

We can do better...We must do better

**AGING OUT
THE ROAD TOO OFTEN TRAVELED**

Steve to introduce training

There is a great deal of information regarding transition services and planning. This is not intended to cover all of the information. Additional information can be found on the hand outs and CRB and DHS websites. Net link trainings are on DHS website

2013 Citizen Review Board Annual Training Conference "Every Day Counts"

Presented by:

Carrie Van Dijk – ILP Youth Transition Specialist

Cheris Teal – Teen Transition Specialist

Steve Lindeman – CRB Field Manager

Christina Levesaue – CRB Field Manager

Steve then presenters introduce themselves?

Aging-Out Stats

For eight years, researchers have followed about 600 young adults who aged out of the child welfare systems in Iowa, Wisconsin and Illinois. The report finds that at age 23 and 24, former foster youth are more likely than their peers to be:

Carrie

Statistics

- **Unemployed** — Less than half were employed.
- **Homeless** — Almost 25 percent had been homeless since exiting foster care.
- **Pregnant** — More than 75 percent of young women had been pregnant since leaving foster care.

Carrie-

Statistics

- **Convicted of a crime** — Nearly 60 percent of young men had been convicted of a crime, and more than 80 percent had been arrested.
- **Uneducated** — Only 6 percent had a 2- or 4-year degree.

Carrie

Impacts of Foster Care on Education

Experienced 7 or more school changes from elementary through high school: **65%**

Completed high school (via a diploma or GED credential): **84.8%**

Obtained a GED credential: **28.5%**

Received some education beyond high school: **42.7%**

Completed any degree/certificate beyond high school: **20.6%**

Completed a Bachelor's degree: **1.8%**
(those 25 years +: **2.7%**)

Carrie:

Interesting stats about impacts of foster care on education...

Our youth in Oregon on completing high school or obtaining a GED credential are pretty close to the national statistics, but our youth are getting more GED's than high school diplomas... GEDs are not acceptable for general college/universities right out of high school, but fine for Community Colleges

Order:

Diploma

GED

Modified Diploma

Drop out

The effects carry through to postsecondary education as well. It is for these reasons that the ILP and the Chafee Education and Training Grant or ETG are so important.

These stats are from OSAC for the 2005-2006 academic year

These percentages are from the number of young people attending 4-year institutions

The overall graduation rates for the one cohort group of students we can measure at this point in time for 4-year institutions (4 year degrees)

The alumni rate for completing a bachelor's or higher degree (1.8%) was significantly lower than that of the general population (27.5% for 25- to 34-year-olds). For alumni ages 25 and older, the bachelor's completion rate was 2.7%.

Talk about programs like PCC Cascade's "Fostering Success"

Notice Completed HS/GED Stat vs. Completed Bachelor's Degree

BIG DROP IN NUMBERS!

Oregon Statistics/Studies

Recent NYTD Survey of 17 year olds:

275 youth responded to the NYTD Survey as follows:

- Employed full-time: No – 99.7%
- Employed part-time: No – 90%
- Apprenticeship or other on-the-job training: No – 75%
- Supportive Adult: YES - 98% (17% indicate FP, 13% Family Friend)

Carrie:

As you can see, pretty grim statistics nationally—we think that Oregon has fared much better although this is actually unknown—we haven't currently done a good job of tracking overall outcomes but that is about to change with the implementation of NYTD (National Youth in Transition Database).

Beginning in Oct. 2010, Oregon will be integrating the Federal NYTD requirement for each state to track services & survey youth to determine outcomes for foster teens and young adults. (via OR-KIDS).

Recent NYTD Survey of 17 year olds

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Apprenticeship or other on-the-job training: No – 75%

Supportive Adult: YES - 98% (17% indicate FP, 13% Family Friend)

Fostering Connections to Success

Title II- Improving Outcomes for Children in Foster Care

This Act supports what Oregon has already been doing since 2005

Option for states to extend care to young adults after the age of 18 up to age 21 (Section 201)

Provides guidelines for expectations of youth

Carrie

Full title: Fostering Connections to Success and Increasing Adoptions Act 2008
Parallels our Comprehensive Transition Plan
Signed into law October 2008
Supports what Oregon has already been doing since 2005

1 *Option for states to extend care to young adults after the age of 18 (Section 201)

Extends federal support to states that extend foster care services 1-3 yrs for young people who turn 18 w/o a perm. family. Increases young person's opportunities to successfully transition to adulthood.

**Had previously been utilizing State General Funds, now this allows us to claim Title IV-E \$*

What this act does do though is:

2 Provides guidelines for expectations of youth

A youth who meets one of the following criteria:

- **Completing secondary education or a program leading to an equivalent credential;**
- **Enrolled in an institution which provides post-secondary or voc. education;**
- **Participating in a program or activity designed to promote, or remove barriers to employment;**
- **Employed at least 80 hrs per mo or**
- **Or if incapable of doing any of the activities described in (1-4) due to a medical condition, which incapability is supported by regularly updated info in the case plan of the child**

State Policy/Laws

2003 - SB 808 passes strengthening existing DHS policy and revised ORS 419B.343 (3):

Any Time after a child attains 14 years of age, if the department determines that it is appropriate, but in no case later than **the date the child attains 16 years of age**, the department shall ensure that the case planning addresses the child's **needs and goals for a successful transition to independent living** including...

Carrie:

DHS has had the requirement to document the services provided to help youth transition to independent living however ie: Johnny graduating in June is not a plan

which is one of the reasons why

In 2003 the Juvenile Rights Project attorneys created a bill. **Based on this, the Revised ORS 419B.343 *added teeth to an existing DHS policy* – not only does it require that a transition plan be crafted, it stipulated what domains were to be included in that plan...**

Comprehensive Transition Planning

- Education
- Employment
- Housing
- Health (mental & physical)
- Community Connections & Supportive Relationships
- *Transportation
- Life Skills

Carrie: By assisting a youth to begin thinking about their education, future employment, where they want to live, how to handle an illness, or who to turn to for assistance and guidance, we hope to assist youth to leave the foster care system **prepared and well on their way to a successful transition to adulthood**

*A 7th domain was added which is “Transportation” highlighted in blue

Under Transportation domain- includes driver’s education. *Stats show that there are **significantly lower accident rates & the accidents have not been as serious,** when youth go through a driver’s education course.*

So DHS is partnering w/ODOT to help youth with the costs of the course (parent’s or individual’s cost= approx \$200-300).

http://www.oregon.gov/ODOT/TS/drivers_ed_providers.shtml

What the field needs to know is that there is \$ available to help pay for those driver’s education costs. Youth just need to be ILP eligible, not necessarily enrolled.

If youth does not pass the course or is 18+, there is a different fund of \$ to pay for that. At age 18 though, costs go up significantly.

An “IM” was issued on this through e-mail on 12/15/09

*The “miscellaneous” domain changed to “Life Skills” (name change)

Development of the Comprehensive Transition Plan

- Any child 16 years of age and in substitute care or any young adult; or
- Any child 14 years of age or older who has an APPLA permanency plan; or
- * A former foster child who has requested Services described in Child Welfare Policy, I-B.2.3.1, Family Support Services, OAR 413-030-0000 through 413-030-0030 and who would benefit from a comprehensive transition plan.

Carrie:

ORS 413-030-0445- Development of the CTP

The Dept/CW must initiate the development of the CTP for:

Note: In policy now but hasn't been

• Any child 16 years of age & in substitute care or any young adult; or

• ****Any child 14 years of age or older who has an APPLA permanency plan; or**

• A former foster child who has requested services-CW Policy, Family Support Services & who would benefit from a CTP

Development of the Comprehensive Transition Plan

The caseworker must ensure the CTP includes:

The completion of a life skills assessment which includes:

- Assessment of the child or young adult's skills & readiness through interviews with substitute caregiver, parent or legal guardian, and/or other significant adults: and
- Completion of a life skills assessment with a tool approved by the Department (**CLSA**)

Casey Life Skills Assessment (www.caseylifeskills.org)

Carrie:

The Dept/Caseworker must ensure the CTP includes: (read list)

The completion of a life skills assessment which includes:

1. Assessment of child or young adult's skills/*readiness* thru interviews with substitute caregiver, parent/legal guardian or other sig. adults &
2. Completion of a Life Skills Assessment with an approved tool from the Department--to help determine how well our youth are prepared, we use the Ansell-Casey Life Skills Assessment (ACLSA), which is free

Now a DHS requirement

ACLSA training is underway with 12 trainers traveling the state to provide this training—must have Youth Transition Plans training as a pre-requisite

"Benchmark Review" of the Comprehensive Transition Plan

- Six months prior to a child's 18th birthday, the caseworker must convene a meeting for the purpose of a benchmark review of the CTP.
- Worker must invite the child, *and may include* child's parent or legal guardian, substitute caregiver, ILP provider, CASA, child's attorney, service providers, and others the child determines are important to the meeting.

Carrie:

A Benchmark **Review** is a meeting that the **caseworker must convene 6 months prior to a child's 18th birthday for the purpose of documenting that the youth & the Dept are ensuring that the youth has a plan for the adult decisions that need to be made after the "LEGAL" age of 18.**

"Our administrative rules require a BR at 180 days prior to age 18, & it is the Dept's expectation that the CTP (that was developed) ***will be reviewed at each 90 day case plan review***" & A **review** of the determinations & plans made during the Benchmark Review at the 180 day mark is **reviewed** again ***w/in the 90 day period prior to the child's 18th birthday.*** The caseworker will sit down with the child and review the progress made to date and make any necessary adjustments to the plan." **Don't need to have "2" BR's w/ written plan, just need to review the current CTP to see if on track for youth's transition to independence. For the BR need to put review dates on CTP doc and mark the Check Box as "Benchmark Review."**

Worker must include the child (plays central role in meeting appropriate to develop ability), **and may include** child's parent or legal guardian, substitute caregiver, ILP Provider, CASA, child's attorney, service providers, & others child determines important to meeting.

Also must use the "COMPLETE/LONG" T2 form for this

“Benchmark Review”

Determinations to be made prior to age of 18:

- Persons with decision-making authority for education services
- Persons who will provide supportive relationships
- Identification of community resources

Carrie:

At the meeting the determination (some are same as T2's, but there are differences—time to evaluate where we are & really get serious (consider it as a “check point” before turning 18) will be made re:

Persons w/ decision-making authority 4 education services—does the youth understand the role & responsibilities of a person w/decision making authority?

****Basically, need to discuss education options w/youth & help them identify further education plans**

- What are the youth's goals? How does that effect his/her education?
- Are there any special education needs to consider?
- Who will be in charge of the youth's records, **IEP's (can legally now take control over own IEP)**, etc? Help the youth determine who should be in charge...

Persons who will provide supportive relationships

- Who is/are the person/s the youth can call, spend holidays with or depend on? Help youth determine who will be there in the future
- Identification of community resources avail for special/unique needs of the child after child reaches 18...**Finding/using local banks, how to get money orders, apply for food stamps, work w/housing authority, etc. If don't have a SS card, then need to get one. ***If ?'s why we are doing this refer to Fostering Connections Act-req by Feds, all of these updates & policies based on best practices & evidence based***

As well as....

"Benchmark Review"

- Plan for employment / academic / or vocational education
- Person with decision-making authority for health/ mental health services & providers
- Plan to meet life skill development needs by age 18
- Transportation
- Sustainable housing (including college breaks, etc)

Carrie:

Plan for employment/academic/ vocational education (Youth should already have a goal—tracking where he/she is at w/it—opportunity to review & make sure he/she is on task)

- Does the youth know what career he/she is interested in pursuing?
- Does the youth require training?
- Does the youth have the essential docs to obtain legal employment? ie: SS card, birth certif, driver's license/Oregon ID

Person w/decision-making authority re: health mh & dental services & providers

• See handouts

Plan to meet LS develop needs by age 18

How is the youth going to learn the skills neces to become self-sufficient?

- What types of skills & abilities do they need to know as they transition to adulthood?
- If the youth not in an ILP program, who will be working w/the youth to gain necess life skills

Plan for transportation

How will the youth get to school, work, appts, etc?

- Is there a plan to obtain a driver's license? Driver's Ed? Does or will the youth own a car?
- If so, who will be responsible for the auto insurance?

***Sustainable/"suitable" housing** Ensure the youth understand the various housing options avail in their local community (See Housing Options Guide). What about time when youth on a break (including Christmas, Spring Break, etc)? OFYC= host homes program, Does the youth need any financial support for housing, etc.

CW must document determinations made at meeting on CTP (at min, must be signed by child & cw)

***Supervisor must review & acknowledge Benchmark Review of the CTP in Dept's info system**

***CW must provide copy of the CTP including documentation of the determinations made during the BR of the CTP to the court at the next scheduled permanency hearing & Juv. Court must review CTP/BR domains & determine if:**

The transition plan is adequate to ensure the child's successful transition to independent living,

- The Dept has offered appropriate services pursuant to the plan, & involved youth in development of it
- (this is not a new requirement for the courts- don't need to reflect specific findings in the court order. Court sends findings, but not necessary to request that-up to each individual court**

ORS 419B.337 Court may dismiss commitment of a ward if:

- (i) The department has provided case planning pursuant to ORS 419B.343
- (ii) The department has provided appropriate services pursuant to the case plan;
- (iii) The department has involved the ward in the development of the case plan and in the provision of appropriate services; and
- (iv) The ward has safe and stable housing and is unlikely to become homeless as a result of dismissal

Steve

Requirements at Independence

*At least 60 days prior to the date the Department requests to be relieved of legal custody, they must:

Inform child or young adult of:

- Date, time, location of hearing
- His/her right to attend hearing/importance of
- His/her right to request assistance with transportation

Carrie:

NEW RULE-

***At least 60 days prior to date Department requests to be relieved of legal custody of a child or young adult reaching independence, the Dept must inform child or young adult of:**

Date, time, location of hearing

His/her right to attend hearing/importance of

His/her right to request assistance w/transportation

Requirements at Independence

When the court relieves the Department of custody of a child or young adult, it must provide the child with information concerning child/young adult's case including the following:

- Basic Family Information & Placement History
- Health & Education records

Carrie:

As part of this new rule...

When court relieves Department of custody of **child or young adult reaching independence**, it must provide the youth with a "Transition Tool Kit/Exit Packet" which are:

***The essential documents, written records, and official forms that youth transitioning out of care need to have regarding their medical history, for employment purposes, or to continue their post-secondary education.**

It is important to sit down with the youth to go through the information and to be open to answering questions they may have.

Basic Family Information & Placement History

Like you are walking through a Life Story Book w/the youth~

*Information concerning child/young adult's case including family & placement history, location & status of each sibling, & contact info the child or young adult may use to seek additional info about his/her case or family history

Health & Immunization records

Educational summary & records (currently the 310 forms)

le: Medical Provider, Family Medical History like diabetes, etc

Requirements at Independence

Copies of the following & documentation in official form:

- Birth certificate
- Official proof of citizenship or resident status
- Social security card/*Number*
- Driver's license or other form of state identification
- *Chafee Medical Program & Health Care Representative*
- Where applicable, death certificate of parents; and
- Written verification of placement in substitute care
- Credit Report

Carrie:

"Transition Tool Kit" / "Exit Packet"

Most of these essential documents should already be in the case file. If they are not, then the caseworker should start to gather these at least 60 days prior to the court hearing (some will take longer to obtain, so it is a good idea to plan accordingly).

Refer to "Checklist" handout

- **Birth Certificate** *(the original should be given to the youth and a copy put in the case file as the majority of situations req a birth certif or ss card as documentation req the original)*
- **Official proof of citizenship or resident status** in a form acceptable to an employer required to verify immigration status *(if applic, contact the CAF Diversity & International Affairs Manager about the criteria for "Special Juvenile Immigrant Status" (SJIS))*
- **SS card (original) /SS Number**
- **DL or other state form of photo ID**
- **Where applicable, death certificate of parents**
- **Written verification of placement in substitute care b/w ages of 14-18**
- **Chafee Medical Program Information & Referral Form** *(18 or older, 1 page form/ Elig for OHP + (includes vision & dental))*

Written verification of placement in substitute care *(This information will assist a youth should s/he decide to move out-of-state and attempt to access Chafee ILP or ETG services. The ILP Desk has a letter for this)*

When the Dept is unable to provide the doc & info prior to the court order in which the Dept is relieved of legal custody of child/young adult the Dept must prepare written records & either deliver them to the child/young adult, or when whereabouts unknown, retain records in case file if request for those records made by the child/young adult at a later date

August Netlink Date for next Youth Transition Planning training- 8/15/13

General Resources and Supports for All Children/Young Adults

- T1/T2
- ILP
- DHS caseworker
- Foster parent
- CASA
- Mentor
- School/IEP/career counselor
- DD program/ISP

Carrie/Cheris:

Diligent Relative Search

- Must be updated every year
- Develop and maintain connections and support
- Include these individuals in planning and services

More Resources for Your Youth

- CW Procedure Manual, Chap. IV, Sect. 29
- Self Sufficiency for OHP
- Self Sufficiency for food stamps/WIC
- Public Health Department
- Mental Health Clinics
- Vocational Rehabilitation
- Family Planning Clinics
- ILP until age 21 (voluntary services)



Just a final reminder that helping a youth plan for transition takes more than just ILP services. Don't forget about all those other youth serving agencies and community partners. The ILP an DHS cannot succeed if we work in a vacuum. Not only do we need to conduct outreach to these other programs; we must also show our youth how to access services in their community.

DHS Independent Living Program

The array of services that ILP can provide includes the following:

Daily Living Skills Training
Discretionary Funds
Education & Training Vouchers

Housing Stipends
Subsidy Program)
Chafee Housing

Carrie/Cheris:

There are several services included under the ILP umbrella...

We are going to begin with Daily Living Skills.

ILP Youth Transition Funds

- ETV
- Discretionary funds
- Driver's Education
- Subsidy
- Chafee
- One-time Housing

Cheris/Carrie:

All funds are available through 1 form

With the **CF78 (Youth Transition Funds Request form)**- you have access to the following:

Just talked about the ETV- (Post-Secondary, up to \$3,000)

Discretionary Funds are a small pot of funds that can assist a youth with items or services needed to achieve their goals for transition. *Disc. Funds have the same basic eligibility as for daily living skills – currently in foster care, age 14 or older. Or as a former foster youth, was dismissed from care at age 16 or older w/ at least 180 days of sub-care services after age 14.*

Each District has a small amount of ILP Discretionary funds-it may not be much and varies from district to district,

Can help purchase those items that may not be covered by any other funds. Districts have used the funds for Oregon ID's, housing start-up kits, special work clothes or tools,, the list goes on. **These funds are to be connected to the youth's transition plan –**

Driver's Education- give update

How many of you are aware of Discretionary funds? How many of you have actually accessed them? *Note: look at clock, stay to script or cut*

Show CF78 form (**now the Youth Transition Funds Request form**)



ILP Housing Services

- **Independent Living Housing Subsidy**
 - Currently in care and custody of DHS
 - age 16 or older (not yet 21)
 - Must have court approval
- **Chafee Housing Program**
 - Dismissed from care & custody at age 18 or older.
 - Must have at least 4 hours paid employment.
- **One-Time Housing funds**



Carrie/Cheris:

Two housing programs- DHS **does not have buildings** that these youth move to when they enter the ILP Housing programs – it is **financial support only...along with life skills training**. Youth must find their own residences – they could rent a room, find a roommate and share an apartment or home, they could live in the dorm or even rent from a former foster parent – FP must be willing to make shift to landlord

The programs are very similar as Chafee Housing was modeled after the Subsidy Program. Both programs provide **financial support** to assist a youth with their monthly living expenses. ***This can be any monthly expense related to housing.***

- 1) Subsidy – youth in care vs 2) Chafee Housing – former foster youth who aged out...

Which door a youth enters through will depend on their current foster care status. Important to note that the ***Subsidy Housing Program does not apply to tribal youth unless they are in DHS custody...but can access Chafee Programs...***

Both programs require:

- *40 hours of activity per week (work, education, or combination of the two)
- * Youth has at least one prior substitute care placement
- * Approval of the court to participate
- *If youth has not completed high school, must be actively working to complete high school or obtain a GED.
- *The youth to be **enrolled in ILP Skill Building Services**
- * Youth cannot live with biological or legal parent(s)

Both programs are intended to work in partnership with the ILP skill building services – youth must be enrolled for **Life Skills Training**.

➤ Both programs provide hands-on, real life experience,

➤ Both programs require youth to be not only eligible, but **appropriate** for the level of independence each program offers.

Both programs expect youth to be accountable for their decisions and actions (or inaction). Caseworkers must be willing to hold youth accountable – help them learn from mistakes and take steps to avoid similar mistakes.

These are **NOT entitlement programs**, I cannot stress that point strongly enough.

➤ Acceptance is a privilege not a right

ILP Housing Program Differences		
Category	IL Subsidy Housing	Chafee Housing
Minimum Age	16	18
DHS care & custody	Required	Prohibited - Foster Care must be terminated on or after 18 th birthday
Employment	Optional	Must be employed at least part-time
Medical Card	Provided by child welfare	No, youth must apply for OHP or Chafee Medical
Duration	12 month maximum	\$6,000 or age 21, whichever comes first
Monthly Expenses	Can pay for any monthly expense (transportation, etc)	Can only pay for room and board (rent, food, utilities)
ETV or ETG	OK to use simultaneously	No, if room and board included in cost of attendance
Funding Source	State General Funds	Federal Chafee ILP Grant Funds

Carrie/Cheris:

However you will note that there are also some unique differences between the two programs.

Subsidy serves those youth who are still in Care and Custody, Youth can receive **up to \$600 a mo** to live independ. for a max of **1 year** and is funded with State General Funds. Still get Med. cards Age 18 or older, but not yet 21

While Chafee Housing are federal dollars that serve youth who have aged out of a child welfare system – they must have left their placement on or after the age of 18 with at least 180 days (six months) of foster care placement services after age 14.

Although each has the req of 40 hours of activity per week (work, education, or combination of the two – Chafee must include at least 4 hours of paid employment)

Chafee covers only Room & Board & has a few other requirements. **Also cannot access Chafee ETG w/the Chafee Housing Program—“double-dipping” fed dollars.** However, youth on Subsidy **can** rcvve ETG

With Chafee youth may receive up to \$600 per month to live independently, for a maximum of \$6,000 or age 21, whichever comes first.

Note: Youth wanting Chafee Housing can come back on a Voluntary Services basis(complete a **CF 304 – Service Application**).

Please advise youth that Chafee Housing services vary from state to state. They should make certain to check with a state prior to moving.

Purpose of Housing Programs

Assist youth gain/practice following skills:

- Manage finances and live on a budget,
- Manage a household,
- Manage time,
- Manage life demands, and
- Accept responsibility for choices and decisions made.



Cheris/Carrie:

Engage in a **thorough planning** process **prior** to beginning an ILP housing program or requesting a one-time housing voucher for a youth. The planning process should reassesses safety, the youth's readiness for living independently, and a planned transition from daily adult supervision. This service is not intended to be an emergency move or placement. To plan properly and facilitate a smooth transition, this is typically a three- to six-month process working on skill building with an ILP Provider and involves reassessment of the youth's abilities in the following areas:

- a. The youth's Comprehensive Transition Plan and his or her goals for the future;
- b. School and employment arrangements;
- c. Capacity for self-care and demonstrated life skills;
- d. Budgeting skills and demonstrated money management abilities;
- e. Evidence of good decision-making skills;
- f. Evidence of supportive adults in the youth's life; and
- g. Ability to use and access transportation resources.

Each of these skills are important to a youth's success while on the housing program. The housing payment is paid directly to the youth – the youth is responsible for paying their own bills, buying their own groceries, cooking their own meals, cleaning their home, getting themselves up and ready for school or work, knowing how to talk to their landlord regarding needed repairs...they must be ready for the adult responsibilities that come with living on your own, or with a roommate.

Can't keep bailing them out- not teaching them anything, need to hold them accountable

The Tuition & Fee Waiver

Funding Stream	Application Required	Benefits
May use a student's Pell, FSEOG, Oregon Opportunity Grant, other federal aid, or institution aid (does not include the Chafee ETG).	Free Application for Federal Student Aid (FAFSA) www.fafsa.gov	Tuition & fees waived for the equivalent of 4 years of undergraduate education at a public college or public university in Oregon . Eligible foster youth are also prioritized for the Oregon Opportunity Grant. <i>May use to complete a Certification Program, Associates Degree or Bachelors Degree.</i>

Carrie:

Too often the process of piecing together financial aid to meet these needs is full of roadblocks and delays that prevent foster youth from registering for classes. Tuition waivers for foster youth will guarantee that these students have access to Oregon community colleges and public universities. The Oregon Legislature passed this law effective the **2012-2013 academic year (depends on when the school or institution's terms or semesters start-summer or winter)** to address the unique needs of foster youth...they wanted to send a message to these young adults that funding should not be an barrier to going to Post-Secondary Education or Training...

Last dollar amount- uses a student's Pell, FSEOG, Oregon Opportunity Grant, other federal aid, or institution aid first before applying the waiver for tuition & mandatory fees (does not include the Chafee ETG).

Process starts with the Free Application for Federal Student Aid (FAFSA)

www.fafsa.gov

Tuition & fees waived for the equivalent of 4 years of undergraduate education at a **public college or public university in Oregon**. Eligible foster youth are also prioritized for the Oregon Opportunity Grant

May use to complete a Certification Program, Associates Degree or Bachelors Degree.

Eligibility Criteria

- 365 days of child welfare out-of-home care after age 16,
- Enroll at a post-secondary institution within 3 years of whichever comes first:
 - a)DHS or Tribal Wardship dismissed or
 - b) High school completion or equivalent (GED)
- Access the Waiver by age 25.
- Volunteer 30 hours per academic year once you begin receiving the waiver to maintain eligibility.

Carrie:

It is important to note that if the youth is on a trial home visit, this will “stop the clock” as they are out of sub-care placement...

When the youth went home, is when the 3 years (that is being referred to on the screen) starts.

Make sure to mention the DHS FAQ's on the Tuition & Fee Waiver on the new ILP website! (most up to date info)

Education & Training Grant/Voucher (ETG/ETV)

Provides up to *\$3,000 per academic year for cost of attendance:

- Tuition, Fees, Books, Supplies
- Room & Board
- Personal Expenses
- Travel/Transportation

Carrie/Cheris:

FEDERALLY FUNDED

Eligibility: (As of Sept. 1st)

Age 14 or older & in child welfare substitute care (DHS or tribal) **OR**

As a former foster youth, was dismissed from care at age 16 or older with 180 or more cumulative days of foster care placement services after age 14

Services: Provided by DHS in collaboration with the Oregon Student Assistance Commission (OSAC) **Education & Training Grant (ETG)**

Youth may receive up to *\$3,000 for the 2010-2011 academic year (so for some schools, will start summer term). Amount based on need

Youth must be accepted/enrolled in a postsecondary education or training program in order to receive funds

Youth must be on the program prior to age 21 All services end at age 21 – only exception is the ETG/ETV. (“ETV” term used more often)

If youth are receiving services at age 21, can continue to receive until 23rd birthday (only service can do this)

Chapin Hall Issue Brief Distinct Subgroups of Former Foster Youth during Young Adulthood

- analysis of data from the Midwest Study identified four distinct subgroups of youth about to make the transition from foster care to adulthood, groups whose dissimilar needs clearly call for distinct sets of services

Steve

Subgroups of foster youth

- *Accelerated Adults: 36.3%, Nearly two-thirds (63%) are female.*
- *Struggling Parents: 25.2%, Nearly three-quarters are female.*
- *Emerging Adults: 21.1%, Slightly over half of this group is male.*
- *Troubled and Troubling: 17.5%, The vast majority of this group is male.*

Steve:

Class 1, the largest class of former foster youths ($n = 222$; 36.3% of the sample), we refer to as *Accelerated Adults*. Nearly two-thirds (63%) are female. Members of this class are the most likely to live on their own in a fairly stable situation. Almost all have a high school diploma, over half have attended some college, and they are the most likely to have a college degree. Members of this class are also the most likely to be currently employed.

Class 2, making up about one-quarter of the Midwest Study sample at age 23 or 24 ($n = 147$; 25.2% of the sample), we refer to as *Struggling Parents*. Nearly three-quarters are female. Members of this class are more likely to be African American and less likely to be white than the sample as a whole. All but 2 percent of this group have a least one living child, nearly all have resident children, and relatively few have a nonresident child. This group is also the most likely to be married or cohabiting. About equal numbers have their own place or live with relatives, friends, or others. This group is the least likely to have finished high school, the least likely to have attended college, and the least likely to be currently enrolled in school. Only one-quarter is currently employed, the lowest rate of employment among the groups without a high level of institutionalization.

Class 3, making up about one-fifth of the former foster youth ($n = 123$; 21.1% of the sample), we refer to as *Emerging Adults*. Slightly over half of this group is male. All are living with friends, relatives, or in other settings that are not their own. The vast majority have finished high school and they have the second-highest rate of having at least some college. They also have the second-highest rate of current employment. They are least likely to have children (27%) and over two-thirds of those with children have nonresident children. This group has the lowest rate of criminal conviction.

Class 4, making up a bit less than one-fifth of the Midwest Study population at age 23 or 24 ($n = 102$; 17.5% of the sample), we refer to as *Troubled and Troubling*. The vast majority of this group is male. They are the most likely group by far to be currently incarcerated, otherwise institutionalized, homeless, and/or to have experienced high residential mobility. Two-fifths have not finished high school and only about one-tenth have any college. This group is least likely to be currently employed. Although nearly half have children, none are living with their children. Over four-fifths report a criminal conviction since age 18, a rate over five times that of any other group. In addition, this group is least likely to have felt prepared to be on their own at exit from care, most likely to report mental health and/or substance use problems, and most likely to have been homeless or couch surfed.

Three paths

- Young adults with ongoing mental health issues
- Young adults with poor academic performance and/or no high school completion or GED
- Young adults who are college bound

Steve:

Mental Health

- Often these are youth who have been in residential treatment or some form of group or proctor home and have significant mental health diagnosis
- Ongoing mental health issues starting from a young age
- Multiple placement changes and instability
- Lack of connections and support

Steve:

Specific Services, Case Planning and Supports

- “Mission Transition” Program-Marion County
- TAYIS Program-Washington County
- **Mosaic** program in Oregon City- helps young adults ages 17-24 who are transitioning from the children’s mental health system and need ongoing, intensive mental health treatment.

Mission Transition:

Mission: Transition is an intensive case management program with a Wraparound approach designed for transitional age young adults 16-22 who have a mental health diagnosis. They should want to engage in this process and want to develop goals surrounding their housing, mental health services and needs, social connections, education, and vocational needs. The Mission: Transition staff are focused on getting clients involved in planning their life and building natural supports to ensure they can maintain the same level of functioning on their own once paid supports step out of their lives.

Other criteria considered:

Those with multi-agency involvement i.e. DHS, Juvenile Department, or OYA care will be prioritized

Typical community based services have been unsuccessful

Have a history of psychiatric residential treatment, at risk for acute hospitalizations, history of emotional dysregulation.

Have limited natural supports and anticipated difficulty transitioning into independent living, limited independent living skills.

Required:

Is age 16-22, prefer them to begin in 17th year

Mental Health is primary focus of Treatment vs. Alcohol/Drug, DD, or conduct issues.

They are a BCN member/has a medical card

The young adult is willing to engage and is interested in the wraparound process

Transition Age Youth Intensive Services (TAYIS): Transition Age Youth Intensive Services (TAYIS) is a program designed for older adolescents and young adults who are moving out of the children’s mental health system and into adult mental health services. This program targets individuals with complex needs who may be transitioning out of the state hospital, residential treatment, juvenile correction facilities, intensive outpatient programs or local hospitals. The goal of the program is to assist individuals in becoming as independent as possible while reaching developmental milestones such as independent housing, education, employment and development of social relationships. This program follows an intensive case management model with a variety of team members who can provide specialized services. Services may be provided both in the community and at the office. Services are available to individuals who currently have:

* Oregon Health Plan with Washington County Health and Human Services as the Mental Health Organization

OR

* Individuals who are low income, reside in Washington County and either have Medicare or are uninsured.

In order to receive treatment, you must have a mental health disorder that is covered by the Oregon Health Plan and negatively impacts your ability to work, retain housing, or meet your basic needs.

Mosaic

Youth Villages Oregon’s Mosaic group home program in Oregon City helps young adults ages 17-24 who are transitioning from the children’s mental health system and need ongoing, intensive mental health treatment. The Mosaic staff helps residents build independent living skills and develop educational and employment plans.

Mental health continued

- Include the child's mental health therapist in transition planning
- Ensure that the youth is aware of their mental health issues and diagnosis
- Ensure that the youth is aware of the benefits and risks associated with their psychotropic medications and is able to give informed consent
- Ensure that the youth knows how to access mental health services on their own

Vocational

- These are youth who have struggled at school
- They may have an interest in a particular vocation such as culinary or mechanics
- They may be far behind on high school credits
- Youth who don't have any other financial supports/resources & don't think they can afford to go to school

Steve/Cheris:

Specific Services, Case Planning and Supports

- Vocational schools
- Military
- Job Corps
- Shorter College Certificate Programs

Steve/Cheris:

Shorter college certificate programs (9 mos/18 mos) at the end of the program receive a certificate ie: welding at a Community College

College

- These youth are getting good grades and on track to graduate from high school
- Express an interest in attending college
- Have shown maturity and responsible decision making

Carrie:

Description of:

*SAT

*FAFSA

*Study Skills classes

*Tuition & Fee Waiver/ETV

*College Tours

Example: WOU Study Group- not prepared for the differences that will occur ie: time, getting up to go to class, attending class, time for study, play, work, etc...

Specific Services, Case Planning and Supports

- Assistance/guidance with class selection in high school
- Participate in volunteer activities or work experience as an aid to getting accepted at a college or university
- Assistance with completing FASFA and accessing grants, scholarships and loans including Tuition and Fee Waiver

CRB's Role

- Determine if the T2, Comprehensive Transition Plan (or Benchmark Review) adequately meets the youth's needs.
- Determine if services provided are appropriate based on youth's needs and circumstances (path)
- Determine if youth's wishes have been included in planning process & transition goals set.
- Ensure that statutory and administrative rule requirements are met for a Benchmark review and prior to dismissal of wardship and custody.



Steve

Considerations for CRB review, findings and recommendations

- 3. DHS has ensured that appropriate services are in place to safeguard the child/ren's safety, health and well being.
- 5. DHS made reasonable efforts in accordance with the case plan to place the child in a timely manner, and complete the steps necessary to finalize the permanent placement, including an interstate placement if appropriate.

Steve:

The majority of information and findings regarding transitional planning and services falls under finding #3. This would include if there is a current T1 and T2, if they are adequate to meet the needs of the child and if the child was given an opportunity to participate in development of the plan. (same as the court required findings)

There is overlap with the reasonable efforts finding with regard to APPLA plans and services.

CRB Findings

- **8. DHS is in compliance with the case plan and court orders.**
- **10. There is a continuing need for placement.**



Pursuant to ORS 419B.343 all case plans must include the five domains and services and this would be addressed under finding #3 but would also be appropriate to note under finding #8 regarding compliance with the case plan.

ORS 419B.337 should be addressed under finding #10 regarding the youth not likely to be homeless and services having been provided.

CRB Recommendations

- DHS complete (or update) a T1 Transition Readiness Index for xxx within xxx days.
- DHS complete (or update) a T2 Comprehensive Transition Plan for xxx within xxx days.
- DHS provide additional services pursuant to the Transition Plan. (i.e. referral to the Independent Living Program, academic support, ILP Subsidy Program, etc.)

CRB Recommendations

- DHS modify the Transition Plan to ensure that it is adequate to meet the transition needs of the child.
- DHS/ILP ensure that the child has the opportunity to be involved in the development of the Transition Plan.
- DHS/ILP convene a Youth Decision Meeting to develop (or update) the Transition Plan.

CRB Recommendations

- DHS ensure that a Benchmark review of the Transition Plan occurs by xxx.
- DHS/Court ensure that there is an adequate Transition Plan and services in place for the young adult prior to dismissing wardship and custody.

Vignette Activity

- Please read the vignette on your table and make your findings and recommendations



Steve:

Discussion and Questions

Thank you for your work with
young adults aging out of
foster care and for
participating in this
training

- This power point and additional handouts and information will be available through the CRB website