

DEPARTMENT OF SOCIAL SERVICES

CHILDREN'S DIVISION

P. O. BOX 88

JEFFERSON CITY, MISSOURI

July 8, 2014

What's Inside:Increasing
Opportunities
for Post-
Secondary
Success

M E M O R A N D U M

TO: REGIONAL EXECUTIVE STAFF, CENTRAL OFFICE, CIRCUIT MANAGERS, AND SUPERVISORS

FROM: TIM DECKER, DIRECTOR

SUBJECT: Increasing Opportunities for Post-Secondary Success

DISCUSSION:

Beginning July 1, 2014, youth 15 years of age or older, in foster care with the Children's Division, are to receive a visit to a state university, community or technical college, or an armed services recruiter before being adopted or terminated from foster care per Senate Bill 205 (2013). The visit is to include an entry application process, financial support application and availability, career options with academic or technical training, a campus tour, and other information and experience desired by the youth. The visit is not required if waived by the majority of the youth's Family Support Team. The FST's decision to waive this requirement shall be documented on the Adolescent FST Guide (CD94) under the Post-secondary Education and Vocational Training Preparation section in the "Other information still needed" box with the explanation and date. The Adolescent FST Guide (CD94) should be signed by all members in attendance.

This visit will be considered part of normal case planning procedures for Children's Division and Foster Care Case Management agencies. Visits should be incorporated in the area the youth resides. The case manager is responsible for ensuring that the visit occurs.

As this is considered part of life skill teaching, if deemed appropriate by the Family Support Team, which includes the youth, the Chafee Foster Care Independence Program provider or Transitional Living Program provider can assist as part of the contractual agreement in place with Children's Division. The youth's Individualized Action Plan Goals (CD94) must be updated to include a goal of post-secondary education and a task of a armed service recruiter or school visit, entry application process, financial support application and availability, career options with academic or technical training, and a campus tour.

The Chafee and TLP provider will enter the life skill on the NYTD Older Youth Services and Financial Expenditure Screen in FACES and will report tasks on the Individual Life Skills Progress Form (CD95).

If this service is not referred to the Chafee or TLP provider, the Children’s Service Worker is responsible in taking the youth through the process as part of case management services and the life skills received will need to be documented by the Children’s Service Worker on the NYTD Older Youth Services and Financial Expenditure Screen by selecting Children’s Division as the agency regardless of CD or Foster Care Case Management affiliation.

The Children’s Service Worker, whether providing the service directly to the youth or referring to the Chafee or TLP provider, shall document the visit to the University, college, technical school, or armed service recruiter and related information on the Adolescent FST Guide (CD94) under the education section. The youth’s post-secondary plan will be selected and services to an armed service recruiter or technical school will be documented under “Vocational Training or Services.” University or college visits will be documented under “Post-Secondary Education and Vocational Training”:

Youth’s Post-Secondary Plan:

- College**
- Vocational Training**
- Employment**
- Military**

Youth is currently receiving services through any of the following:

- Vocational Training or Services**

Services Received:	
Service	Date Obtained

Training Received:			
Training	Admission Date	Completion Date	Certificate Received

- Dual Enrollment (College courses taken while in High School)**

Dates of Participation			
College	Start Date	End Date	Credit Hours

- College**
Name of College/University:

Admission Date:

 / /

Graduation Date:

 / /

Degree Received:

Post-secondary Education and Vocational Training Preparation:

Tasks to Complete for Admission:

- College admission standardized test (ACT/SAT)** **Date:** / /
- Application** **Date:** / /
- Reference Letters Requested** **Date:** / /
- Facility/Campus Tour** **Date:** / /
- Other information still needed -**

Explain

If a youth receives multiple visits, these should be documented accordingly on the Adolescent FST Guide (CD94).

Additional Educational Support Resources:

- The “Foster Care Education Bill of Rights” requires public school districts and child-placing agencies to ensure youth in foster care do not fall through the cracks when it comes to receiving an education because of situations they experience while in care. This and other resources can be found in a previous [webinar](#) posted on Department of Elementary and Secondary Education’s website.
- Educational stability should be a priority when assessing the placement needs of youth and making placement decisions. The Child and Family Services Improvement and Innovation Act requires state child welfare agencies to coordinate with schools to improve educational stability for youth in foster care at each placement change giving consideration to what impact placement decisions have on a youth’s educational stability. [CD12-06](#) addresses this further.

- Every student must set educational goals and create a college and career roadmap for success in high school and beyond. This roadmap, or [personal plan of study \(PPS\)](#), includes development of a flexible career focus and an education plan that is clearly-defined, rigorous, and relevant to assure a successful and efficient transition to postsecondary education and/or the world of work. A PPS is a student's scope and sequence of coursework and related activities based upon their chosen Career Path or Career Cluster.
- Youth with special needs may be entitled to an [Individualized Education Plan \(IEP\)](#) in their school. This is based on an identified need and evaluation. The Individual with Disabilities Education Act (IDEA) ensures youth with disabilities receive individualized supports and services to successfully complete high school and transition to post-secondary education, employment, and adult life. The IEP establishes formation of concrete goals with measurable outcomes based on each individual's future plans. At age 14 the plan must address what instruction will assist the youth to prepare for transition. By age 16 the IEP must state what transition services the child needs, and specify interagency responsibilities or necessary connections.
- The [Missouri Interagency Transition Team \(MITT\)](#) was formed in 2007 by the Office of Special Education within the Missouri Department of Elementary & Secondary Education to increase interagency collaboration at the state, regional, and local levels and has developed a resource website for individuals with disabilities who are looking for any level of independent living from school age to adulthood. It could be partial independence such as finding a job, or going to school, to full independent living, living on your own and taking care of yourself with limited or no assistance.
- In 2014, Missouri stopped using the GED® test for its high school equivalency testing program. The [HiSET® exam](#) can help youth achieve this important state-issued high school equivalency credential. The cost of the test is \$95, which includes a \$60 registration fee for the cost of the test and \$7 for each of the five test sections to cover the costs of administering the test. Only 16-year-olds who have successfully completed 16 units of credit toward high school graduation and have written permission from the superintendent or principal of the school last attended reflecting compliance are eligible to test. Seventeen year-olds who have dropped out of school may take the test. Youth must be a Missouri resident and must present identification on test day at the HiSET test center. A valid, permanent or temporary Missouri license (Driver, Nondriver, Intermediate, Commercial or Instruction (learners) permit), U.S. passport, or U.S. military ID. is required. Outdated or expired identification will not be accepted. For more information about obtaining a high school equivalency certificate, call 573-751-3504.
- The [ACT](#) is a national college admissions exam that tests in English, math, reading, and science. The ACT results are accepted by all 4-year colleges and universities in the United States. Most colleges and universities require this prior to admission and a youth's score can be used for some scholarships as well as determining acceptance into the school of the youth's choice. Youth in foster care are eligible to take the ACT for free.

- If a youth is a senior in high school or already graduated and wants to go to college, the youth can apply for federal financial aid by completing the [Free Application for Student Financial Aid \(FAFSA\)](#). Foster care status allows the youth to claim his or her self as a one-person family. This will help the youth receive the most financial aid available.
- The College Cost Reduction and Access Act of 2007 (P.L. 110-84) and Higher Education Opportunity Act of 2008 (P.L. 110-315) changed the definition of independent student to include any student who “is an orphan, in foster care, or a ward of the court, or was an orphan, in foster care, or a ward of the court at any time when the individual was 13 years of age or older.” This is important to know to guide youth and adoptive families in completing the FAFSA.
- Help youth choose the right school: www.overview.com; www.technical-vocational-schools.com; <http://nces.ed.gov/collegenavigator/>
- Help youth look for scholarships: www.fastweb.com; <http://nfpaonline.org/youthscholarship>
- Help youth plan, apply and pay for college: <http://www.dhe.mo.gov/ppc/>
- The [Education and Training Voucher \(ETV\) Program](#) allows the Children’s Division to provide post-secondary education and training funds to help eligible youth interested in pursuing a higher education to reach their goals.
- During the 2009 legislative session, the general assembly placed tuition and fee waivers into statute for certain foster care students per 173.270, RSMo. In recent legislative sessions, money has been provided to support the legislation. [Missouri Reach tuition waivers and fees](#) are available to eligible youth on a tiered priority basis.

NECESSARY ACTION

1. Review this memorandum with all Children’s Division staff.
2. Review revised Child Welfare Manual chapters as indicated below.
3. All questions should be cleared through normal supervisory channels and directed to:

PDS CONTACT

Sally A. Gaines
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Sally.A.Gaines@dss.mo.gov

PROGRAM MANAGER

Amy L. Martin
 (573)751-3171
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CHILD WELFARE MANUAL REVISIONS

Section 4 Chapter 7.3.8 [Educational Support and Intervention](#)
 Section 4 Chapter 11.2.1 [Continuation of Child Support](#)
 Section 4 Chapter 21 [Index](#)
 Section 4 Chapter 21.3.7 [Post-Secondary Educational Opportunities](#)

Section 7 [Acronyms](#)

FORMS AND INSTRUCTIONS

Adolescent FST Guide (CD94)
Individualized Action Plan Goals (CD94)
NYTD Older Youth Services and Financial Expenditure Screen

REFERENCE DOCUMENTS AND RESOURCES

John F. Chafee Foster Care Independence Act
The Individual with Disabilities Education Act (IDEA)
The College Cost Reduction and Access Act of 2007 (P.L. 110-84)
Higher Education Opportunity Act of 2008 (P.L. 110-315)
The Foster Care Education Bill of Rights S.B. 291 (2009)
The Child and Family Services Improvement and Innovation Act
Tuition and Fee Waiver for Children who have been in Foster Care H.B. 481 (2009)

RELATED STATUTE

S.B. 205 (2013)

ADMINISTRATIVE RULE

N/A

COUNCIL ON ACCREDITATION (COA) STANDARDS

N/A

CHILD AND FAMILY SERVICES REVIEW (CFSR)

[Item 10: Other Planned Permanent Living Arrangement](#)
[Item 17: Needs and services of child, parents, and foster parents](#)

PROTECTIVE FACTORS

Parental Resilience: N/A
Social Connections: N/A
Knowledge of Parenting and Child Development: N/A
Concrete Support in Times of Need: N/A
Social and Emotional Competence of Children:
<http://dss.mo.gov/cd/info/cwmanual/philbase.pdf>

FACES REQUIREMENTS

Adolescent FST Guide (CD94)
Individualized Action Plan Goals (CD94)
NYTD Older Youth Services and Financial Expenditure Screen