computer)
- “Cool down” period for the child
- Behavior Plan

If Yes:

For an IEP, a progress report is issued every grading period. If progress is not being made, the recommendation should be that the FSW contact the DCS Education Specialist to schedule an IEP meeting to determine the reasons why, and to develop a corrective plan of improvement. If at the next review, the FSW or the DCS Education Specialist has not provided the documentation, proceed with a non-emergency direct referral to the judge for the FSW or DCS Education Specialist to explain why the documentation was not provided.

For a 504, ask the student and foster parent if they are receiving the accommodations as outlined in the 504 Plan. Also, review the progress report and report card for academic progress.

If progress is not being made, the recommendation should be that the FSW contact the DCS Education Specialist to schedule a meeting to determine the reasons why the accommodations are not effective, and to develop a corrective plan of improvement. If at the next review, the FSW or the DCS Education Specialist has not provided the documentation, proceed with a non-emergency direct referral to the judge for the FSW or DCS Education Specialist to explain why the documentation was not provided.

If No: If the accommodations/modifications are not being implemented, the board should recommend that the FSW and DCS Education specialist meet with the school to determine why the accommodations and/or modifications are not being implemented and coordinate efforts to implement. If at the following review, they have not been implemented, a direct referral to the judge should be made.

Oftentimes, if the accommodations and modifications are not individualized to the child's disability, negative behavior patterns may develop and should be addressed in the plan.

QUESTION: IS BEHAVIOR ADDRESSED ON THE IEP OR 504 PLAN?

ANSWER: If yes, look in the section on the IEP or 504 that asks the question 'Does behavior impede his/her learning?' Examples of the way the behavior has been addressed are in Behavioral Goals, Safety Plans, and functional behavior assessments (FBA/BIP).

If none of these are in place, the FSW should refer to the DCS Education Specialist to contact the school to set up a meeting to request that an FBA/BIP is created. At the next review, if the FSW or the DCS Education Specialist has not contacted the school to create a plan, proceed with a direct referral to the judge for the FSW or DCS Education Specialist to explain why the recommendation has not been implemented.

Question div. If no, does a referral need to be made for an IEP or 504 Plan?

For an IEP, review the medications taken or mental health evaluations, if present, for a diagnosis that may suggest the student could benefit from a referral for additional support services through special education services or a 504 Plan.

If Yes, After reviewing the documentation, and the data supports the need for a referral, the recommendation should be for the FSW and/or DCS Education Specialist to request a School Support Team (S-Team) meeting with the child's school. If at the next review the FSW or the DCS Education Specialist has not completed the recommendation, proceed with a non-emergency direct referral to the judge for the FSW or DCS Education Specialist to explain why the recommendation has not been implemented.

If no, proceed to Question e.

FOR ELL/ESL STUDENTS:

These students may not have a qualifying disability, but may need accommodations to assist in their learning. English language learners (ELL), and English as a second language learners (ESL) are students who are unable to communicate fluently or learn effectively in English and who come from non-English speaking homes and backgrounds. If a student is identified as ELL or ESL, they are assessed to determine if specialized or modified instruction is needed. ELL/ESL instruction should continue until the student scores proficient on the language assessment exam which is administered annually.

If the student's English language skills have not been assessed, the FSW and the education specialist should contact the school to determine if an evaluation was completed and the results of the testing. Schedule an administrative review in one (1) month to verify that evaluation was completed, results of testing, and possible enrollment in a program.

Question e. Does the child participate in any extracurricular activities?

If Yes, the board should ask if the student has the necessary supplies for the activity and/or if there are any additional fees associated with participation in the activity. If it is indicated that there are additional fees, equipment, supplies, or services necessary, the board should recommend the FSW should ensure all equipment, supplies, fees, or services are provided.

If No, the board should determine if there are any barriers to participating in any extracurricular activities. The board should recommend the FSW remove any barriers to allow the student to participate.

NOTE:

TRIO is a set of federally-funded college opportunity programs that motivate and support students from disadvantaged backgrounds in their pursuit of a college degree. TRIO programs provide direct support services for students, and relevant training for directors and staff. The target populations of the TRIO programs are low income, first generation, and students with disabilities from 6th grade through college graduation. The 3 sections of TRIO are Talent Search (beginning in grade 6), Upward Bound (beginning in grade 9), and Student Support Services (post-secondary). The Talent Search program provides academic, career, and financial counseling to its participants and encourages students to graduate from high school and continue on to complete their post-secondary education.

The board should recommend that FSW or DCS Education Specialist inquire about the availability of the Talent Search program at the student's school, and make all necessary steps to apply to the program.

FOR YOUTH ENROLLED IN HIGH SCHOOL

The State of Tennessee graduation requirements are 22 credits. Some schools may have additional credit requirements. It is important you are aware of the graduation and credit requirements for the school the child is attending.

For children in foster care it is essential that the school focus on enrolling the student in courses that count toward Tennessee graduation requirements. T.C.A. § 49-6-6001 - No LEA shall require any enrolling or transferring student, who is in grade eleven (11) or higher and in the custody of the department of children's services or exiting its custody, to meet more than the minimum requirements "for graduation set forth by the state board of education. The LEA shall issue a full diploma to any such student who meets the minimum requirements."

Question a. What year did the child first enroll as a freshman in high school?

Students who are not able to graduate within 4 years from when they start 9th grade are not considered to be on track for graduation. Regular education students and special education students working toward a regular diploma should complete their courses within 4 years. If they are not on track, every effort should be made to enroll them in summer school, explore credit recovery, enroll in alternative educational programs, or by any other means to assist them in graduation. Special education students are able to remain enrolled in school through the end of the school year in which they turn age twenty-two and earn a certificate of attendance.

Question b. Indicate the courses in which the student has received credit (as verified on a high school transcript). Note how many credits the child has earned in each class.

The State of Tennessee minimum credit requirements are:

- English: 4 credits
- Science: 3 credits, including Biology, Chemistry or Physics, and a third lab course
- Math: 4 credits, including Algebra I, Algebra II, Geometry and a fourth higher level math course (Students must be enrolled in a Mathematics course each school year.)
- Social Studies: 3 credits (World History or World Geography, U.S. History, Economics, Government)
- Personal Finance: 0.5 credits (May be waived for students not going to a University to expand and enhance the elective focus)
- Physical Education and Wellness: 1.5 credits

- Foreign Language: 2 credits (May be waived for students not going to a University to expand and enhance the elective focus)
- Fine Arts: 1 credit (May be waived for students not going to a University to expand and enhance the elective focus)
- Elective Focus: 3 credits consisting of Math and Science, Career and Technical Education, Fine Arts, Humanities, Advanced Placement (AP) or International Baccalaureate (IB). A recommendation should be made that DCS pay any fees associated with a child sitting for the AP or IB exam. This request should be made no later than October 31st in the fall semester.

According to the State of Tennessee Department of Education, grade classifications for students are as follows:

9TH GRADE: Less than 5 credits

10TH GRADE: Earned 5 credits and passed English 9

11TH GRADE: Earned 10 credits and passed English 9 and 10

12TH GRADE: Earned 14 credits and passed English 9, 10, and 11

Note that students will still have to meet the minimum graduation requirements for the State of Tennessee regardless of grade classification.

Some students may be eligible for dual enrollment which is a college level course that qualifies the student for both high school and college credit upon passing a standardized exam. Dual Enrollment is coordinated between the high school and a postsecondary institution. A recommendation should be made that DCS pay any instructional materials and fees associated with dual credit or dual enrollment and their associated tests. Placement moves may affect the student's ability to complete the course since dual enrollment is not offered at all high schools. There is a state Dual Enrollment Grant for which students can apply. For information on the grant direct the student and FSW to the following link:

<http://www.tn.gov/collegepays/article/dual-enrollment-grant>

For students receiving special education services, the graduation requirements may differ based on their disability and the type of diploma towards which they are working. Recommend the FSW consult with the DCS Education Specialist to make sure child is enrolled in the correct classes and is on track to graduate within the designated timeframe based on the contents of the IEP.

If there is a concern regarding the student's credits and whether they are on track to graduate within the designated timeframe, recommend that the FSW and the DCS Education Specialist contact the student's school for a letter of verification. If at the administrative review the FSW has not referred the case to the DCS Education Specialist, proceed with a non-emergency direct referral to the judge for the FSW or DCS Education Specialist to explain why the recommendation has not been implemented.

NOTE:

TRIO is a set of federally-funded college opportunity programs that motivate and support students from disadvantaged backgrounds in their pursuit of a college degree. TRIO programs provide direct support services for students, and relevant training for directors and staff. The target populations of the TRIO programs are low income, first generation, and students with disabilities from 6th grade through college graduation. The 3 sections of TRIO are Talent Search (beginning in grade 6), Upward Bound (beginning in grade 9), and Student Support Services (post-secondary). The Upward Bound program provides academic instruction in mathematics, laboratory sciences, composition, literature, and foreign languages. Tutoring, counseling, mentoring, cultural enrichment, work-study programs, education or counseling services designed to improve the financial and economic literacy of students; and programs and activities previously mentioned that are specially designed for students who are limited English proficient, students from groups that are traditionally underrepresented in postsecondary education, students with disabilities, students who are homeless children and youths, students who are in foster care or are aging out of foster care system or other disconnected students.

The board should recommend that DCS inquire about the availability of the Upward Bound program at the student's school, and make all necessary steps to apply to the program.

Question bi. If university or community college bound, indicate if the child has credits in these courses.

Questions and recommendations to address barriers to a child being "university bound":

- Determine if the current placement can offer the Fine Arts and Foreign Language credit requirements; this may be a barrier for students enrolled in non-public schools that are university bound.

If the current placement cannot provide the credits and the child is university bound, recommend the FSW work with the DCS Education Specialist and the child's school to make sure the fine arts or foreign language classes are provided to the child. Schedule an administrative review in one month, to check the status on obtaining the additional classes. If at the administrative review the FSW has not obtained the information regarding the credits for the classes, proceed with a non-emergency direct referral to the judge for the FSW or DCS

Education Specialist to explain why the recommendation has not been implemented.

- If the ACT/SAT has not been taken as of March 31 of the child's junior year, recommend the FSW register the child for the next testing date. Schedule an administrative review in one month. If at the administrative review, the FSW has not registered child for the ACT/SAT, proceed with a non-emergency direct referral to the judge for the FSW or DCS Education Specialist to explain why the child has not been registered for the ACT/SAT.

If the ACT/SAT has been taken, then ask for the score. Most universities use the ACT/SAT as a part of their admissions decision. A 19 or above is generally accepted, but each institution will set a minimum ACT/SAT score required for admission. If the score is under 19, or is less than the required accepted score for the college or university the child plans to attend, the child may retake the test. Community Colleges have an open door admission policy but they use the ACT/SAT score for placement in college level courses. Students scoring less than the required ACT/SAT score in reading, writing or math will be required to take learning support courses. Recommend the FSW enroll the child in an ACT/SAT Prep Course (examples - DVD, hard copy of book, online course, community classes, after school program) and register the child for the next testing date. Schedule an administrative review in two months. If the FSW has not provided ACT/SAT prep, proceed with a non-emergency direct referral to the judge for the FSW or DCS Education Specialist to explain why the recommendations were not implemented.

- If a child has a 504 or IEP, he or she is eligible to request accommodations or modifications for the ACT/SAT. If the LEA is responsible for giving the test, have the FSW consult with the LEA to determine who is responsible for submitting the request for accommodations from ACT/SAT before the deadline date. To qualify for accommodations, the student must have a professionally diagnosed condition with appropriate documentation on file showing that the child requires specific accommodations due to his/her disability. The accommodations may include extended time on tests, time-and-a-half on tests (or uses extended time only on writing tests), can test over multiple days due to the nature of the disability, use alternate test formats such as Braille, DVDs, or a reader; or a scribe or computer for essays (this is available only for students whose disabilities prevent them from writing independently) and use extended time with alternate formats. ACT/SAT makes the final determination on what accommodations are approved. If the LEA is not responsible for giving the ACT

test, the FSW must make sure that they submit the request for accommodations before the deadline date for the given test. There are currently no additional accommodations for ESL students without a disability (i.e: test form in another language).

- Academic accommodations provided by post-secondary schools will be based on the student's most current 504 or IEP. The FSW and DCS Education Specialist should assist the student in meeting with the high school Special Education Coordinator or 504 Coordinator to revise the plan to assist with transitioning them to post-secondary education. Once enrolled in classes, the young adult must register with the institution's Office of Disability Services and submit their 504 or IEP plan. The institution will then develop a new accommodation plan.
- Tennessee Promise – For a child in the senior year, inquire if the child is enrolled in the Tennessee Promise program. TN Promise is a last dollar scholarship for eligible students. However, there are specific requirements that must be met during the senior year for the student to receive funding. The FSW should ensure that students are completing the stated requirements. TN Promise funding applies to Community Colleges, TCAT's and Universities that offer an Associate's Degree program. Recommend that the student complete the requirements even if the plan is to attend a four-year university.

Question c. Given the information above, is the student on track to graduate within 4 years?

If Yes, proceed to Question d.

If No, proceed to Question ci.

Question ci. If No, what steps are being made to achieve the needed credits?

Recommend the FSW contact the DCS Education Specialist to schedule a meeting with school administrators and guidance counselors to set up a plan to get the child back on track to graduate. Examples would include:

TUTORING – An opportunity for a student to receive additional or remedial instruction to receive additional support in academic classes.

CREDIT RECOVERY – An opportunity for students to re-take a course in which they previously were not academically successful in earning a credit, or to improve grades in a course. These could be available on-line.

SUMMER SCHOOL – A session conducted in the summer enabling students to accelerate progress toward a diploma or to make up credits lost through absence or failure, or to improve grades in a course.

ONLINE COURSES – Classes taken over the internet through an accredited institution to achieve high school course credits that may not be available to the student during the school term.

FAST TRACK OPTIONS – Compressed time in classes that meet for the same total number of required hours as a full term class to receive credit.

EXTENDED CLASS TIME (SEAT TIME) – The lengthening of regular class time to focus on core academic learning and enrichment activities to obtain required credits and enhance student success.

ALTERNATIVE EDUCATION SETTING – A setting outside of a traditional school structure that provides the freedom and ability to experience learning in a new way and increases student success. An example could include a school that allows a student to learn at their own pace or one that has non-traditional hours. This option is appropriate for a child who has reached 18 or is a senior and doesn't have adequate credits to graduate, and still desires to obtain a diploma.

Schedule an administrative review in two months for the FSW to provide documentation of the graduation plan. If at the administrative review the FSW does not have a graduation plan, then proceed with a non-emergency direct referral to the judge for the FSW or DCS Education Specialist to explain why the recommendations were not implemented.

Ask these follow up questions to gain a better understanding of the child's readiness to graduate from high school and enroll in college/university.

Q: HAVE YOU APPLIED FOR FAFSA? (STUDENT CANNOT SUBMIT UNTIL OCTOBER 1)

ANSWER: If No, schedule an administrative review in one month to ensure that the recommendation to apply for FAFSA was implemented and provide the application confirmation number (FSA ID). It is important to include in the recommendation that an able adult assist the youth with completing the application. The FAFSA process should start in October of the senior year of high school and each year thereafter for post-secondary education. The deadline to apply for FAFSA is June 30, but to obtain more financial aid, the process should be completed by October 31. If at the administrative review the

recommendations have not been implemented, proceed with a non-emergency direct referral to the judge for the FSW to explain why the recommendations were not implemented. An emergency referral may be needed if the review occurs in late May or June.

Q: HAS STUDENT SUBMITTED COLLEGE APPLICATIONS?

ANSWER: If yes, verify the receipt of an acceptance letter at a subsequent review. If no, recommend DCS develop a plan for the student to apply for post-secondary education. The plan should include the payment of application fees. (In order for EFC to continue, the student **must** have an acceptance letter upon graduation.)

Schedule an administrative review in one month for the FSW to provide documentation of the acceptance letter. If the FSW has not made the request for a plan for post-secondary education, proceed with a non-emergency direct referral to the judge for the FSW to explain why the recommendations were not implemented.

Q: HAS STUDENT APPLIED FOR SCHOLARSHIPS? (IF AFTER OCTOBER 1)

ANSWER: If yes, ask what scholarships have been awarded and if there are any additional requirements for the scholarship. If no, then recommend DCS assist the youth with conducting a scholarship search.

Q: IS STUDENT ELIGIBLE FOR THE HOPE/LOTTERY SCHOLARSHIP?

ANSWER: The Hope Scholarship requires a weighted 3.0 GPA and a minimum score of 21 on ACT (980 SAT). If the student has not applied for the scholarship and the child meets the requirements, schedule an administrative review in one month to ensure application has been completed for applicable scholarship(s). If at the administrative review the recommendations have not been implemented, proceed with a non-emergency direct referral to the judge for the FSW to explain why the recommendations were not implemented.

Q: IF REVIEW OCCURS IN LAST SEMESTER OF CHILD'S SENIOR YEAR, IS THERE A PLAN TO PAY FOR ORIENTATION FEES AND DORMITORY APPLICATION FEES?

ANSWER: If Yes, set a review in the month the fees are to be paid to ensure compliance.

If No, schedule an administrative review in one month for DCS to develop a plan for the fees to be paid. If at the administrative review the recommendations have

not been implemented, proceed with a non-emergency direct referral to the judge for the FSW to explain why the recommendations were not implemented. An emergency direct referral may be necessary if the deadline for the fees to be paid is within 30 days.

Question d. Has student been approved for GED or HiSET?

If the student has been approved and enrolled in a GED or HiSET Program and is 18 years of age or older, please note that before taking the official practice test, the student must have an acceptance letter from a college to continue EFC services or awaiting an acceptance letter from a post-secondary institution.

If yes, proceed to Question di.

If No, If the student is 17, they must have a waiver by the LEA or DCS to enroll in the GED or HiSET program. Recommend the FSW work with the DCS Education Specialist to obtain the waiver and proof of enrollment. Schedule an administrative review in one month. If at the administrative review the FSW has not obtained the waiver and proof of enrollment, then proceed with a non-emergency direct referral to the judge for the FSW or DCS Education Specialist to explain why the recommendation has not been implemented.

Question di. If yes, which diploma?

The GED and HiSET are options for students not completing the traditional diploma path. A GED or HiSET should be considered for a child 17 or older, and has less than half of the graduation requirements of their school. The General Education Development test (GED) is a five-part exam for adults who do not have a high school diploma and want to earn an equivalent credential. The HiSET test will measure the same competencies as the current GED test, but the advantages of the HiSET program include being able to take the test in paper format.

If the student, who is on the GED or HiSET track, is considering post-secondary education, then the fine arts and foreign language requirements will need to be addressed.

Question dii. Does the student have a state issued ID?

If Yes, proceed to Question e.

If No, A student must have a state issued ID to take the GED, HiSET or ACT. If the student does not have a state issued ID, recommend the

FSW obtain and provide documentation of the identification card. If at the administrative review the FSW has not obtained the ID card for the student, proceed with a non-emergency direct referral to the judge for the FSW or DCS Education Specialist to explain why the recommendation has not been implemented. This may be an emergency referral if time is of the essence.

NOTE: You may find that there is an undocumented youth who does not have a state ID. If so, please see the section that covers the appropriate handling of undocumented youth on page s 53 & 54.

Question e. If the student has an IEP or 504 have accommodations been requested?

If Yes, indicate all testing that accommodations have been requested for the student: ACT/SAT, GED/HiSet and/or AP/IB/Dual Enrollment (College Credit Exams).

If No, If the student has an IEP or 504 Plan in high school, recommend the FSW and the DCS Educational Specialist contact the guidance counselor to make sure the student's accommodations are made for the appropriate test. This recommendation is time sensitive, and should be made as soon you become aware the student needs to take the ACT/SAT, GED/HiSET, and/or AP/IB/Dual Enrollment exams. Schedule an administrative review in one month, for the FSW to provide documentation of the request for accommodations. If at the administrative review the FSW has not made the request for accommodations, proceed with a non-emergency direct referral to the judge for the FSW or DCS Education Specialist to explain why the recommendation has not been implemented.

Accommodations are available for ESL students with disabilities. Documentation of the disability must be provided. Spanish versions of the GED and HiSet are available.

EXTENSION OF FOSTER CARE FOR YOUNG ADULTS COMPLETING HIGH SCHOOL

If this is the first foster care review board after a young adult enters EFC, then review the last FCRB summary for the High School credits to complete the EFC Education Supplemental Worksheet. If the young adult is on track to graduate, then proceed to question b. If the young adult is not on track to graduate, proceed to question a.

Question a. Have you met with a school official or the DCS Education Specialist to determine if you are on track to graduate within 4 years from the date you entered 9th grade?

Each young adult should have the opportunity to meet with a school official which may include a principal, guidance counselor, school counselor, or teacher, and/or a DCS Education Specialist to review his/her current transcript(s) to ensure they are on track to graduate within 4 years.

If Yes, proceed to question ai.

If No, the board should ask the young adult if he/she wants assistance from the DCS Education Specialist. If the young adult wants the assistance of DCS, make a referral for the FSW and DCS Education Specialist to schedule a meeting with a school official to schedule a review addressing the following:

- the number of credits the young adult currently has and the number of credits that may need to be recovered (see *Glossary for Credit Recovery*)
- the number of credits still required to meet graduation requirements
- a plan of action for the student to make up or take the missing classes.

Board members should inquire with the young adult if there are any issues in passing current classes. Board members can recommend professional and peer tutoring to help address effective communication with teachers, time management, test preparation, subject content, and study skills.

If the young adult elects not to receive assistance from DCS, then recommend the young adult contacts the guidance counselor or designated person with student services to plan a meeting to address the above.

Schedule an administrative review in 30 days to ensure this has occurred and provide documentation. If at the administrative review it has not been completed by DCS, proceed with a direct referral to the judge to report why the recommendation was not followed.

Proceed to question b.

Question ai: What were the outcome(s) and recommendations of that meeting?

If the young adult is not on track to graduate, ask the young adult what plans were developed for him/her to graduate on time (i.e. credit recovery, summer school, etc.). If they cannot graduate on time, recommend that the young adult work with the FSW and DCS Education Specialist to verify whether or not there is the possibility to graduate on time and/or discuss GED, HiSET, or any other educational alternative such as home school program, adult high school, etc.

Schedule an administrative review in 30 days to ensure this has occurred, and provide documentation. If at the administrative review it has not been completed by DCS, proceed with a direct referral to the judge to report why the recommendation was not followed.

Question b. What other problems or issues do you have in your classes or outside of the classroom that may prevent you from graduating high school? (i.e.: failing grades, suspensions, attendance, transportation, child care, housing, insecurity, bullying, etc.)

If the young adult reports they do have challenges, ensure they have the opportunity to report all of them. Below is a list of possible non-academic barriers that may prevent the student from graduating.

TRANSPORTATION

If the young adult has identified transportation concerns, review the Independent Living Plan to see if the concerns have been addressed. If the transportation concerns have not been addressed, then recommend for DCS and the Independent Living Specialist to develop a plan to resolve transportation issues. Schedule an administrative review in 30 days to ensure this has occurred. If at the administrative review it has not been completed by DCS and the Independent Living Specialist, proceed with a direct referral to report to the judge as to why the recommendation was not followed.

HOUSING

If the young adult has identified housing concerns, then review the Housing section (Question 5) of the 18-21 Foster Care Review Board Summary Form. If their housing concern has not been addressed, make the recommendation for DCS and the housing specialist on the board (if available) to discuss housing options and develop a plan. Schedule an administrative review in 30 days to ensure this has occurred. If at the administrative review, the housing issues have not been resolved by DCS, proceed with an emergency direct referral to report to the judge as to why the recommendation was not followed.

EMPLOYMENT

If the young adult has identified the need for additional income, the recommendation should be made to explore work study opportunities with the institution.

CHILD CARE

If the young adult has identified child care as a concern, encourage the young adult to contact the Office of Student Services or the Department of Human Services for childcare eligibility.

Question bi. What help do you need to fix those problems and graduate on time? (I.e.: need for tutoring, IEP/504, credit recovery, etc.)

If the young adult reports that they do not have issues, and if the board does not see any issues after reviewing the documentation, proceed to question c.

If the young adult reports that they do have issues, ensure they have the opportunity to report all of the barriers. Below is a list of possible barriers that may prevent the young adult from graduating high school.

ATTENDANCE

Board members should inquire with the young adult as to the barriers to attending school. Board members should recommend to DCS that all court hearings, health appointments, or any meeting/appointments related to foster care placement should be submitted as an excused absence to the school. Additionally, the board should recommend DCS to schedule any meetings/appointments at times that minimize the young adult's educational absence. The board should remind the young adult that attendance in school is necessary for their continued enrollment in Extension of Foster Care.

DISCIPLINE

Board members should inquire with the young adult regarding any discipline issues in school. Disciplinary concerns may be the result of the young adult's behavior, but may also be the result of other issues such as medication management, disabilities, personal issues, and bullying/harassment. The board should recommend DCS schedule a CFTM to address the external factors, if any, that may be contributing to the behavior. Additionally, DCS should request an S-Team/IEP meeting to develop a behavioral intervention plan. The board should encourage the young adult to take any and all supporting documentation to the meetings.

504/IEP ACCOMMODATIONS AND MODIFICATIONS

Board members should review the IEP/504 plan and ask the young adult if they are receiving the accommodations in the IEP/504.

Possible accommodations:	Possible modifications:
<ul style="list-style-type: none">• read-aloud• extended time• flexible setting/scheduling• additional breaks during the school day• school materials - i.e. calculator or a computer	<ul style="list-style-type: none">• abbreviated assignments• shortened tests• alternate projects or assignments• extra grade opportunities

If accommodations are not being implemented or new accommodations need to be considered, then the board members should recommend the FSW contact the DCS Education Specialist to set up an IEP/504 meeting with the school. Schedule an administrative review in 30 days to review the revised IEP/504 plan. If the meeting has not occurred, make a direct referral to the judge for the FSW or DCS Education Specialist to explain why the recommendation has not been implemented.

If the young adult reports they have no issues, but the board identifies some barriers upon reviewing documentation, the board should provide a list of resources to the young adult should he or she determine after the review that they need assistance in graduating. The board can provide the information from the paragraph above or let the young adult know that they can contact the court facilitator to have the case brought back before the board.

Question c. What are your plans after high school to further your education or career?

Below is a list of possible paths for young adults upon completion of high school.

TRANSITIONING TO VOCATIONAL/TECHNICAL PATH

If the young adult's plan is to obtain a certificate, certification, or diploma, the young adult must be aware of the entry requirements and deadlines for that career path. The young adult should contact student services/admission office for admission requirements and fees by the fall/spring during senior year. It is important that preparations be made early for any necessary fees, including application and registration fees, etc. Failure to meet these required deadlines could result in the delay of enrollment and loss of financial assistance. It is recommended that in the junior year, the young adult signs up, prepares for, and takes the ACT. Although the ACT is not required for the vocational/technical path, it is recommended because of additional scholarship opportunities which require the ACT. **The FAFSA application should be started the fall of senior year and completed by October 31. The young adult should create their FSA ID at the beginning of their senior year by visiting StudentAid.gov/fsaid The young adult should also visit each institution's website for additional scholarship opportunities.**

Tennessee Colleges of Applied Technology (TCAT) offer different forms of enrollment which can allow students to begin classes immediately and aren't limited to traditional semesters. **Upon completion of GED/HiSET a student can often immediately enroll in a TCAT program.** The FSW should accompany the student to the TCAT to explore immediate enrollment.

TRANSITIONING TO COMMUNITY COLLEGE/FOUR-YEAR INSTITUTION

If the young adult's plan is to obtain an associate or bachelor degree, the young adult must be aware of the entry requirements and deadlines. Failure to meet the required deadlines can result in the delay of enrollment and loss of financial assistance. Prior to the junior year, the young adult must research post-secondary opportunities based on career interests, including understanding the requirements and deadlines for the ACT or SAT. These entrance exams should be taken no later than the spring of the junior year in order to apply for scholarships and need-based money. Application to a community college or a four-year institution should be done no later than December 1 of the senior year.

It is important that preparations be made early for any necessary fees including application, registration, or housing fees. **The FAFSA application should be completed by October 31 of the senior year.**

If any of these deadlines are not met, recommend the young adult work with the FSW, DCS Education Specialist, and/or the Independent Living Specialist to conduct a CFTM within 10 days to ensure all fees are paid and applications submitted and schedule an administrative review in 30 days to ensure this has occurred, and documentation provided to confirm. If at the administrative review it has not been completed by DCS, proceed with a non-emergency direct referral to the judge to report why the recommendation was not followed.

PREPARING FOR COLLEGE

There are many opportunities for a young adult to engage in post-secondary education while in high school. Dual Enrollment is a program that allows a young adult to take college level courses and earn both college credit and credit toward their high school requirements. Dual Credit is a program for young adults in high school to earn college credit in a high school course after passing a standardized exam. Advanced Placement courses are offered at many high schools for the young adult to earn college credits for qualifying test scores. The DCS Education Specialist should assist the young adult with exploring options to earn college credit prior to entering the junior year in high school. If the young adult will be required to take remedial courses upon enrolling at a post-secondary institution, the DCS Education Specialist should assist the young adult in exploring options for remediation while in high school, such as the Tennessee Seamless Alignment and Integrated Learning Supports (SAILS).

The choice of careers is important for the young adult in determining the correct institution and major. The State provides free resources (College4TN.org) for the young adult to explore careers and to determine career interests. The DCS independent living specialist should assist the young adult in exploring options for career interests and the post-secondary opportunities to earn a degree in the chosen field.

[If the young adult is pursuing post-secondary education, please see note regarding attendance on page 33](#)

NOTE:

TRIO is a set of federally-funded college opportunity programs that motivate and support students from disadvantaged backgrounds in their pursuit of a college degree. TRIO programs provide direct support services for students, and

relevant training for directors and staff. The target populations of the TRIO programs are low income, first generation, and students with disabilities from 6th grade through college graduation. The 3 sections of TRIO are Talent Search (beginning in grade 6), Upward Bound (beginning in grade 9), and Student Support Services (post-secondary). The Upward Bound program provides academic instruction in mathematics, laboratory sciences, composition, literature, and foreign languages. Tutoring, counseling, mentoring, cultural enrichment, work-study programs, education or counseling services designed to improve the financial and economic literacy of students; and programs and activities previously mentioned that are specially designed for students who are limited English proficient, students from groups that are traditionally underrepresented in postsecondary education, students with disabilities, students who are homeless children and youths, students who are in foster care or are aging out of foster care system or other disconnected students.

The board should recommend that the FSW or DCS Education Specialist inquire about the availability of the Upward Bound program at the student's school, and make all necessary steps to apply to the program.

TRANSITION TO EMPLOYMENT

If the young adult desires to transition to employment upon graduating high school, the following steps may be taken:

Visit the career center (unemployment office) and register with www.JOBS4TN.org for career opportunities. The young adult should take the Career Readiness Certificate exam to receive the certificate. This allows the employer to determine the level of employability within their career field.

Visit the local Job Corps office to find out hands-on career technical training, education, money, personalized career plans, special programs for single parents and help develop a job and find employment. The young adult should visit www.jobcorps.gov or call 1-800-733-5627.

TRANSITION TO DIDDS

If the young adult has a disability, no later than six months prior to the student turning 18, the board should ask if the FSW has submitted an application for services through the Department of Intellectual and Developmental Disabilities (DIDDS). In order to qualify for DIDDS, appropriate documentation from the physician or the school should be provided and must state there is an intellectual disability. The board should also ask if a conservator has been appointed to represent the young adult. Once the student turns eighteen years

of age they are considered their own legal guardian, and because of this, the school system has to honor any request they make regarding their IEP. The conservator is responsible for making decisions for the young adult related to education, finances, medical needs, etc. If the application has not been submitted or the conservator appointment has not commenced, the board's recommendation should be for the FSW to do so immediately and that they follow DCS Policy 19.8 regarding the DIDDS transition process. Schedule an administrative review in one month. If at the administrative review the FSW has not completed the recommendation, proceed with a direct referral to the judge for the FSW to explain why the recommendation has not been implemented.

EXTENSION OF FOSTER CARE FOR YOUNG ADULTS COMPLETING GED OR HiSET

Question a. Are you taking the GED or HiSET?

This is to determine if the young adult is planning to take the GED or HiSET. Please see the Glossary for definitions of both.

Question b. When do you plan on taking the test?

Indicate the date given. If the young adult does not have a date, then determine when the young adult will be eligible to take the test. Please see the glossary for eligibility requirements.

Question c. What help do you need to pass your GED or HiSET? (i.e.: accommodations, tutoring, etc.)

Below is a list of assistance that can be provided to aid the young adult with passing the test.

TUTORING

If the young adult has indicated the need for additional GED academic support, the board members can recommend the FSW request funds for tutoring. Schedule an administrative review in 30 days to ensure this has occurred. If at the administrative review it has not been completed by DCS, proceed with a direct referral to report to the judge as to why the recommendation was not followed.

504/IEP ACCOMMODATIONS

Board members should provide information to the young adult with a disability of the guidelines for requesting accommodations by going to www.gedtestingservices.com/accommodations. Board members should recommend that the FSW and DCS Education Specialist assist the young adult with completing necessary forms to request accommodations.

Schedule an administrative review in 30 days and have the FSW provide documentation of the request for accommodations. If at the administrative review the

FSW has not made the request for accommodations, proceed with a direct referral to the judge for the FSW or DCS Education Specialist to explain why the recommendation has not been implemented.

Question d. What are your plans after you get your GED/HiSET? (i.e.: further education, college, vocational training, military, career, etc.)

Below is a list of possible paths for students upon passing the GED or HiSET.

TRANSITIONING TO VOCATIONAL/TECHNICAL PATH

If the young adult's plan is to obtain a certificate, certification, or diploma, the young adult must be aware of the entry requirements and deadlines for that career path. The young adult should contact student services/admission office for admission requirements and fees by the fall/spring of the senior year. It is important that preparations be made early for any necessary fees including application and registration etc. Failure to meet these required deadlines could result in the delay of enrollment and loss of financial assistance. It is recommended in the junior year that the young adult signs up, prepares for, and takes the ACT. Although the ACT is not required for the vocational/technical path, it is recommended because of additional scholarship opportunities which require the ACT. **The FAFSA application should be started the fall of senior year and completed by October 31.**

Tennessee Colleges of Applied Technology (TCAT) offer different forms of enrollment which can allow students to begin classes immediately and aren't limited to traditional semesters. Upon completion of GED/HiSET a student can often immediately enroll in a TCAT program. The FSW should accompany the student to the TCAT to explore immediate enrollment.

TRANSITIONING TO COMMUNITY COLLEGE/FOUR-YEAR INSTITUTION

If the young adult's plan is to obtain an associate or bachelor degree, the young adult must be aware of the entry requirements and deadlines. Failure to meet the required deadlines can result in the delay of enrollment and loss of financial assistance. Prior to the junior year, the young adult must research post-secondary opportunities based on career interests, including understanding the requirements and deadlines for the ACT or SAT. These entrance exams should be taken no later than the spring of the junior year in order to apply scholarships and need-based money. Application to community college or a four-year institution should be done no later than December 1 of the senior year. It is important that preparations be made early for any necessary fees, including

application, registration, or housing. The FAFSA application should be completed by October 31 of the senior year.

If any of these deadlines are not met, recommend the young adult work with the FSW, DCS Education Specialist, and/or the Independent Living Specialist to conduct a CFTM within 10 days to ensure all fees are paid and applications submitted and schedule an administrative review in 30 days to ensure this has occurred, and documentation provided to confirm. If at the administrative review it has not been completed by DCS, proceed with a non-emergency direct referral to the judge to report why the recommendation was not followed.

[If the young adult is pursuing post-secondary education, please see note regarding attendance on page 33](#)

TRANSITION TO EMPLOYMENT

If the young adult desires to transition to employment upon passing the GED or HiSet, the following steps may be taken:

Visit the career center (unemployment office) and register with WWW.JOBS4TN.ORG for career opportunities. The young adult should take the Career Readiness Certificate exam to receive the certificate. This allows the employer to determine the level of employability within their career field.

Visit the local Job Corps office to find out hands on career technical training, education, money, personalized career plans, special programs for single parents and help develop a job and find employment. The young adult should visit www.jobcorps.gov or call 1-800-733-5627.

EXTENSION OF FOSTER CARE FOR YOUNG ADULTS COMPLETING POST-SECONDARY EDUCATION

Attendance at court or Foster Care Review Board may require the young adult to be absent from a course. There is no statutory attendance protection for a young adult enrolled in post-secondary education. An unplanned absence may negatively impact the young adults performance in a course. It is imperative that the young adult make the necessary preparation for an absence from any course. At the beginning of each academic term the young adult should provide documentation regarding the nature of the absence to satisfy requirements for program eligibility.

The board should make the following recommendations:

- The board shall provide the FSW with the form letter explaining the eligibility requirements for extension of foster care and the need to attend court and foster care review board (See Appendix, page 67). The FSW shall complete the letter on DCS letterhead and provide the young adult with the original letter. **This letter must be updated each term.**
- The young adult shall provide the letter to each course instructor and the Dean of Students at the beginning of each term.
- Should the young adult encounter resistance with the course instructor, he/she should request a meeting with the Dean of Students to discuss the need to miss class to attend a court date or meeting related to their eligibility to continue extension of foster care. (In the event there is not a Dean of Students, then the young adult should locate the campus director.)

Please note: the board should always provide positive support and recommendations to help the young adult successfully graduate.

Question a. What challenges are you facing inside the classroom that may hinder you from successfully completing your academic goals by your anticipated graduation date?

If the young adult reports they do have challenges, ensure they have the opportunity to report all of them. Below is a list of possible academic barriers that may prevent the young adult from graduating.

ACADEMIC ADVISING

A service provided at each institution to ensure the young adult is enrolled in the correct academic program and taking the correct courses under the chosen academic program. This service also will provide assistance with creating the class schedule. (It can be likened to the service of a guidance counselor in high school.)

It is important to note that academic advising is essential to the young adult's success at the institution, which includes (1) enrolling in the correct courses, (2) taking the proper course hours, and (3) graduating in a timeframe that coincides with receipt of EFC services.

1. The first step is to identify if the young adult has an academic advisor and if he/she has met with the advisor. If the young adult has met with the academic advisor, then determine if the advisor has been helpful. If the young adult has not met with the advisor, then identify if the young adult knows how and where to contact the advisor.

2. It is possible for there to be barriers with academic advising:

Properly communicating their career goals to their advisor. It is not uncommon for young adults to not have decided upon a career path or to change their career path. Make sure the young adult understands the significance of communicating to the academic advisor their chosen career path or any change. For those young adults who remain undecided, each institution has a career services office which can assist them with identifying the option for career interests and choosing a major.

Conflicts in schedule between the young adult and the advisor. The recommendation should be made for the young adult go to the Academic Advisement Office for a change in advisor and to receive advisement services.

Understanding the relationship between the academic advisor and the young adult. If the young adult expresses concerns in connecting with the academic advisor, then explain to the young adult the difference between the role of the academic advisor and the role of their mentor or support system. The goal is for the young adult to understand the academic advisor serves a limited but important purpose.

3. Has the young adult reviewed the course requirements and curriculum for their major?

The course catalog is the academic contract that states the required courses a young adult must take to complete the degree or program. The required courses within the program catalog are valid for a set amount of time for that specific institution. In order to determine the amount of time for the specific institution, the young adult should contact the registrar's office. It is important for the young adult to keep a record of the required courses in the program.

Each institution may have additional resources to support the program completion by the young adult, which may include degree maps or academic plans. The degree map or academic plan provides a detailed overview of a young adult's progress related to their program of study. These resources allow a young adult to understand (1) the remaining courses required for graduation, (2) the critical courses necessary to be successful upon completion, and (3) the impact of a potential change in major. The young adult is encouraged to meet with their advisor to review their degree map or academic plan at the beginning of each semester. The degree maps or academic plan may also be available online for the student to access through his or her personal account login.

Note: Remedial courses will not count as credit towards graduation. However, it is important for the young adult to complete all remedial requirements in order to maintain progress towards graduation. Although the credits do not count toward graduation, the young adult's participation in remedial courses can be necessary to maintain full-time status. Failure to successfully complete these courses will have a negative impact on eligibility for EFC, scholarships, and other forms of financial aid.

SUPPLIES AND SUPPLEMENTAL NEEDS

In order for the young adult to ensure success in their course of study, it is vital to have the required resources and tools stated in the syllabus or by the instructor. Resources may include: scientific calculators, computer software, or any additional items necessary for class participation and successful completion of the course. If the young adult is unable to obtain the needed supplies, then make the recommendation for the FSW or DCS Education Specialist to identify funds to assist the young adult with purchasing the necessary items. Schedule an administrative review in 30 days to ensure this has occurred. If at the administrative review it has not been completed by the FSW or the DCS Education Specialist, proceed with an emergency direct referral to report to the judge as to why the recommendation was not followed.

504/IEP ACCOMMODATIONS AND MODIFICATIONS

In post-secondary education, this is referred to as a student with disabilities under the Americans with Disabilities Act (ADA). For any young adult who had an IEP or 504 in secondary education, it is necessary for the young adult to inform the institution of their specific needs. For a young adult who expresses reluctance in registering with the Office of Disabilities, help the young adult understand the purpose of registering is to help them achieve the goal of graduating. The reasons for the accommodations and modifications remain confidential.

After registering with the Office of Disabilities, the young adult has to set up a meeting for the written accommodation plan that is needed in the classroom for the instructor. A delay in establishing an accommodation plan may negatively impact the young adult's academic performance.

When immediately transitioning from secondary to post-secondary education, the young adult will need to present their current 504 Plan or IEP to the Office of Disabilities at the new institution.

When transferring between post-secondary institutions, the young adult will need to request that their accommodations plans are sent to the new institution. The young adult should verify the new institution has received the accommodation plan from the previous institution. The young adult should ask if the new institution has additional requirements prior to the meeting to establish the new accommodation plan.

If the young adult encounters issues with establishing an accommodation plan, further assistance may be required.

The board will recommend the following:

- The FSW shall accompany the young adult to the appropriate office that is responsible for disabilities to seek assistance in initiating the accommodation plan, or reasons for denial. Please inform the young adult that this may require them to sign HIPPA and FERPA release of information for the FSW.
- The FSW shall assist the young adult with scheduling and obtaining any necessary documentation to support the accommodation plan. This may include talking with the young adult's doctor or therapist regarding the young adult's medical condition, mental health diagnosis and/or medication regiment.
- The FSW shall immediately consult the Education Specialist to discuss the issues related to obtaining the accommodation plan for the young adult.

If an instructor fails to accommodate the plan, the young adult should report this to the Office of Disabilities.

Note: As soon as a youth begins their post-secondary education, the FSW or DCS Education Specialist should inquire about the availability of the TRIO Student Support Services program. TRIO is a set of federally-funded college opportunity programs that motivate and support students from disadvantaged backgrounds in their pursuit of a college degree. TRIO programs provide direct support services for students, and relevant training for directors and staff. The target populations of the TRIO programs are low income, first generation, and students with disabilities from 6th grade through college graduation. The 3 sections of TRIO are Talent Search (beginning in grade 6), Upward Bound (beginning in grade 9), and Student Support Services (post-secondary). The Student Support Services program provides opportunities for academic development, assists students with basic college requirements, and motivates students toward successful completion of their post-secondary education. The program can provide academic tutoring, counseling services, and assistance with course selection, financial aid application, and career or transfer goals.

The board should recommend that FSW or DCS Education Specialist inquire about the availability of the Student Support Services program at the young adult's institution, and assist the young adult in applying to the program.

COURSE MANAGEMENT

The syllabus is the young adult's contract for the course. It is important for the young adult to review the syllabus and always maintain a record of the document. The syllabus contains the guidelines to be used to successfully pass the course. Poor performance in a course may be the result of challenges with course management. Course management skills include - ability to effectively communicate with the instructor, time management, note-taking skills, test-taking skills, and study skills. If a young adult reports poor performance related to these or other skills, then make the following recommendations:

Effectively communicate with the instructor. It is necessary to establish a positive outlook and relationship with the instructor. Encourage the young adult to build a rapport with the instructor from the beginning regarding the subject matter. Questions about the syllabus, lectures, projects, exams, deadlines, and additional resources should always be directed to the instructor immediately.

For note-taking skills, test-taking skills and study skills, the young adult should contact the Office of Student Services for tutoring support. The young adult should be encouraged to collaborate with other students in the form of study groups and note-sharing. The young adult should also contact the instructor to identify additional resources to understand the subject matter.

ADDING AND DROPPING CLASSES

During the term, the young adult may need to add or drop a course. It is important for the young adult to understand the potential impact of making adjustments to their course load. The reasons for dropping a course may be related to poor course performance, incorrect course selection, or time conflicts. The reasons for adding a course may be related to meeting minimum eligibility requirements, or satisfying necessary program requirements. However, improper adding or dropping of a course may result in loss of financial aid, program ineligibility or delayed progress in their program of study.

When the young adult desires to drop a class, it is important to determine the reason why they are doing so, and if they have explored all options to remain in the class. The young adult should first discuss with the instructor their concerns, and seek solutions to avoid dropping the course, such as tutoring, online course completion, study groups, or outside assignments.

The young adult should take the following steps to avoid a negative impact from adding or dropping a course:

- Discuss with Independent Living Specialist the intent to add or drop a course, and if it will affect EFC eligibility.
- Refer to the student handbook regarding the add/drop process and all deadlines.
- Meet with an academic advisor to discuss the plans to add or drop a course.
- Check with the Bursar's office (payment office) to determine if there are any subsequent fees, charges or refunds that may be associated with adding or dropping a course. **The young adult needs to be aware that these costs are their personal responsibility.**

CLASSROOM CONFLICTS

The young adult may have concerns about their safety and well-being in class. It is important for the young adult to understand their civil rights within the institution. The student handbook contains the guidelines and policies for addressing concerns related to harassment, intimidation, discrimination and conflicts of interest that may impair the young adult's performance in class. The handbook also contains the procedures for addressing these concerns.

The board should recommend that the young adult ask the FSW, mentor or other advocate to assist with the procedures and requirements with the handbook and make a referral to the Office of Student Services.

Question b. What challenges are you facing outside the classroom that may hinder you from successfully completing your academic goals by your anticipated graduation date?

If the young adult reports they do have challenges, ensure they have the opportunity to report all of them. Below is a list of possible non-academic barriers that may prevent the student from graduating.

TRANSPORTATION

If the young adult has identified transportation concerns, review the Independent Living Plan to see if the concerns have been addressed. If the transportation concerns have not been addressed, then recommend the FSW and the Independent Living Specialist develop a plan to resolve transportation issues. Schedule an administrative review in 30 days to ensure this has occurred. If at the administrative review it has not been completed by the FSW and the Independent Living Specialist, proceed with a direct referral to report to the judge as to why the recommendation was not followed.

HOUSING

If the young adult has identified housing concerns, then review the Housing section (Question 5) of the 18-21 Foster Care Review Board Summary Form. If their housing concern has not been addressed, make the recommendation for the FSW and the housing specialist on the board (if available) to discuss housing options and develop a plan. Schedule an administrative review in 30 days to ensure this has occurred. If at the administrative review, the housing issues have not been resolved by the FSW, proceed with an emergency direct referral to report to the judge as to why the recommendation was not followed.

EMPLOYMENT

If the young adult has identified the need for additional income, the recommendation should be made to explore work study opportunities with their institution.

CHILD CARE

If the young adult has identified child care as a concern, encourage the young adult to contact the Office of Student Services or the Department of Human Services for childcare eligibility.

WITHDRAWALS

During the young adult's post-secondary experience, it may be necessary that they withdraw from an institution for a variety of reasons which include medical, mental health and personal matters. If the young adult needs to leave the institution prior to the end of a term, the decision to withdraw may be a result of unanticipated circumstances that hinder the young adult's ability to continue their studies. Withdrawal from an institution should be considered as a last resort after all resources have been exhausted and the young adult is still unable to continue their academic studies.

The board will recommend the following:

- The FSW shall accompany the young adult to the appropriate office that is responsible for withdrawals and appeals; and assist the young adult with initiating the process. Please inform the young adult that this may require them to sign HIPPA and FERPA release of information for the FSW.
- The FSW shall assist the young adult with scheduling and obtaining any necessary documentation to support the withdrawal or appeals process. This may include talking with the young adult's doctor or therapist regarding the young adult's medical condition, mental health diagnosis and/or medication regiment.
- The FSW shall immediately consult the Independent Living Coordinator or the Director of Independent Living to discuss the implications on the young adult's eligibility for extension of foster care should a withdrawal occur.

Once the young adult is stabilized, it is important for the young adult and DCS to be aware of the conditions of the appeal or withdrawal, which may include course work completion.

Question c. Is there an adult in your support system who is able to assist you with any of the challenges identified in questions a and b?

If Yes, proceed to next question.

If No, recommend the FSW and young adult identify a person who is able to assist the young adult with addressing their educational barriers. This person should be incorporated and participate in the development of a revised transitional living plan. Schedule an administrative review in 30 days to determine the status of identifying this person.

If after 30 days, the young adult has not identified a person to assist with the educational barriers, recommend the following:

To request the assistance of DCS support staff which may include Education Specialist, Independent Living Specialist, nurse, psychologist, TN Care Representative, or EFC FSW. On campus, the young adult should contact the Office of Student Services for assistance.

Question d. What are your plans once you complete your degree or certificate?

The purpose of completing a degree or certificate allows the young adult to successfully pursue their professional and personal goals. There are, however, many steps prior to graduation that are necessary for successful transition to the next step.

CHANGING INSTITUTIONS PRIOR TO COMPLETING A DEGREE

During the young adult's post-secondary experience, it may be necessary that they change institutions for a variety of reasons. Academic reasons may include changes in a field of study, academic course performance, or classroom conflicts. Non-academic reasons may include relocation, financial hardships, medical reasons and personal matters. In spite of the reason for change, the decision may result in unfavorable academic consequences, such as loss of credits, financial disqualifications, and an overall delay of completion.

If a young adult finds it necessary to transfer from one institution to another before completing a degree or certificate, the following steps should be taken:

- 1) The young adult should discuss with the Independent Living Specialist the desire to transfer to another institution and the necessary steps to take to ensure continued eligibility, or options and steps for future eligibility.
- 2) The young adult should obtain the transcripts from all previous post-secondary institutions. Please note that transcripts may not be obtained from an institution if the young adult is not in good standing with any previous institution, due to outstanding fees, academic probation, or other institutional violations.
- 3) Prior to transfer, the young adult must be aware of the transfer requirements, deadlines, and fees.
- 4) The young adult should meet with an admissions advisor at the new institution to discuss the process for enrollment and bring with them all documentation from previous institutions.

TRANSITIONING TO A FOUR-YEAR INSTITUTION

If the young adult's plan is to obtain a bachelor degree, then the young adult must transfer and enroll in a four-year institution. The young adult must be aware of the transfer requirements, deadlines, and fees. (It is important to request assistance from DCS with fees as early as possible). Failure to enroll in the required classes at the community college could result in the loss of credits transfer upon enrolling in the four-year institution. Upon entering community college, the young adult should inform their advisor at the first meeting of the intent to transfer to a four-year institution. The semester prior transferring to the four-year institution, the young adult should contact the four-year institution to obtain information of the necessary requirements for enrollment. To ensure successful transfer of course credits, the young adult should visit www.tntransferpathway.org to view the required courses of their identified major.

TRANSITION TO GRADUATE SCHOOL

If the young adult's plan is to obtain a graduate degree, after completion of their bachelor degree, the young adult must be aware of the entry requirements and deadlines for graduate school. Failure to meet the required deadlines can result in the delay of enrollment. Prior to the junior year, the young adult must research graduate school opportunities based on their career interests, including understanding the requirements and deadlines for enrollment in graduate school. The junior year should be used for studying the graduate school entrance exam. For example, a person wanting to attend law school would have to take the LSAT in order to apply. The graduate school entrance exam should be taken no later than the fall of their senior year in order to apply for scholarships and need-based money. Application to graduate school should occur during the senior year. It is important that preparations be made early for any necessary fees. The young adult should continue to apply for FAFSA.

In order to receive additional support, the young adult should contact their advisor, EFC FSW, or mentor.

TRANSITION TO EMPLOYMENT

If the young adult desires to transition to employment upon completion of certificate or degree, the following steps should be taken:

1. Visit the institution's Career Placement Office and inform them of their intent to seek employment upon graduation.
2. Visit the career center (unemployment office) and register with WWW.JOBS4TN.ORG for career opportunities. The young adult, who is on a

vocational career path, should take the Career Readiness Certificate Exam to receive the certificate. This allows the employer to determine the level of employability within their career field.

3. Young adults, who are on a technical career path, should ensure the completion of all certification requirements to become gainfully employed.

UNDOCUMENTED YOUTH

An undocumented youth is an immigrant who entered the United States without legal citizenship or lawful immigrant status (green card, visa, passport, etc.). Undocumented youth cannot legally receive any federally funded student financial aid, including loans, grants, scholarships, or work study money. Undocumented youth will not qualify for extension of foster care; however, the board should make recommendations to the FSW prior to the youth turning 18 to assist these youth in the transitional planning.

Deferred Action for Childhood Arrivals (DACA) allows certain individuals, who meet specific guidelines, to request consideration of deferred action from US Citizenship and Immigration Services. Through DACA several benefits are available to a youth such as:

- USA work authorization
- Driver's license / state ID
- Social Security card
- Temporary shield from removal proceedings

As soon as it is determined the youth is undocumented, the board should recommend the following:

- The FSW should immediately submit a request for funding to pay for Deferred Action for Childhood Arrivals (DACA) filing fees. The DACA process can take up to 6 months and the FSW should begin this process immediately.
- FSW immediately begin collecting documents as outlined in the Appendix on page 69
- FSW should conduct a CFTM and includes the Independent Living Specialist to determine if the youth can be considered for DACA.
- The FSW utilize state and local advocacy services (i.e. Tennessee Immigrant and Refugee Rights Coalition, community-based advocacy groups, pro-bono legal advocacy groups, Center for Refugees and Immigrants of Tennessee) to assist the youth in obtaining appropriate documentation.
- Some colleges and universities may allow undocumented youth to qualify for in-state tuition rates in order to pay for college.
- If a Guardian ad Litem (GAL) is appointed, they shall assist the FSW and the youth in the DACA process.

Undocumented youth do not qualify for Extension of Foster care services. Therefore, the board should ensure DCS accounts for appropriate housing, employment,

educational needs, and etc. in the transitional living plan. See Appendix on page 69 for additional information and guidance.

At the next review the FSW shall provide the board with 1) completed DACA paperwork 2) proof of connections or referrals to local advocacy resources 3) updated transitional living plan. Note that these situations can be time-sensitive depending on the age of the youth at the time of review. All efforts should be made to obtain all documentation and take the necessary steps by the youth's 18 birthday. The FSW should also ensure the youth is provided a copy of these documents, educational transcripts, and the transitional living plan.

SPECIAL CONSIDERATIONS FOR TRANSITIONAL PLANNING FOR UNDOCUMENTED YOUTH (TO BE USED IN CONJUNCTION WITH THE TRANSITIONAL PLAN CHECKLIST)

- **SOCIAL SUPPORT/PERMANENCY:** The youth's support person should be able to advocate for the unique needs as they navigate through the DACA process.
- **HOUSING:** The FSW should specifically address the financial barriers and lease requirements for an undocumented youth obtaining and maintaining stable and secure housing. Emergency housing and shelter housing options/list should be exhaustive. Specific information regarding immigrant and refugee community resources. If DACA approved, the youth will have additional housing options.
- **EMPLOYMENT:** Undocumented youth have a unique barrier to legal employment. The FSW should assist the youth in obtaining apprenticeships while they continue to pursue the DACA approval.
- **EDUCATION:** The FSW should inquire about the availability of fast-track options so that the youth can obtain a diploma, GED, or HiSET before turning 18. Undocumented youth have post-secondary options, but they may be limited due to lack of access to federal aid and may be required to pay out-of-pocket for all school tuition and related expenses. The FSW should reach out to the community advocacy programs that may have knowledge of educational institutions that will offer in-state tuition rates for undocumented youth, etc.
- **MANAGING HEALTH ISSUES:** Undocumented youth may have difficulty obtaining health insurance. The FSW should assist the youth in identifying free or low cost health services through local clinics, community based health programs, emergency rooms, etc.
- **STATE ISSUED ID:** The FSW should immediately begin the DACA process in order to obtain this needed document.
- **ACCESS TO BENEFITS:** Undocumented youth may find it difficult to access benefits. The FSW should direct the youth in locating community resources, programs, and possible grants to assist with expenses.

EDUCATION GLOSSARY

504 Plan - Plan of support and accommodation for a child with a disability whose needs can be met in a general classroom.

Academic Advising - A service provided at each institution to ensure that the student is enrolled in the correct academic program and is taking the correct courses under the chosen academic programs.

Accommodation - The term "accommodation" may be used to describe an alteration of environment, curriculum format, or equipment that allows an individual with a disability to gain access to content and/or complete assigned tasks. They allow students with disabilities to pursue a regular course of study. Since accommodations do not alter what is being taught, instructors should be able to implement the same grading scale for students with disabilities as they do for students without disabilities.

ACT (Assessment College Test) - A standard-based education test that assesses students' academic readiness for college.

Additional Support - Providing the child with extra help or support so they can get the most out of their education and reach their fullest potential. E.g., tutoring, credit recovery, online courses, materials, study time.

Alternative Education Setting - A setting outside of a traditional school structure that provides the freedom and ability to experience learning in a new way and increases student success. An example could include a school that allows a student to learn at their own pace or one that has non-traditional hours.

Alternative Placement - A student is placed in an alternative learning environment where the student continues to receive their education. This usually occurs after chronic or serious infractions.

AP (Advanced Placement) - College level courses that a student can take in high school to potentially receive college credit.

ASD (Achievement School District) - A local school district created due to the State's determination that the LEA has not met minimum academic benchmarks for student success. These schools were listed on the bottom 5% for academic achievement. The goal is to take the school's performance to the top 25% within 5 years.

BIP (Behavior Intervention Plan) - A formalized plan that outlines the steps to change specific negative behaviors a student may have.

Certification - Certification provides independent verification of a certain level of expertise in a particular area. The primary purpose of a certification program is to assess knowledge, skills, or competencies that candidates are expected to have already mastered prior to applying for the program. Usually, people get certification for different jobs by taking exams, such as real estate, nursing, or contracting exams that will license them to work at a certain level in their chosen profession.

Certificate of Completion - A certificate of completion can mean different things depending upon the program in which a person participates. The intent of a certificate program is to provide instruction and training to aid participants in acquiring specific knowledge, skills, or competencies. Many trade and vocational schools, and a number of junior or community colleges offer training in various fields that do not result in a college degree. In lieu of this degree, people who complete these programs may have a certificate showing that they've fulfilled all of the requirements of the program to certain standards, and this may be called a certificate of completion. Some vocational and job training programs have the option of earning college degrees, as well. Some people might earn this certificate and an associate of arts (A.A.) degree at the same time or after taking a few more courses. The way these certificates are treated can very much depend on the way a job in the field in which a person trains is treated.

Course Catalog - The academic contract that states the required courses a student must take to complete the degree or program. The required courses within the program catalog are valid for a set amount of time and for a specific institution.

Course Management - Includes the ability to effectively communicate with the instructor, time management, note-taking skills, test-taking skills, and self-confidence of performance in a class.

Credit Recovery - An opportunity for a student to re-take a course in which they previously were not academically successful in earning a credit, or to improve grades in a course. These could be available on-line

Current School Year - The school in which the child is presently enrolled, or has most recently completed if during the summer.

DCS Education Specialist -The Education Specialist provides expertise to the family, case managers, students, and schools to make sure the educational needs of youth in DCS's care are met and provides a seamless transition for students entering new and unfamiliar school environments.

Detention - A form of punishment by which a student is made to stay after regular school hours.

DIDDs (Department of Intellectual and Developmental Disabilities) - The agency responsible for providing health and supportive services for qualifying individuals with intellectual and developmental disabilities upon turning the age of 18.

Disability – A handicapping condition which meets the state criteria, including intellectual, physical, and mental disabilities, as determined by the appropriate assessment specialist.

Disciplinary Referrals - An infraction of the student code of conduct which results in a referral to the administrator or principal.

Disciplinary Report - A generated report that outlines the disciplinary referral.

Dual Credit - A high school level course that qualifies for college level credit upon passing a standardized exam.

Dual Enrollment - A college level course that qualifies for both high school and college credit.

Early Head Start - provides early continuous, intensive, and comprehensive child development and family support services to low income infants and toddlers and their families and pregnant women.

Educational Conservator - When a person cannot manage their own affairs, the court can name someone to help. The two ways to do this are called guardianships and conservatorships. Guardianships identify someone who can help with personal needs. Conservatorships are for financial affairs.

Electives - Courses that fall outside the core academic subject area.

Eligibility - Students meeting the state standards of having a disability and requiring special education and/or related services.

Excused Absence - Absences from school or a class for which the student has an allowable excuse pursuant to the compulsory attendance law or rules of the local school board.

Expulsion - When a student has been removed from their current school for up to 180 school days.

Extended Class time (seat time) - The lengthening of regular class time to focus on core academic learning and enrichment activities to obtain required credits and enhance student success.

Extracurricular Activities - Activities falling outside the realm of academics, e.g. school clubs, cheerleading, athletics, chorus, etc.

Fast Track options - Compressed time in classes that meet for the same total number of required hours as a full term class to receive credit.

FERPA (Family Educational Rights and Privacy Act of 1974) - A federal legislation in the United States that protects the privacy of students' personally identifiable information (PII). The act applies to all educational institutions that receive federal funds.

FAFSA (Free Application for Student Aid) - A form required by the government for application to any federal education aid program, used to provide funding for post-secondary education. The FAFSA process should start on October 1 of the senior year of high school and each year thereafter for post-secondary education. The FSA ID number should be requested in October with the final submission of the FAFSA application by October 31. For help, visit StudentAid.gov/fsaid.

FBA (Functional Behavior Assessment) - A functional behavior assessment (FBA) is a comprehensive screener used to identify the causes and triggers for inappropriate behaviors. The process usually involves documenting the antecedent (what comes before the behavior), behavior, and consequence (what happens after the behavior) over a number of weeks; interviewing teachers, parents, and others who work with the child; evaluating how the child's disability may affect behavior; and manipulating the environment to see if a way can be found to avoid the behavior.

FSW (Family Service Worker) - The DCS case manager assigned to the case.

GED (General Education Development Test) - The most recognized and used test that could lead to a high school equivalency diploma. Tennessee GED candidates must be at least 18 years old; those who are 17 years of age may take the test if they present an age waiver signed by the superintendent of their local school district. Younger candidates can also bypass the age requirement by submitting proof of enrollment in one of Tennessee's GED preparation programs or disenrollment from high school. Test-takers must present a valid government-issued photo and signature identification showing their name, address and date of birth. Prior to taking the GED exam, Tennessee residents must take an official GED practice test.

Head Start - A federally funded educational program that promotes school readiness of low income children by enhancing their cognitive, social, and emotional development.

HIPPA (Health Insurance Portability and Accountability ACT) - A US law designed to provide privacy standards to protect patients' medical records and other health information provided to health plans, doctors, hospitals and other health care providers.

HiSET (High School Equivalency Test) - An alternative to the GED beginning January 2014. It is offered both as computer- and paper-based testing. You must be 18 years of age to take the test, or if 17 have a waiver signed by the school system.

IB (International Baccalaureate) - Supports schools and teachers to provide a rigorous high quality education offering professional development that improves pedagogy and leadership. Students test at the higher level as these courses receive a more universal credit-awarding by a wide range of colleges and universities.

IDEIA (Individual Disability Education Improvement Act) - A federal law that requires that Special Education Services be made available for all children starting at age three, who have met the eligibility requirements. Children have to meet state and federal requirements of having a disability. All students eligible for Special Education Services can be served under an IEP (Individual Education Plan) up to the age 21. The IEP is the official document of programs and services offered to the child.

IEP (Individualized Education Plan) - The annually written record of an eligible individual's special education and related services. The IEP describes the unique educational needs of the student and the manner in which those educational needs will be met.

IEP Progress Report - Progress on the short term objectives of a student's IEP, which should follow the report card cycle.

IFSP (Individualized Family Service Plan) – The plan for special services for children with developmental delays developed for children between the ages of birth and 3 years.

IHP (Individualized Health Plan) – The plan considers how to deal with what might happen with a student medically while the student is in school. It is designed to address medical issues that do not impact the student's learning. An IHP is a formal agreement that outlines the student's needs and a plan for addressing those needs. Parents or caregivers, the student, the student's health care provider, and a multidisciplinary team of school staff work together to develop the IHP.

Integrated math - A combination of Algebra, Geometry, and Algebra II that is designed to bridge mathematical learning skills. Some schools are choosing to transition to this format of math classes.

ISS (In-School Suspension) - In-school suspension (ISS) is a disciplinary technique which is designed to penalize problem students for their behavior while still ensuring that they participate in the academic community in some way. When a student is put on in-school suspension, he or she is removed from the traditional classroom environment and put into a special suspension classroom, led by a teacher or team of teachers. The suspension may last a few days or weeks, depending on the student's offense, and the student may be warned that future offenses could result in additional suspension or expulsion. For the length of the suspension, the student reports for classes in the suspension room, and he or she is expected to complete homework assignments, work on projects, engage with other students, and, of course, show up for class.

Job Corps - Job Corps is a free education and training program that helps young people learn a career, earn a high school diploma or GED, and find and keep a good job. For eligible young people at least 16 years of age that qualify as low income, Job Corps provides the all-around skills needed to succeed in a career and in life.

LEA (Local Education Agency) - A public board of education or other public authority legally constituted within a State to perform a service function for public elementary or secondary schools in the city, county, school district, or other political subdivision of a state, or for a combination of school districts or counties as recognized by the state.

M Team (Multidisciplinary Team) - Group of professionals from diverse disciplines who come together to provide comprehensive assessment and consultation to develop strategies, approaches, and pull together resources.

Manifestation Meeting - This occurs when there is a disciplinary infraction. Its purpose is to determine if the student's behavior was or was not a manifestation of their disability. This must occur if the suspension is 5 or more consecutive days, or if it results in a change of placement for more than 10 consecutive days.

Modifications - The term "modification" may be used to describe a change in the curriculum. Modifications are made for students with disabilities who are unable to comprehend all of the content an instructor is teaching. For example, assignments might be reduced in number and modified significantly for an elementary school student with cognitive impairments that limit his/her ability to understand the content in the general education class in which they are included.

Online Courses - Classes taken over the internet through an accredited institution to achieve high school course credits that may not be available to the student during the school term.

OSS (Out of School Suspensions) - When the student is temporarily removed from school for a violation of school policies or rules. Suspensions can last up to 10 days.

Post-Secondary Education - Education beyond high school or college preparatory school.

Progress Report (Report Card) - A report of the student's progress throughout the grading cycle.

Report Card - A teacher's written assessment of a student's work and conduct, sent to the student's parent or guardian at the end of the grading cycle.

SAILS (Seamless Alignment and Integrated Learning Support) - Offers high school remediation in Math and English in replacement of bridge level courses when a young adult has scored below the requirements to begin college level courses. Young adults who successfully complete the course requirements in high school officially test out of the remediation requirements in college.

Saturday School - When the student is required to attend school on a Saturday which is usually a non-school day

SAT (Scholastic Assessment Test) - A standards based educational test that assesses student's academic readiness for college.

S-Team (School Support Team) - The School Support Team (S-Team) is a group of individuals working with the student who is responsible for monitoring his/her progress and/or lack of it in the school setting and makes recommendations for improvement.

School Support Team Plan - This plan outlines the school improvement program for an individual child. The person who needs help does not have to be incompetent. Incompetent describes someone who cannot make their own decisions. In a guardianship or conservatorship, the person who needs help does not lose important rights, like the right to vote, unless the court has a good reason and makes a specific order.

Secondary Education - Education provided by a high school or college preparatory school.

Special Education Definition - IDEA (Individual Disability Education Improvement Act) - A federal law that requires that Special Education Services be made available for all children starting at age three, who have met the eligibility requirements. Children have to meet state and federal requirements of having a disability. All students eligible for Special Education Services can be served under an IEP (Individual Education Plan) up to the age 21. The IEP is the official document of programs and services offered to the child.

Special Education Support - The programs and the practice of educating students with special needs in a way that addresses their individual differences and needs.

Summary of Performance - Documents a student's academic achievement and functional performance, including recommendations on how to assist the child in meeting their post-secondary goals. It is provided to a child who is eligible for special education and has terminated school due to graduation from a secondary school with a regular diploma or has exceeded the age of eligibility for services. The Summary of Performance enables the student to:

1. Transition seamlessly from secondary to post-secondary or employment.
2. Empower the student to self-advocate in post-secondary.
3. Access disability services and have a record of accommodations.
4. Gather information on strengths and post-secondary goals.
5. Acquire appropriate employment.

Summer School - A session conducted in the summer enabling students to accelerate progress toward a diploma or to make up credits lost through absence or failure, or to improve grades in a course.

Syllabus - An instructor's guideline of the class as it will be taught. A syllabus usually contains specific information about the course, such as information on how, where, and when to contact the lecturer and teaching assistants; an outline of what will be covered in the course; a schedule of test dates and the due dates for assignments; the grading policy for the course; specific classroom rules; etc.

TEIS (Tennessee Early Intervention System) - A voluntary education program for families with children birth to age three (3), who have disabilities or developmental delays. This is a state program.

Tennessee Hope Scholarships - Applicants must be high school seniors with a GPA of 3.0 or higher and an ACT score of 21 or higher or an SAT score of 980 or higher. GED applicants must score a 525 or better.

Tennessee Promise - Offers two years of free tuition to community colleges to Tennessee high school graduates beginning with the Class of 2015. There are three simple steps to get the scholarship and important deadlines. Go to www.TNPromise.gov to apply.

Tennessee Student Assistance Awards - Applicants must be Tennessee residents who have applied for federal aid and have an Expected Family Contribution of \$2,100 or less. They must be enrolled at least half-time at an eligible Tennessee institution of higher learning and maintain satisfactory academic progress. They may not be in default on a loan or owe a refund on any grant previously received for education.

Transcript - Copy of a student's permanent academic record, which usually includes all courses taken, all grades received, all honors received, and degrees conferred to a student.

TRIO - A set of federally-funded college opportunity programs that motivate and support students from disadvantaged backgrounds in their pursuit of a college degree. TRIO programs provide direct support services for students, and relevant training for directors and staff.

Truancy - Occurs when a child has 5 or more days of unexcused absences

Tutoring - An opportunity for a student to receive additional or remedial instruction to receive additional support in academic classes.

Unexcused Absence - Absence from school or a class for which the student does not have an allowable excuse pursuant to the compulsory attendance law or rules of the local school board.

University Bound - Any student that plans on going directly to a four year college program.

Vocational Rehabilitation - A federal and state-funded program that provides services to help individuals with disabilities enter or return to employment.

Wilder-Naifeh Technical Skills Grant - Applicants cannot be prior recipients of the Wilder-Naifeh Grant or the Tennessee HOPE Scholarship. Students must be Tennessee residents for at least one year prior to the beginning of the school term. A list of Tennessee Technology Centers is available online.

Work Study – College program that enables students to work part-time on campus while attending school.

Zero Tolerance – A policy of discipline for an infraction of school rule, regardless of accidental mistakes, ignorance, or extenuating circumstances. Common zero tolerance policies concern possession or use of illicit drugs or weapons which could last up to 365 days.

Education Supplemental Worksheet

To be completed by FCRB board member and not directly asked to the youth

Transcript review (transcript required)

Date student started 9th grade year: _____

Indicate the courses in which the student has received credit (as verified on a high school transcript).

English I		.5		1.0	Biology		.5		1.0
English II		.5		1.0	Chemistry or Physics		.5		1.0
English III		.5		1.0	Another Science		.5		1.0
English IV		.5		1.0	Biology 1A (SPED or elective credit)		.5		1.0
English A/B is a SPED credit					Biology 1B (SPED credit)		.5		1.0
Algebra I		.5		1.0	Ecology		.5		1.0
Algebra IA (SPED or elective credit)		.5		1.0					
Algebra IB (SPED credit, or regular ed)		.5		1.0	World History or World Geography		.5		1.0
Algebra II		.5		1.0	U.S History		.5		1.0
Geometry		.5		1.0	Economics		.5		1.0
Geometry A (SPED credit)		.5		1.0	Government		.5		1.0
Geometry B (SPED credit)		.5		1.0					
					Personal Finance		.5		1.0
Fine Arts Class (Visual Art, Music, Theater, Etc)		.5		1.0	Lifetime Wellness		.5		1.0
					Physical Education		.5		1.0
Spanish I		.5		1.0					
Spanish II		.5		1.0	Other Courses:		.5		1.0
French 1		.5		1.0	1.		.5		1.0
French II		.5		1.0	2.		.5		1.0
Other Foreign Lang.		.5		1.0	3.		.5		1.0
Other Foreign Lang.		.5		1.0	4.		.5		1.0
Other Foreign Lang.		.5		1.0	5.		.5		1.0
Other Foreign Lang.		.5		1.0	6.		.5		1.0

Post-Secondary Court/FCRB Attendance Letter

This form letter explaining the eligibility requirements for extension of foster care and the need to attend court and foster care review board should be placed on DCS letterhead and completed by the EFC FSW. The highlighted areas must be personalized for the young adult. Please provide the young adult with the original letter and attach a copy to be included with the documentation packet submitted to the foster care review board. **This letter must be updated each term and provided to the young adult at the beginning of each school term.**

[Your Name]

[Street Address]

[City, ST ZIP Code]

[Date]

[Recipient Name]

[Title]

[Company Name]

[Street Address]

[City, ST ZIP Code]

To Whom it may concern:

Please allow this letter to serve as a formal request for (students name) to be present at court hearings during the term. (Students name) is enrolled in Extension of Foster Care with the State of Tennessee Department of Children’s Services. In order to be eligible for this program, (student) was in foster care prior to turning 18 years old and aged out of foster care. This essential program provides funding for academics and housing as well as case management services. In order to remain eligible, [student’s name] must remain in good academic standing and attend required court hearings. These hearings may include one to two appearances during each term. While Department of Children’s Services and the Courts strive to give sufficient notice, there may be times when notice will be limited to seven to ten calendar days . [Student’s name] will notify you as soon as [he or she] has notice of the hearing, and will be responsible for completing any missed academic work.

The student will provide this letter to all course instructors and the Dean of Students each term. We ask for your full cooperation and support of [student’s name] in meeting the requirements to remain eligible. In doing so, you have made it possible for [student’s name] to achieve [his or her] academic success, goals, and aspirations, which are vital to the state’s completion agenda.

If you have any questions or concerns, please do not hesitate to contact me at [telephone number].

[FSW Name]

CONSIDERATION of DEFERRED ACTION for CHILDHOOD ARRIVALS

Deferred action for childhood arrivals (DACA) allows certain individuals, who meet specific guidelines, to request consideration of deferred action from USCIS. Individuals who receive deferred action will not be placed into removal proceedings or removed from the United States for a specified period of time unless terminated. If you receive deferred action, you may be eligible for employment authorization. You may request deferred action for childhood arrivals if you meet the following guidelines:

Can I be considered? Review Guidelines



You came to the United States before reaching your 16th birthday

You have continuously resided in the United States since June 15, 2007, up to the present time



You were under the age of 31 as of June 15, 2012



You never had a lawful immigration status on or before June 15, 2012, or any lawful immigration status or parole that you obtained had expired as of June 15, 2012

You are currently in school, have graduated or obtained your certificate of completion from high school, have obtained your General Educational Development certification, or you are an honorably discharged veteran of the Coast Guard or Armed Forces of the United States



You have not been convicted of a felony, significant misdemeanor, or three or more misdemeanors, and do not otherwise pose a threat to national security or public safety

You were physically present in the United States on June 15, 2012, and at the time of making your request for consideration of deferred action with USCIS



» How do I file? «



Collect documents as evidence you meet the guidelines



Complete USCIS Form I-821D, I-765 and I-765 Worksheet



Mail USCIS forms and fees (total \$465)



Visit your local USCIS Application Support Center for a scheduled biometric services appointment



Check the status of your request online

Renew your DACA



Find your DACA expiration date

On your Form I-797, Notice of Action



OR



Form I-766 - The date your Employment Authorization Document (EAD) expires

SUBMIT renewal request

4 months or 120 days before your current period of DACA expires.

Ensure you meet the following



You met the initial DACA requirements



You did not depart the United States on or after August 15, 2012, without advance parole



You have continuously resided in the United States since you submitted your most recent DACA request that was approved



You have not been convicted of a felony, a significant misdemeanor, or three or more misdemeanors, and do not otherwise pose a threat to national security or public safety

Complete and mail forms to USCIS

- 1 Form I-821D, Consideration of Deferred Action for Childhood Arrivals
- 2 Form I-765, Application for Employment Authorization
- 3 Form I-765WS, Worksheet

REMEMBER: Read instructions carefully • Sign the forms • Pay \$465 fee



U.S. Citizenship and Immigration Services

If you have questions about your request, please call USCIS Customer Service at 1-800-375-5283 or 1-800-767-1833 (TDD). www.uscis.gov/childhoodarrivals



Administrative Policies and Procedures: 21.14

Subject:	Serving the Educational Needs of the Child/Youth
Authority:	TCA 37-1-130; 37-1-131; 37-1-140; 37-5-106; 49-6-3001; Individuals with Disabilities Education Act, 20 U.S.C. Sec.1400 et. Seq.; McKinney-Vento Homeless Education Act of 2001; Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. 794Fostering Connections to Success and Increasing Adoptions Act of 2008 (P.L. 110-351).
Standards:	DCS Practice Model Standards: 6-401, 6-404, 6-405, 6-406, 6-407, 6-408 6-400. COA: PA-KC 9; PA-RTX 10.
Application:	All Department of Children Services Employees, Resource Parents, Contract Provider Agencies

Policy Statement:

All children/youth of compulsory school attendance age will be enrolled in an educational program with appropriate services in the least restrictive environment. Children under the age of five (5) will receive educational services based on need.

Purpose:

To ensure and promote appropriate and successful educational programming for children/youth.

Procedures:

A. Responsibilities of the Family Service Worker (FSW)

1. Ensure that the child/youth is enrolled in an appropriate education program based on developmental and academic needs. Use the [Protocol for Educational Programs and Resources](#) as a guide.
2. Each time placement changes are considered, make every effort to minimize disruption of the educational setting. Those efforts must be clearly documented in case notes or documented in **CS-0747, Child and Family Team Meeting Summary**.
3. Ensure timely transfers of school records when a child/ youth changes schools. Compile and maintain DCS form **CS-0657, Education Passport-School Enrollment Letter** as stated in DCS Policy [21.19, Education Passport](#).
4. The FSW is required to notify the receiving school system as far in advance as possible of the intended placement of all students in DCS custody.

	<ol style="list-style-type: none"> 5. Promote school stability and monitor progress by communicating regularly with school personnel and resource parents collecting information regarding attendance, academics and behavior to present to the CFT. 6. <u>Special Education/Services Section 504 Services</u>: If a disability is suspected and the child/youth has not been previously identified, the FSW will make an immediate written referral to the school for an evaluation for special education eligibility. A referral form may be obtained from the school. 7. <u>Attend Individual Education Plan (IEP) and Section 504 meetings (or ensure attendance by a supervisor designee) and:</u> <ol style="list-style-type: none"> a) Include the Education Specialist as appropriate and necessary. b) Encourage the resource parents to attend. The school has the responsibility to notify and involve the birth parents. c) Ensure that the school appoints a surrogate parent if parental rights have been terminated, if birthparents are unknown, or if the school in conjunction with DCS is unable to locate a parent. 8. Consult with the Regional Education Specialist when: <ol style="list-style-type: none"> a) Special Education/Section 504 concerns arise; b) Significant discipline problems arise or the child has a history of school discipline problems. This would include expulsion, zero tolerance offenses, suspension of ten(10) days or more and/or truancy issues; c) A child/youth has significant treatment issues that may impact the school day. In a CFTM, the FSW will work with the Education Specialist, parents, resource parents, surrogate parent, school and others as necessary to determine education supports and recommendations. d) There is a delay in the transfer of school records from school to school; or e) School enrollment problems arise. f) A child is transferring from TEIS to special education in public schools. g) There is required notification to school principals of certain delinquency adjudications. Refer to DCS Policy <u>21.18, Notification to School Principals of Certain Delinquent Adjudications</u> for the listing of adjudications and the process for consulting with the Education Specialist to report the to school principals.
<p>B. Role of the Child and Family Team</p>	<ol style="list-style-type: none"> 1. The Child and Family Team (CFT) will consider the individual needs of children/youth when recommending any changes in placement and ensure efforts are made to keep the child in his/her current school whenever possible. Use the <u>Protocol for Assessing Educational Stability</u> as a guide. 2. The goal of the CFT will be to prevent placement disruption and allow the child/youth to remain in the same school. Through quarterly Progress Review CFTM's, the CFT will monitor the student's educational progress using information provided by the FSW and/or

	<p>Education Specialist and parent/resource parent provider agency.</p> <p>3. The CFT must convene for a Special-called CFTM within 5 days when a child is expelled or suspended from school for 10 or more days or has multiple shorter term suspensions (see DCS <u>Policy 21.16, Rights of Foster Children With Disabilities Under Title II, Section 504 of the Rehabilitation Act of 1973 and the Individuals with Disabilities Education Act (IDEA).</u>)</p> <p>4. The CFTM can be convened upon request to address school issues when a child/youth is;</p> <ul style="list-style-type: none"> a) Experiencing significant behavioral and /or academic problems; b) Not attending school regularly; and /or c) Transitioning from school to school <p><u>Note:</u> For Special Education eligible students, designee must contact new school and request an IEP meeting.</p> <p>5. Recommendations and action steps for CFT members should be documented on DCS form CS-0747, Child and Family Team Meeting Summary, Section 4.</p>
<p>C. Responsibilities of the Education Specialist</p>	<ul style="list-style-type: none"> 1. Provide consultation/technical assistance to local DCS staff and contract provider agencies. 2. Provide ongoing in-service training regarding educational issues to DCS Family Service Workers, resource parents, and other staff in his/her region. 3. Provide consultation concerning special education services. 4. Attend Child and Family Team Meetings and IEP meetings as necessary. 5. Assist Family Service Worker with problems regarding school enrollment, school records, discipline and the provision of appropriate educational services.
<p>D. Responsibilities of the DCS Child Health Team</p>	<ul style="list-style-type: none"> 1. The regional nurse and/or psychologist will attend IEP meetings when available and deemed appropriate. 2. The DCS TennCare Representative and/or regional nurse will be available to assist the resource parent, DCS Family Service Worker, provider agency case managers and the Education Specialist in accessing medically necessary health services (medical or behavioral) identified by the school. If the child/youth is TennCare-Medicaid eligible, all medically necessary services are the responsibility of TennCare under EPSDT.
<p>E. Education Training</p>	<ul style="list-style-type: none"> 1. Family Service Workers are required to have two (2) hours of in-service training per year regarding education services. 2. Foster Parents are required to take two (2) hours of Working with Education System training course during the first two (2) years. <p>Note: An Educator License, due to type of employment (i.e., teacher,</p>

	<p>principal, etc.), can replace this requirement.</p> <p>3. Training may be made available through the regional training coordinators and the regional education specialist.</p>
<p>F. Education Plan for children in temporary or emergency placements</p>	<p>If the child/youth is in a temporary, emergency type of placement, it is the Department's expectation that the child/youth remain in his former school if doing so is in the child's best interest. The local school system is obligated to provide transportation for children falling within the <i>McKinney-Vento Homeless Act of 2001</i>. The DCS Family Service Worker, in consultation with any involved agency case manager, will:</p> <ol style="list-style-type: none"> 1. Advocate for enrollment, transportation (if needed) and other services under McKinney-Vento or Fostering Connections. 2. Utilize the public school system's McKinney-Vento liaison. 3. Seek help from the regional Education Specialist or DCS attorney if needed. 4. Collaborate with school systems and contract providers regarding transportation. 5. In the event of a dispute with the school, request that the resource parent transport the child back and forth to the child's school until his/her placement is made in a more permanent setting. If the resource parent is unable for legitimate reasons to transport the student, DCS will provide an alternative.

<p>Forms:</p>	<p><u>CS-0657, Education Passport- School Enrollment Letter</u> <u>CS-0747, Child and Family Team Meeting Summary</u></p>
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<p>Collateral Documents:</p>	<p><u>Protocol for Assessing Educational Stability</u> <u>Protocol for Educational Programs and Resources</u> <u>CFTM Protocol</u></p>
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Glossary:	
Individual Education Plan (IEP):	<p>A written plan developed by an IEP team (formerly M-Team) for children eligible to receive special education services. The plan specifies:</p> <ul style="list-style-type: none"> ◆ Current levels of academic functioning ◆ Annual goals, ◆ Learning objectives ◆ Transition goals (14 years old and older) ◆ Assistive technology devices needed ◆ Testing accommodations ◆ Need for a behavior plan or behavior goals ◆ Additional services, if needed (related services)
In-Home Wrap Around Services:	<p>TennCare refers to these services as intensive mental health case management, CTT (Continuous Treatment Team) or CCFT (Comprehensive Child and Family Treatment). These services are available to children/youth in DCS custody that are in level 2 placements or lower.</p>
Special Education Services:	<p>Specialized educational services provided to disabled children, age birth (TEIS birth – 3) to age 22 (public schools age 3 -22).</p>
Section 504 Services:	<p>Services provided to disabled children by a school based on Section 504 of Rehabilitation Act of 1973. This act prohibits discriminatory practices towards the disabled. In schools, a Section 504 Service Plan outlines accommodations that will be provided to a child based on the child’s disability.</p>
Surrogate parent:	<p>An individual appointed by the Local Education Agency (LEA) in specific instances to act in the place of a parent in order to ensure that the rights of a child eligible for special education services under IDEA are protected.</p>
Tennessee Early Intervention System (TEIS):	<p>A division of the TN Department of Education/Division of Special Education that is Tennessee’s system for the coordination and provision of special education services for disabled infants and toddlers, ages birth to three who meet the State’s definition for services under IDEA Part C.</p>



Tennessee Department of Children's Services

Protocol for Assessing Educational Stability

Supplemental to DCS Policy: 21.14

Provide assurances that educational issues were considered using the following questions for guidance.

- How many schools has the child attended over the past few years? How many schools this year? How have the school transfers affected the child emotionally, academically and physically?
- How strong is the child academically?
- What are the child's ties to the current school?
- Which school does the child prefer?
- Would a school move greatly increase the child's level of anxiety?
- Are there any safety issues to consider?
- What school do the child's siblings attend?
- How would the length of the commute to the school of origin impact the child?
- Does one school have a program that addresses the unique needs or interests of the student that the other school does not have?
- HIGH SCHOOL STUDENTS – Would the timing of a school transfer interfere with the student's ability to earn full academic credit, graduate on time, proceed to the next grade and/or extra-curricular activities? If so, what can be done to remove barriers to a successful transition including reunification? Has the Education Specialist been consulted?
- Would the timing of the transfer coincide with a logical school juncture such as after testing (especially TCAP testing, the TN Department of Education's Comprehensive Assessment Program), at the end of the school year or after an event that is significant to the child.

ADAPTED FROM A Joint Publication

The Legal Center for Foster Care ■ <http://www.abanet.org/child/education/>

The National Center for Homeless Education ■ <http://center.serve.org/nche/>

Effective Date: 11/10
Supplemental to: DCS Policy 21.14
RDA S1615

Page 1 of 1



Administrative Policies and Procedures: 21.19

Subject:	Education Passport
Authority:	TCA 37-1-130, 37-1-140, 37-5-105, 37-5-106; Healthy, Hunger-Free Kids Act of 2010, (P.L. 111-296).
Standards:	DCS Practice Model Standards: 6-409.
Application:	All Department of Children's Services Employees, Resource Parents, Contract Agencies
Policy Statement:	
All children in DCS custody as well as those receiving aftercare, post-custody and probation services shall have an education passport.	
Purpose:	
To establish child/youth's education status and to ensure a quick transfer of records, information and individual support when children change schools or educational services.	
Procedures:	
A. Compiling and maintaining the education passport	<ol style="list-style-type: none"> 1. The Education Passport, form CS-0657, is defined as a compilation of documents that constitutes the educational history for a student. It includes the completion of items on the Education Passport Face Sheet including demographic information, additional school enrollment information, a listing of recent schools attended, and the Child/Youth's Status. It also includes the following documents: <ol style="list-style-type: none"> a) Immunization records b) The most recent grade card with attendance data c) A current transcript for high school students d) As applicable, special education, Section 504, or TEIS records. 2. The Family Service Worker (FSW) will immediately begin to compile the education passport when the child/youth is placed in DCS custody. 3. The FSW will place the completed Education Passport Face Sheet along with supporting school records in the child/youth's case file as outlined in DCS Policy 31.5. Regional and Field Services Child Case Files. 4. The FSW will maintain the Education Passport information by routinely updating it with copies of each grade report (including attendance data), school disciplinary records, state mandated achievement test scores and special education information. This information will be shared with the Child and Family Team for use in educational planning and tracking.

	<ol style="list-style-type: none"> 5. A new Education Passport Face Sheet will be completed each time a child/youth changes schools. 6. When there is a problem requesting school records, the regional education specialist must be contacted. 7. Pursuant to DCS Policy <u>21.18, Notification to School Principals of Certain Delinquent Adjudications</u>, form CS-0703, Adjudication Notification to School Principals <u>must not</u> be included in the Education Passport.
<p>B. Providing the Education Passport to schools, foster parents, and students</p>	<ol style="list-style-type: none"> 1. Upon enrollment (or soon as feasibly possible), the FSW will provide the Education Passport to the new school, public or private, including contract agency in-house schools, and Youth Development Center schools. 2. The FSW will provide a School Enrollment Letter to the new school along with the education passport. 3. The Education Passport and School Enrollment Letter serve as documentation to public schools that certain students are in foster care and eligible to receive free meals at school. Please note that the non-foster children in the resource home may also become eligible to receive free or reduced meals because of an increased household size. Foster parents may contact the school Nutrition Director in their public schools for more information. 4. Upon placement of a child, the FSW will provide a copy of the education passport to DCS resource parents or to provider resource parents. 5. The FSW will provide a copy of the Education Passport to students/families when students exit custody. For youth ages 18 or older, the education passport will be provided to the student.
<p>C. Withdrawing a child/youth from a school</p>	<ol style="list-style-type: none"> 1. Students must always be officially withdrawn from any school when they will no longer be attending there. Follow individual school procedures for withdrawing students. (Note: DOE has indicated that public schools may accept a memorandum on DCS letterhead indicating that the student is being withdrawn by DCS to another school.) To enroll a student in a new public school, the new school will require that the child/youth has been officially withdrawn from the previous school. Contact your Regional Education Specialist if you need assistance. 2. Add school records from the school of withdrawal to the Education Passport. This will update the passport with information needed at the child/youth's next education placement.

Forms:	<u>CS-0657, Education Passport- School Enrollment Letter</u> <u>CS-0703, Adjudication Notification to School Principal</u>
Collateral documents:	<i>DCS Education Work Plan</i>



Administrative Policies and Procedures: 21.20

Subject:	Non-Traditional Educational Settings
Authority:	TCA 37-5-105, 37-5-106
Standards:	DCS Practice Standards: 6-400, 6-401, 6-404
Application:	To All DCS Employees, Contract Provider Agencies, Children/Youth in DCS Custody excluding those placed in a Youth Development Center
Policy Statement:	
The Department of Children's Services shall make every effort to acquire appropriate educational services and resources for children/youth when treatment needs indicate an alternative to public school attendance is required.	
Purpose:	
To identify and outline placement procedures for educational settings other than public school.	
Procedures:	
A. Provider agency and DCS in-house schools	<p>1. Determination of school setting</p> <p>The child/youth's treatment plan must document treatment needs that would interfere with public school attendance as recommended by the child/youth's Child and Family Team (CFT). This must be documented on form CS-0772, Educational Placement and Evaluation. The following are examples of some reasons for a non traditional school setting:</p> <ul style="list-style-type: none"> a) Current identified alcohol and drug treatment issues that require a self-contained treatment program. b) Identified sexual offending treatment issues that require a self-contained program. c) Zero tolerance issues that prohibit enrollment, despite involvement and efforts of the educational specialist and/or the DCS attorney. d) The CFT determines that intensive supervision is required due to child or community safety needs or that the student is at imminent risk of disrupting his or her placement. e) Public school placement would cause youth to lose academic credits or postpone his/her graduation. Such determination will be made through the Child and Family Team process and will include a best interest of the child analysis.

	<p>2. Procedures for in-house school attendance</p> <ul style="list-style-type: none"> a) Use form CS-0772, Educational Placement Evaluation to document the decision making process for the initial and all subsequent educational placement meetings.- b) If the child/youth requires an in-house educational program, the child/youth may be in that educational setting up to thirty (30) total days. c) Prior to the end of the thirty-day (30) limit, the agency where the child is attending school must contact the child’s Family Service Worker (FSW) to request the scheduling of a CFTM. The CFTM should include the FSW, agency representative(s), the resource parents, any individual with educational rights, the educational specialist, and, as necessary and appropriate, a DCS attorney, health unit staff, and other professionals. In-house school staff must invite a representative from the local education agency. A target date for entry into public school will be established. The FSW will have the responsibility for reviewing the child’s progress in order to enroll the child in public school at the earliest possible date. d) During the CFTM, a consensus should be reached regarding the educational services that would best meet the needs of the child/youth and his/her treatment plan. If the consensus indicates continuing services in the alternative setting, the team will document treatment reasons for this decision. In addition, the team will provide a review and target date for completion of the treatment and a projected date for transition to public school. e) If no consensus regarding the most appropriate educational setting is reached during the CFTM, the FSW and the education specialist will, within three (3) days of the meeting, present the case directly to the Regional Administrator for a decision.
<p>B. Emergency Shelters/Primary Treatment Centers (PTC)</p>	<ul style="list-style-type: none"> 1. If a child/youth is placed in an emergency shelter or a Primary Treatment Center (PTC), attempts will be made to keep him/her in their former school if it is in the child/youth’s best interest. The CFTM will determine the child’s best interest regarding school placement location. 2. If a child/youth is placed in an emergency shelter and is not able to attend public school, this time period (thirty [30] days for a shelter) must be used as an educational assessment period by the agency. The agency’s staff in conjunction with the school liaison will develop an education plan to allow the child/youth to complete remedial or ongoing schoolwork during the remainder of his/her stay. 3. At the end of the placement in the emergency shelter, agency staff and DCS education staff will provide the Family Service Worker (FSW) with any recommendations for future evaluations and educational programs.

<p>C. Additional exceptions to public school placement</p>	<ol style="list-style-type: none"> 1. The following circumstances may be cause for approval of an exception to public school attendance so that the youth can be enrolled in alternative education programs: <ol style="list-style-type: none"> a) Youth who are appropriate for G.E.D. preparation, or who are eligible to take the G.E.D exam; b) Youth eligible for and desiring enrollment in vocational or journeyman training; and c) Youth who have graduated from high school or achieved a G.E.D. 2. In the rare instance that a child/youth has been excluded from public school and cannot be readmitted in another public school setting (such as in some zero-tolerance instances), a CFTM will be convened to consider alternative educational options. 3. Non-Public Schools - With the exception of DCS custody students placed in provider agencies that have in-house schools, students in DCS custody may attend a non-pubic school only if the decision is made by the CFT and the team receives the approval of the DCS Director of Education. FSWs will notify the regional Education Specialist when placement in a non-public school (other than a recognized provider’s in-house school) is being considered by a Child and Family Team. 4. Home Schooling - Generally, home schooling of children/youth in state custody is appropriate only under certain situations and may occur only with CFT approval and the approval of the DCS Director of Education. FSWs shall notify the regional Educational Specialist when home schooling is being considered by a Child and Family Team.
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<p>Forms:</p>	<p><u>CS-0772, Educational Placement Evaluation</u></p>
<p>Collateral documents:</p>	<p><i>DCS Education Work Plan</i></p>



Administrative Policies and Procedures: 16.51

Subject:	Independent Living and Transition Planning
Authority:	TCA 37-2-409; TCA 37-2-417, Tennessee's Transitioning Youth Empowerment Act of 2010; Indian Child Welfare Act of 1978 (ICWA). TCA 37-5-105(3),37-5-106; Chafee Foster Care Independence Act of 1999; Adoption and Safe Families Act of 1997, (ASFA, P.L. 105-89); Fostering Connections to Success and Increasing Adoptions Act of 2008, (P.L. 110-351).
Standards:	COA: PA-CM 2, PA-CM 3.02, PA-CM 3.04, PA-CM 4.02-4.03, PA-CM 5; PA-KC 14-15; PA-YIL 3,PA-YIL 5; PA-YIL 9-10; PA-FC 14-15; PA-RTX 17.
Application:	DCS Employees with Independent Living Services Responsibilities
Policy Statement:	
<p>The Department of Children's Services provides Independent Living Planning and services to youth in DCS custody from 14 years of age up to 18 years of age. Youth adjudicated delinquent and in DCS custody receive specified Independent Living Services up to age 19, depending on placement status and identified need. A Transition Plan is developed for all youth in state custody age 17 years and older that becomes the ongoing planning document for young adults ages 18-21 receiving Extension or Re-Establishment of Foster Care Services as an adult.</p>	
Purpose:	
<p>The Tennessee Department of Children's Services Independent Living Program (ILP) is designed to assist and prepare foster youth in making the transition from foster care to adulthood by providing opportunities to obtain life skills for self-sufficiency, independence, and permanency.</p>	
Procedures:	
A. The Independent Living Plan as a component of the Family Permanency Plan	<ol style="list-style-type: none"> 1. Independent Living Planning is focused on helping youth attain life skills needed for a successful transition to adulthood. The Independent Living Plan is completed using IL concern indications associated with the Family Permanency Plan in TFACTS. Youth in state custody 14-19 years of age are encouraged to take an active role in planning the activities and services that they need. 2. The Casey Life Skills Assessment (CLSA) will be administered prior to the initial Child and Family Team Meeting (CFTM) by the Family Service Worker (FSW), with the family present to complete all portions of the assessment. The CLSA is designed to evaluate the youth's strengths and needs in areas including, but not limited to: <ul style="list-style-type: none"> ◆ Life Skills ◆ Social Skills

	<p>The following, as developmentally appropriate:</p> <ul style="list-style-type: none"> ◆ Communication Skills ◆ Education ◆ Physical and Mental Health ◆ Employment ◆ Housing ◆ Finances and money management ◆ Transportation <p>3. The <u>Identifying and Accessing Independent Living Services Manual</u> provides specific guidance on administration of the CLSA. The assessment is completed no later than fourteen (14) days after a youth enters custody in order to fully integrate the results into the youth’s Independent Living Plan/Family Permanency Plan.</p> <p>4. When the CLSA cannot be administered to a youth, an alternative, developmentally appropriate life skills assessment will be administered as outlined in the <u>Identifying and Accessing Independent Living Services Manual</u>.</p>
<p>B. Development of the Transition Plan</p>	<p>1. The Transition Plan <u>must be developed</u> when the youth is 17 years of age or older, within the context of a Transition to Adulthood CFTM. The Transition Plan is revised as needed and reviewed by the court within ninety (90) days of planned exit from custody.</p> <p>2. The Transition Plan is completed using IL Concern indicators associated with the Family Permanency Plan in TFACTS. The focus of the Transition Plan is ensuring that supports are in place for youth following exit from custody at ages 17 and older. The following areas are addressed in the Transition Plan:</p> <ul style="list-style-type: none"> ◆ Life Skills ◆ Social Skills and Supportive Relationships ◆ Communication, including Essential Documents ◆ Education ◆ Physical and Mental Health, including identification of a Health Care proxy ◆ Employment ◆ Housing ◆ Finances and Money Management ◆ Transportation <p>3. The Transition Plan must be personalized at the direction of the youth, be as detailed as he or she chooses, and include specific outcomes and action steps with timeframes. The <u>Independent Living and Transition Planning Guide</u> provides specific guidance on the development of the Transition Plan.</p>

	<p>4. The Transition Plan/Family Permanency Plan is signed by all parties and copies are provided to the youth and other individuals involved in the development of the plan. The Transition Plan is filed in accordance with filing requirements for the Family Permanency Plan.</p>
<p>C. Development of the Transition Plan for young adults receiving extension or re-establishment of Foster Care Services</p>	<p>1. Emancipated young adults receiving Extension or Re-Establishment of Foster Care Services will have a Permanency Plan goal in TFACTS that is unique. Transition planning for these emancipated young adults is completed in the context of an Initial (Post Custody) CFTM within the specified time frames, and then using IL Concern indicators associated with the Family Permanency Plan in TFACTS. The <u>Independent Living and Transition Planning Guide</u> provides more specific guidance on the development of the Initial Transition Plan. The following areas addressed must be personalized at the direction of the young adult and be as detailed as he or she chooses:</p> <ul style="list-style-type: none"> ◆ Life Skills ◆ Social Skills and Supportive Relationships ◆ Communication Skills; ◆ Education ◆ Physical and Mental Health ◆ Employment ◆ Housing ◆ Finances and Money Management ◆ Transportation <p>2. The assigned FSW is responsible for ensuring that the Transition Plan is revised at least annually and more often as needed. The Transition Plan is reviewed in a CFTM at least semi-annually. The CFTM is documented in TFACTS as a (Post Custody) Progress Review CFTM. Transition Plans are reviewed by the court or a representative of the court annually and by the Foster Care Review Board on a semi-annual basis. The reviews are documented utilizing the applicable documentation functions in TFACTS.</p> <p>3. It is acceptable to utilize the Transition Plan developed just prior to exiting custody for young adults that transition directly to Extension of Foster Care Services, but the plan must be revised to the correct format in TFACTS. Transition Plan revisions occur according to the schedule outlined in the <u>Independent Living and Transition Planning Guide</u>, or more often as needed. Revised Transition Plans reflect the young adult’s current circumstances and needs at the point that they are reviewed by the court or Foster Care Review Board.</p>

<p>Forms:</p>	<p>None</p>
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<p>Collateral documents:</p>	<p><u><i>Independent Living and Transition Planning Guide</i></u> <u><i>Identifying and Accessing Independent Living Services Manual</i></u> <u><i>Guide for Developing an Independent Living Plan for Youth Ages 14 and Up</i></u> <u><i>Guide for Developing a Transition Plan for Youth in Custody Ages 17 and UP</i></u> <u><i>Guide for Developing a Transition Plan for Young Adults Receiving Extension or Re-Establishment of Foster Care Services</i></u> <u><i>CFTM Protocol</i></u></p>
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<p>Glossary:</p>	
<p>Young Adults:</p>	<p>A person who meets the definition of an “applicable child” according to the federal and state legislation and statutory guidelines for maintenance of federal IV-E Foster Care. Refer to DCS Policy <u>16.52, Extension or Re-establishment of Foster Care for Young Adults</u>.</p>
<p>Family Service Worker (FSW):</p>	<p>This person is principally responsible for the case and has the primary responsibility of building, preparing, supporting, and maintaining the Child and Family Team as the youth or young adult moves to permanence and/or independence.</p>
<p>Extension or Re-establishment of Foster Care Services for Young Adults:</p>	<p>The eligibility criteria and procedures associated with providing Foster Care Services to young adults. These services require a case designation with DCS, and include case management by assigned Family Services, Independent Living Services and placement services (as applicable), but are voluntary and require a young adult’s initial and on-going agreement to receive them.</p>

Special thanks to the following for their assistance in developing this manual.

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This manual is produced under the auspices of the Tennessee Court Improvement Program of the Tennessee Supreme Court, Administrative Office of the Courts, and the provisions of Section 13712 of Subchapter C, Part I of the Omnibus Budget Reconciliation Act of 1993: Grants for State Courts.

