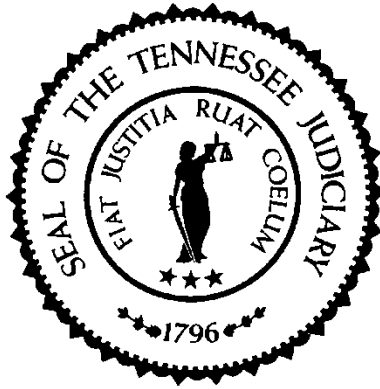


**ADDRESSING THE EDUCATIONAL  
NEEDS OF YOUTH IN FOSTER CARE  
FROM BIRTH TO AGE 21**



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



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# **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 Boards 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 student's educational needs is essential for them to obtain the support they need to be successful in school, as well as reaching post-secondary goals. Early identification of barriers is essential to ensuring the student reaches his/her potential.

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



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## 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.

**Question a. What age appropriate developmental milestones is the child meeting?**

**Please reference your Child Development Chart in your FCRB notebook.**

Additionally, a recommendation can be made for an application to *Early Head Start*, which provides early continuous, intensive, and comprehensive child development and family support services to low income infants and toddlers, 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. When was the child referred to TEIS?**

DCS completes the *Tennessee Early Intervention System Referral* form to make the referral. This form can be requested as part of the documentation packet to the board, and should be requested when this question is not answered.

If DCS has not made a referral to TEIS, then recommend DCS make the referral 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 court for the FSW to explain why the TEIS referral has not been made.

**Question bi. If eligible, how are the recommendations from the IFSP helping the child be successful?**

Success can be measured when the identified areas of deficit are showing measurable improvement. For example, an infant, who has a motor skill delay for not crawling, is now scooting and making steady progress towards crawling.

***Examples of recommendations to address IFSP's recommendations not being implemented:***

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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 court 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 (3<sup>rd</sup>) birthday, a referral should be made to the local school system for special education eligibility.** 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 the school system.

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 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 3-5 years old child may be eligible for special education services, particularly if the child is being transitioned from TEIS under an IFSP. A child ages 3-5 can have an IEP even though they are not enrolled in a school within the school system.

### **Question a. What educational instruction is the child receiving to prepare for kindergarten?**

A child can receive educational instruction in various settings. The goal is to have the child progressing towards skills necessary for kindergarten success. Below is a list of settings where a preschool aged child can receive instruction. The most appropriate settings should be determined based upon the individual needs of the child towards school readiness. For example, a child with severe separation anxiety may not be best served in a home setting where the caregiver is also the person providing the educational instruction.

**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 provides 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 the child is not receiving educational instruction, make the recommendation the child be enrolled in a licensed homecare/daycare/childcare setting or preschool. Schedule an administrative review in one month. If at the administrative review the child has not been enrolled in a licensed homecare/daycare/childcare setting or preschool, proceed with a non-emergency direct referral to the court for the FSW or DCS Education Specialist to explain why the recommendation was not implemented.

**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 to 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:

<b>Personal (with no assistance)</b>	<b>Social</b>	<b>Intellectual</b>
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.**

**Question bi. If no, what additional assistance is needed to prepare the child?**

A child who is not progressing towards skills necessary for kindergarten success may need intervention(s) to overcome identified deficits. This can sometimes be addressed through special education services, but there are children who will not qualify but need interventions. It is important to address the deficits as early as possible before compulsory attendance (age 6) begins. Below are potential services to address the identified deficits.

**DEVELOPMENT OF INTEREST/HOBBY** – Hobbies are healthy and benefit children in many ways. Hobbies give children opportunities to discover themselves and build self-esteem. Hobbies can teach children to solve problems and make decisions.

**DEVELOP SOCIAL SKILLS** – helps children develop good relationships with others, e.g. communication skills, being part of a group, being a friend, and dealing with emotions.

**OCCUPATIONAL THERAPY** - therapy based on engagement in meaningful activities of daily life such as play skills, feeding skills, sensory processing problems (hypersensitive to sounds, textures, taste, and etc.), pre-writing, self-help skills (using bathroom alone). Occupational therapy should be provided by a licensed occupational therapist.

**ORGANIZED EDUCATIONAL SETTINGS** - please see Question A - Pre-School Children (Ages 3 – 5)

**SPEECH THERAPY** – helps children with language related learning issues such as speaking, listening, and writing. Speech therapy should be provided by a licensed speech therapist.

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 court for the FSW or DCS Education Specialist to explain why the recommendation was not implemented.

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

Each student, who receives special education and related services in a public school 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 Plan is a written document 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. Section 504 Plan covers students who don't meet criteria for special education but still require some accommodations. Section 504 Plans are not solely for education purposes. Examples include administering medications or addressing 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.

A distinction between when an IEP or 504 Plan is needed is dependent upon whether modifications or accommodations are warranted. An IEP provides modifications, and a 504 Plan provides accommodations. Modifications alter what the student is taught or expected to learn. Accommodations provide equal access to instruction and testing.

Examples of modifications allowed by an IEP include: shortened assignments; peer buddies; personal iPad; time-out period; use of a calming room; repeated practice.

Examples of accommodations allowed by a 504 Plan: visual aids; cool-down period for the child; reward systems; or preferential seating.

**Question ci. 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 Plan. 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 court for the FSW or DCS Education Specialist to explain why the recommendation has not been implemented.*

**Question cii. 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:

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

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

- A student with diabetes, asthma, or cancer that affects their physical ability to function at school.
- A student who has a temporary physical impairment, such as a broken arm.
- A student with significant allergies.
- A student with Attention Deficit with or without hyperactivity or Oppositional Defiant Disorder.

A student may have some of the above mentioned conditions or other chronic illnesses may have needs greater than a 504 Plan can address. The FSW should contact the LEA to determine if there is a need for an IEP.

**Question ciii. How are the modifications/services or accommodations helping the child to be successful?**

**For an IEP,** a progress report is issued periodically. 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 court for the FSW or DCS Education Specialist to explain why the documentation was not provided.

Children who have an IEP may also qualify for additional services that address needs of the child's disability. This information can be found on the Special Education and Related Services page(s).

1. Related services - Include, 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.
2. Supplementary aids and services - Assistive technology and/or teacher's aide in classroom that provide additional support for one or more specific students.
3. Transportation - If necessary a student will be provided with specialized transportation. This can be the case if the student has a severe disability requiring a wheelchair, or is identified with an emotional problem.

**For a 504 Plan,** ask the child and foster parent if they are receiving the accommodations as outlined in the 504 Plan. Also, review the progress report 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 court for the FSW or DCS Education Specialist to explain why the documentation was not provided.

**THESE ARE ADDITIONAL ISSUES THAT CAN BE ADDRESSED DURING THE REVIEW DEPENDING ON THE CIRCUMSTANCES OF EACH CHILD.**

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

**ANSWER:** If yes, look in the section on the IEP or 504 Plan 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).

Although 3-5 year olds are still learning appropriate behaviors, some children may exhibit behaviors that require formal interventions. Examples may include constant daily temper tantrums; causing physical harm to self or others; destruction of school property; or repeated intentional urination/defecation.

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 court for the FSW or DCS Education Specialist to explain why the recommendation has not been implemented.

### **SURROGATE PARENTS:**

A surrogate parent is a volunteer who is appointed by the local education agency to assist children who do not have parents or family guardians. A surrogate parent has educational rights and can make special education or early intervention decisions that are usually made by the child's parents. A surrogate parent does not have any rights and responsibilities for the child outside of the special education process. Natural parents retain their rights with regard to the education of their children unless those rights are terminated.

The inquiry should be made to the DCS Educational Specialist to determine if the foster parent is eligible to serve as the child's surrogate parent. In the event that the foster parent is not able to serve as the surrogate parent, the foster parent should still be encouraged to be a part of the IEP team. The foster parent can provide valuable input regarding the current educational needs of the child.

### **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.

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

The foster care population faces unique educational barriers that impact their academic success:

- The ability to read and comprehend  
*John is in the 5<sup>th</sup> grade but is reading on a 2<sup>nd</sup> grade level.*
- The ability to comprehend math concepts and calculation  
*Amy is in the 6<sup>th</sup> grade and cannot calculate 9x9 without using a calculator.*
- Written and verbal communication skills  
*Kenneth is in the 8<sup>th</sup> grade and cannot write or speak in complete sentences.*
- Emotional and social skills  
*Tina is in the 10<sup>th</sup> grade and cannot accept instructor feedback without crying, and her only means of problem solving is fighting.*

While these deficits are not unique to students in foster care, they are more commonly exhibited and more difficult to correct in this population because of the adverse childhood experiences that brought them into custody. Once placed in foster care, children are still experiencing trauma. Continuity in every aspect of their lives has been disrupted.

Imagine waking up and realize that you are in a place that you don't know. You get dressed and shower with people you are not familiar with, and then go to a new school with unfamiliar faces, a completely new environment and unclear expectations. You attend a math class teaching algebra, when your last math class was teaching geometry. This can happen multiple times, even in the same semester, to a student in foster care.

As a member of the Foster Care Review Board, is it important to understand the challenges these students face. It is the board's responsibility to carefully consider the barriers that impact their academic progress and long term educational needs. Simple things such as the FSW withdrawing the student from his/her current school in-person before enrolling in the new school can make a big difference in the student's educational progress. This one small step ensures that the student is placed in the proper classes at the new school with accurate academic records (attendance, withdrawal grades, transcripts, IEP/504 Plan and discipline records.) Without these records a student's educational transition could be negatively impacted. For example,



without a transcript and withdrawal grades a student may be improperly enrolled in Algebra instead of Geometry.

The board addressing these barriers and recommending appropriate interventions is crucial to ensure the student's success. To accomplish this, a student's complete academic record is necessary to determine a student's overall progress in a school setting.

Students 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), residential facilities (such as Youth Villages, TrueCore, 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)
- HiSET – Proof of enrollment (if applicable)

**The case should not be heard if ALL education records are not provided for any student that is in the 9<sup>th</sup> through 12<sup>th</sup> grade, at the initial Foster Care Review Board.**

### **Question a. If the student has absences, what are the reasons?**

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, but the initial notification that a student may be deemed habitually truant occurs after three days of unexcused absences. 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.<sup>1</sup>

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 student does not have any absences.

**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 may 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 the 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 student has a right or desire to attend, after school hours.

**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:

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<sup>1</sup> 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).

- 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 a chronic illness, such as diabetes, asthma, or ADHD, work with the school nurse to develop an Individualized Health Plan.

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 student returns to school.

Students who are absent due to hospitalization long-term (over 10 days) may need additional instructional support through Homebound Services. 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.

**RESIDENTIAL PLACEMENT CHANGE** – Removal of a student 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 where they are living has changed. A meeting can be convened with the school system for determination if it is in the student's best interest to remain in the school of origin instead of the school of zone. For example, a student enters custody during the Senior year of high school, and the foster home is zoned to a another school. The determination may be made that is in the student's best interest to remain in the school they were attending when they entered custody. Factors that may contribute to the best interest determination would be: the student has been in the school since beginning 9<sup>th</sup> grade; the new school of zone does not have the current plan of study and may impact the type of diploma the student is able to obtain; and the student will not be able to graduate with friends they have been in school with for the duration of high school.

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.

**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 court for the FSW to explain why the student was not enrolled in school.

**SKIPPING** – When a student exhibits a pattern of not attending school or an individual class despite having supports in place to get the student to school interventions are needed. A question should be posed to the student to discover the reasons for skipping, for example “What are the reasons you are skipping school/class?”; “What would it take for you to go to class every day?”; “What is going on in your math class?”.

Possible reasons for skipping classes or school may include not understanding or bored with the subject matter; conflict with the teacher; conflict with another student (bullying); poor classroom management; lack of educational supplies; or being registered in the wrong class.

There may be non-academic reasons why a student is skipping classes or school. These may include feeling like a social outcast (clothing, appearance, grooming, placement in foster care); social/emotional disruptions (visitation, court appearance, foster care review board, CFTM, change of placement); medical/mental health, and engaging in inappropriate behavior.

Recommendations should be made to address the reasons why the student is skipping.

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

**TARDY** – A tardy can result when a student is late to a class. Multiple unexcused tardies can add up to an unexcused absence. The policy on tardies can vary across LEA’s. A question should be posed to the student to discover the reasons for being tardy, for example “What are the reasons you are late to class?”, “What would it take for you to get to class on time?”, “What is going on before your math class?”.

When a student is habitually tardy, recommendations should be made to address the reasons why.

**TRANSPORTATION** – If transportation issues result in absences of a student, the FSW should make efforts to resolve all underlying issues. In some instances, the school system can provide transportation for students when a determination has been made by the school that is in the student’s best interest to remain in the school of origin instead of the school of zone. If this is the case, the recommendation should be that the DCS Education Specialist address this with the school system.

**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 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).

Each LEA has an appeal process for zero tolerance offenses. In the case of certain zero tolerance offenses, the director of schools may modify the expulsion on a case by case basis. When the board is aware that the offense may have been precipitated by a social/emotional disturbance related to foster care, the board shall recommend the DCS Education Specialist initiate the request to have the expulsion modified.

**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.

**When a change of residence results in a change of school system, DCS should formally withdraw the student from the current school on the date of the residence change. To formally withdraw a student, DCS must complete and sign the withdrawal form at the current school which includes notification of the new school of enrollment. Failure to do this will result in unexcused absences for each day the student misses until enrolled in the new school. To assist with the student's educational progress at the time of withdrawal, DCS should obtain all educational records, including a current copy of the IEP or 504 Plan, if applicable.**

**Question b. If there have been disciplinary issues with the school, what are the reasons?**

Repeated disciplinary issues signify a problem and can be an impediment to the student's educational progress. A student in foster care may have occurrences resulting in disruptive behavior in school because the student is in a crisis mode based on a change in routine, a change in support system, a change in sleep patterns, a change in schools, or a change in peer groups. Without interventions these social/emotional disruptions often result in school disciplinary issues. Behavior issues in school can result in a student being referred to the principal/administration for the infraction. It is important to make recommendations addressing the cause of the behavior promptly before it escalates to suspension or expulsion.

**DISRESPECTING STAFF** – When a student is being disobedient or disrespectful to staff (walking out of class, cursing, refusing to follow class rules, sleeping in class) it can have varying outcomes. This may affect the student's grades due to loss of instruction time. A recommendation should be made for DCS to request a meeting with the school to develop a behavior plan. Additionally inquiries should be made

to determine if similar behaviors are occurring in the home. If the behaviors are occurring at home, a recommendation should be made for a CFTM for therapeutic intervention.

**FIGHTING** – Fighting can lead to a juvenile court petition for assault or disorderly conduct. This can result in suspension from school, referral to an alternative school, change in adjudication, or change in where the student resides. A recommendation should be made for DCS to request a meeting with the school to develop a behavior plan and make referrals to community resources.

**INAPPROPRIATE BEHAVIOR** – Inappropriate behavior can range from smoking, drug and alcohol use, bullying, harassment (social media and in person), sexting, theft, vandalism on school property, possession of weapons on school property, and sexual activity at school. A recommendation should be made for DCS to request a meeting with the school to develop a behavior plan and make referrals to community resources. Additionally, a recommendation should be made for DCS to hold a CFTM to determine if additional assessments are needed to identify further services.

**REFUSAL TO DO SCHOOLWORK/HOMEWORK** – When a student is refusing to do homework and participate in class activities, it is important to determine the reasons for the refusal. The reasons may be academic or non-academic. Academic reasons may include not understanding or bored with the subject matter, conflict with the teacher, conflict with another student (bullying), poor classroom management, lack of educational supplies, or being registered in the wrong class.

Non-academic reasons may include the student feeling like a social outcast (clothing, appearance, grooming, placement in foster care), social/emotional disruptions (visitation, court appearance, foster care review board, CFTM, change of placement), medical/mental health, and engaging in inappropriate behavior.

**SKIPPING** – When a student exhibits a pattern of not attending school or an individual class despite having supports in place to get the student to school interventions are needed. A question should be posed to the student to discover the reasons for skipping, for example “What are the reasons you are skipping school/class?”, “What would it take for you to go to class every day?”, “What is going on in your math class?”.

Possible reasons for skipping classes or school may include not understanding or bored with the subject matter, conflict with the teacher, conflict with another student (bullying), poor classroom management, lack of educational supplies, or being registered in the wrong class.

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 school counselor, 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 school 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.

In the event a student is expelled and not receiving educational instruction from an accredited educational program, then the board should recommend DCS to enroll the student in an accredited education program, including but not limited to, enrollment in another public LEA, an accredited online private school, or in a school within DCS's LEA network. Schedule an administrative review within one month for the FSW to provide proof of enrollment. If at the administrative review the FSW does not have proof of enrollment, then proceed with an emergency direct referral to the court for the FSW or DCS Education Specialist to explain why the recommendations have not been implemented.

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 or private school setting school setting:*

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**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 court 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 court for the FSW or the DCS Education Specialist to explain why the recommendation has not been implemented.

***If student is in an in-house school within a residential facility:***

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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 court should be made for the FSW or Education specialist to explain why the action plan has not been implemented or is not meeting the student's needs.

***Applies to both educational settings:***

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**Q: IS THE STUDENT 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. (Review Health section on FCRB form)** 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. What are the student’s grades in each course?**

The following chart is the uniform grading system for students enrolled in grades 9-12. For students enrolled in PreK-8, please verify if the student’s school system uses a different grading scale.

<b>Grade</b>	<b>Percentage Range</b>	
A	93	100
B	85	92
C	75	84
D	70	74
F	0	69

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

**Question ci. What assistance is needed to help the student be more successful in class?**

Examples of additional support are tutoring, and providing the student with the proper materials, e.g., scientific calculator, internet access, computer, ability to purchase materials for projects, proper attire, etc. Appropriate interventions can be services available within the school, school system, or private resources that are paid for by DCS.

It is important to understand the distinction between RTI and tutoring. Response to Intervention Team (RTI) addresses a student’s specific skill set deficit in reading, writing, and math. Tutoring addresses the student’s difficulty with specific course content.

For example: Anthony is failing World History. If he is failing because he reads below grade level, then RTI is an appropriate response. If Anthony is failing because he has difficulty grasping the subject, then tutoring is an appropriate response.

If the student needs tutoring, the board should make the recommendation for DCS to provide tutoring. In the event that DCS says they will not provide

tutoring because RTI is available at the school, a direct referral should be made to the Court with specific details as to why RTI is not an appropriate substitute for tutoring.

**Question cii. What other barriers are contributing to the student's difficulties in school?**

There may be non-academic barriers that contribute to a student's performance in school. 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.

**Question d. Does the student 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 Plan is a written document 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. Section 504 Plan covers students who don't meet criteria for special education but still require some accommodations. Section 504 Plans are not solely for educational purposes. Examples include administering medications; addressing 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.

A distinction between when an IEP or 504 Plan is needed is dependent upon whether modifications or accommodations are warranted. An IEP provides modifications, and a 504 Plan provides accommodations. Modifications alter what the student is taught or expected to learn. Accommodations provide equal access to instruction and testing.

Examples of modifications allowed by an IEP include: complete fewer or different homework problems than peers; write shorter papers; answer fewer or different test questions; create alternate projects or assignments; learn different material (such as continuing to work on multiplication while classmates move on to fractions); get graded or assessed using a different standard than the one for classmates; or be excused from particular projects.

Examples of accommodations allowed by a 504 Plan: hearing instructions orally; being given an outline of a lesson; extra transition time between classes; extended time for homework, classwork, and tests; cool-down period for the student; preferential seating; or testing in a small group setting.

**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 Plan. 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 court 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:

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

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

- A student with diabetes, asthma, or cancer 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.
- A student with Attention Deficit with or without hyperactivity or Oppositional Defiant Disorder.

A student may have some of the above mentioned conditions or other chronic illnesses and may have needs greater than a 504 Plan can address. The FSW should contact the LEA to determine if there is a need for an IEP.

**Question diii. How are the modifications/services or accommodations helping the student to be successful?**

**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,** 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 court for the FSW or DCS Education Specialist to explain why the documentation was not provided.

Students who have an IEP may also qualify for additional services that address needs of the student's disability. This information can be found on the Special Education and Related Services page(s) within the IEP.

1. Related Services - Includes, but not limited to, speech therapy, occupational or physical therapy, interpreters, medical services (such as a nurse to perform procedures the student 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.
2. Supplementary Aids and Services - Assistive technology and/or teacher's aide in classroom that provide additional support for one or more specific students.
3. 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 needs.

**For a 504 Plan**, 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 court for the FSW or DCS Education Specialist to explain why the documentation was not provided.

**THESE ARE ADDITIONAL ISSUES THAT CAN BE ADDRESSED DURING THE REVIEW DEPENDING ON THE CIRCUMSTANCES OF EACH STUDENT.**

**Q: IS BEHAVIOR ADDRESSED ON THE IEP OR 504 PLAN?**

**ANSWER:** If yes, look in the section on the IEP or 504 Plan 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 court for the FSW or DCS Education Specialist to explain why the recommendation has not been implemented.

During the 10<sup>th</sup> grade year, a determination may be made for a student with an IEP to see if they are appropriate for an occupational diploma. For example, students with an IEP, who after three semesters do not have at least 8 credits MAY be a suitable candidate for an occupational diploma. A recommendation should be made for the DCS Education Specialist to meet with the lead special education teacher to set up an IEP meeting to discuss an occupational diploma. Schedule an administrative review in one (1) month to ensure this has occurred and provide documentation. If at the administrative review this action has not been completed by the DCS Education Specialist, proceed with a direct referral to the court for the DCS Education Specialist to explain why the recommendation has not been implemented.

In no event should a student with an IEP be discouraged from obtaining a regular high school diploma if they are able to do so. Students who obtain an occupational diploma may continue to work toward a regular high school diploma through the end of the school year in which they turn 22 years of age.

#### **SURROGATE PARENTS:**

A surrogate parent is a volunteer who is appointed by the local education agency to assist children who do not have parents or family guardians. A surrogate parent has educational rights and can make special education or early intervention decisions that are usually made by the child's parents. A surrogate parent does not have any rights and responsibilities for the child outside of a special education process. Natural parents retain their rights with regard to the education of their children unless those rights are terminated.

The inquiry should be made to the DCS Educational Specialist to determine if the foster parent is eligible to serve as the child's surrogate parent. In the event that the foster parent is not able to serve as the surrogate parent, the foster parent should still be encouraged to be a part of the IEP team. The foster parent can provide valuable input regarding the current educational needs of the child.

#### **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. In what extracurricular activities do you participate?**

It is important for the student to participate in extracurricular activities, which can include activities outside of the school. Extracurricular activities promote social skills, positive self-esteem, and good physical health. Additionally, they help older youth prepare for post-secondary education. For students enrolled in extracurricular activities, 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, and/or services are provided.

For the student not enrolled in extracurricular activities, the discussion should center around the student's interest, e.g. "What interests do you have?"; "What do you like to do outside of school?"; "What clubs at school would you like to participate?" 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.

Placement changes should not affect a student, who is adjudicated **dependent and neglected**, from participating in sports sanctioned by the Tennessee Secondary Schools Athletic Associations.

**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 6<sup>th</sup> 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 student first enroll as a freshman in high school?**

Students who are not able to graduate within 4 years from when they start 9<sup>th</sup> 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:***

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Secondary education provides students with opportunities to pursue focused educational programs which may be referred to as tracks or academies. These focused educational programs allow students to pursue paths that allow students to focus on post-secondary goals ranging from four year universities, community college, vocational programs or direct entry into the workforce. During the eighth grade year all students will develop an initial four-year-plan of focused, purposeful high school study. By the end of the 10<sup>th</sup> grade year, the student will focus the plan to ensure the completion of the program of study and a smooth transition to post-secondary study or work.

The intent behind the focused educational programs is for the student to pursue some form of post-secondary education or training. This is an opportunity for the board to discuss with the child transition planning (even before the age of 17) to assist the child with better identifying interests, passions, and aspirations which



inform education and career choices. Students, who are inclined to attend four-year universities and demonstrate a commitment to their studies, should consider taking higher level courses such as honors, Advanced Placement (AP), International Baccalaureate (IB) courses, Dual Enrollment (DE), and Cambridge International Examinations (CIE). Students, who indicate a reluctance to attend college or indicate a desire to work after high school, should be encouraged to research the career and technical education path. Review the transcripts, grades, and plan of study in conjunction with the child's expressed interests to assist with selecting the best suited focused educational program.

The specific classes listed behind each subject area are the most common course selections, but may be substituted for other courses. **Please refer to the TN State Board of Education Approved High Schools Course Policy 3.205. The current version can be viewed by visiting: <https://www.tn.gov/sbe>** To locate the policies, select 'Rules and Policies' near the top of the page, and then select 'Policies'. On the next page, locate the 'Select Topic' menu and choose 'Instructional Program'. Scroll through the selection to locate the policy.

### **Tennessee State Board of Education High School Policy 2.103 Graduation Requirements**

- 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 and Geography, U.S. History and Geography, Economics, US Government and Civics)
- Personal Finance: 0.5 credits (May be waived for students not going to a University to expand and enhance the elective focus)
- Physical Education: 0.5 credit
- Wellness: 1.0 credits
- Foreign Language: 2 credits. Credits must be in the same foreign language. A student who is not going to a four year university can substitute the foreign language credits with additional courses in his/her elective focus equaling 2 credits. A waiver from the school must be obtained in order for the foreign language credits to be waived.
- 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), Cambridge International Examinations (CIE) or International Baccalaureate (IB). A recommendation should be made that DCS pay any fees associated with a student sitting for AP, CIE or IB exams. This request should be made no later than October 31st in the fall semester.
- For the Special Education student, please refer to the IEP for the graduation requirements.

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 I

**11TH GRADE:** Earned 10 credits and passed English I and II

**12TH GRADE:** Earned 14 credits and passed English I, II, and III

Note that students will still have to meet the minimum graduation requirements for the State of Tennessee regardless of grade classification. There are various types of diplomas conferred by the State of Tennessee Department of Education:

- **Regular High School Diploma** (may be with Honors, State Honors and State Distinction) To earn a regular high school diploma, students must:
  - earn the prescribed twenty-two (22) credit minimum;
  - complete the ACT or SAT prior to graduation, if the student was enrolled in a Tennessee public school during their eleventh (11th) grade year
  - have a satisfactory record of attendance and discipline.
- **Special Education Diploma**

A special education diploma may be awarded at the end of the fourth (4th) year of high school to students with disabilities who have:

  - not met the requirements for a regular high school diploma
  - received special education services or supports and made satisfactory progress on an individualized education program (IEP)
  - have satisfactory records of attendance and conduct.

Students who obtain the special education diploma may continue to work toward a regular high school diploma through the end of the school year in which they turn twenty-two (22) years old.

- **Occupational Diploma**

An occupational diploma may be awarded to students with disabilities at the end of the fourth (4th) year of high school who have:

- not met the requirements for a regular high school diploma
- received special education services or supports and made satisfactory progress on an IEP
- have satisfactory records of attendance and conduct
- have completed the occupational diploma Skills, Knowledge, and Experience Mastery Assessment (SKEMA) created by the Tennessee Department of Education
- have completed two (2) years of paid or non-paid work experience

The determination that an occupational diploma is the goal for a student with a disability will be made at the conclusion of the student's tenth (10th) grade year or two (2) academic years prior to the expected graduation date. Students who obtain the occupational diploma may continue to work toward a regular high school diploma through the end of the school year in which they turn twenty-two (22) years old.

- **Alternate Academic Diploma**

Beginning with students entering 9th grade in 2018, alternate academic diploma may be awarded to students with the most significant cognitive disabilities at the end of their fourth (4th) year of high school who have:

- participated in the high school alternate assessments,
- earned the prescribed 22 credit minimum,
- received special education services or supports and made satisfactory progress on the IEP,
- have satisfactory records of attendance and conduct, and
- have completed a transition assessment(s) that measures a minimum, post-secondary education and training, employment, independent living, and community involvement.

The required credits may be earned either through the state-approved standards or through alternate academic diploma course requirements defined by the Department of Education. A student who earns a alternate academic diploma shall continue to be eligible for special education services under IDEA until the student receives a regular high school diploma or through the school year in which the student turns twenty-two (22). Please refer to the TN State Board of Education High School policy 2.103. The current version can be viewed by visiting: <https://www.tn.gov/sbe/rules--policies-and-guidance/policies.html>

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 the student 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. Schedule an administrative review in one (1) month. 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 court for the FSW or DCS Education Specialist to explain why the recommendation has not been implemented.

### **Additional Graduation Requirements**

**STATE ISSUED ID** - A student must have a state issued ID to take the ACT or SAT. It is important to for the board to verify proof of the ID.

**CIVICS TEST** - Students must take a Civics test prepared by the LEA consisting of 25 to 50 questions derived from the Civics Test administered by the United States Citizenship and Immigration Services to persons seeking to become naturalized citizens. Passing the test is not a requirement to graduate.

**ACT/SAT** - Prior to graduating the student must complete the ACT, if the student was enrolled in a TN public school during the eleventh grade year. If the student is a senior and has not taken the ACT, then schedule an emergency direct referral to the court for the FSW or DCS Education Specialist to explain why the student has not taken the test unless DCS can provide proof at the review that the student is registered for the next scheduled test. Also, schedule an administrative review in one (1) month. (Some colleges require the SAT for admission, so this will need to be considered when discussing the student's post-secondary choices.)

**AP/IB/DUAL ENROLLMENT/CAMBRIDGE** – Some students may be eligible for advanced academic courses which are college level courses that qualify the student for both high school and college credit upon passing a standardized exam. A recommendation should be made that DCS pay any instructional materials and fees associated with the class, associated tests and diploma. Placement moves may affect the student's ability to complete the course since these type courses are not offered at all high schools. These exams and diplomas have fees which are usually due to the school during the fall semester. The board should recommend that DCS make the requisition to have the fees covered if applicable.

**Question bi. If the student has an IEP or 504 Plan, have accommodations been requested?**

Requests for accommodations for the ACT or SAT should be requested at the beginning of the Fall semester of the junior year. The board should recommend for DCS to submit a formal request for accommodations to the student's school counselor. When a student is enrolled in AP, IB, Dual Enrollment, or Cambridge courses the request for accommodations during the exit exams for post-secondary credit should be made to the school counselor. Be mindful that changes in educational placement may require the request to be done again.

**Question bii. Preparation for Post-Secondary**

Preparation for post-secondary education is critical to a student's success and builds a foundation that will assist the student throughout life. The key is to be proactive and comprehensive in developing a plan that encompasses the student's goals. The earlier the planning begins - better are the student's chances for success. A student's planning for post-secondary education must encompass the following:

**CAREER INTEREST INVENTORY (CII)** – Assists a student with identifying career interests and ideal work environments. This assessment helps a student identify a post-secondary pathway geared to the identified career interest. The Career Interest Inventory may be accessed through the school counselor or the DCS Independent Living Specialist. A recommendation should be made no later than the junior year to have the CII completed.

**COLLEGE APPLICATION** – This refers to the process by which a student applies to a post-secondary institution. A student needs to be aware of the application deadlines for each institution which are normally later than the scholarship application deadlines.

**COLLEGE RESUME** – Some colleges require a resume as part of the application process. A recommendation should be made for the DCS Independent Living Specialist to assist the student with developing a resume for the college application process. The school counselor is also a resource for developing a resume.

**COLLEGE TOURS** – College tours are an important component of a student selecting an institution best suiting the needs and interests of the student. Most colleges have planned days for students to visit, but a scheduled visit can always be arranged for any post-secondary program. Recommendations should be made that college visits be planned for the student beginning as early as the junior year but no later than the Fall semester of the senior year. College fairs can also assist a student with narrowing the list of colleges to visit.

**FAFSA** – Free Application for Federal Student Aid (FAFSA) is financial aid for college, career school, or graduate school. It is 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.

**LETTERS OF RECOMMENDATION** – Application to post-secondary institutions may require letters of recommendation especially four-year institutions. Recommendations are usually required from school counselors and teachers. Additionally, recommendations may be needed from other persons such as community advocates, employers, clergy, mentors, and etc.

**SCHOLARSHIPS** – Scholarships are an award of financial aid to assist a student with covering the costs of post-secondary education. They are awarded on various criteria such as academics, athletics and other factors. Some scholarships are offered by academic institutions, private entities, and government (HOPE Scholarship). Most scholarships have deadlines, so planning and timing are important. Academic scholarships normally have a deadline in November. The school counselor is a resource for identifying scholarships, and there are numerous websites that specialize in identifying scholarships.

**TENNESSEE PROMISE** – For a student 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. It is recommended that the student complete the requirements even if the plan is to attend a four-year university.

### ***Supplemental information and recommendations to address barriers to a student being “university bound”:***

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- A student who is enrolled in a Tennessee public school during their 11<sup>th</sup> grade year must complete the ACT or SAT prior to graduation. If the ACT/SAT has not been taken as of March 31 of the student's junior year, recommend the FSW register the student for the next testing date. Schedule an administrative review in one month. If at the administrative review, the FSW has not registered student for the ACT/SAT, proceed with a non-emergency direct referral to the court for the FSW or DCS Education Specialist to explain why the student 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 student plans to attend, the student 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 student in an ACT/SAT Prep Course (examples - DVD, hard copy of book, online course, community classes, after school program) and register the student for the next testing date. Schedule an administrative review in two (2) months. If the FSW has not provided ACT/SAT prep, proceed with a non-emergency direct referral to the court for the FSW or DCS Education Specialist to explain why the recommendations were not implemented.

- If a student has a 504 Plan or an 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 student 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 Plan 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 student 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.

**Question c. If the student is not on track to graduate, what steps can be taken to achieve the needed credits?**

When determining if the student is on track to graduate within four (4) years, the type of class scheduling that is used at each high school will inform how many credits the student can accrue for the current semester. A schedule change may result in potential loss of credits. For example, a student attends School A on a block schedule, and then moves to School B on a traditional schedule. A loss of credits can occur without intervention from the DCS Education Specialist and the school counselor.

**If there are concerns that the student may be moved from his/her current education setting prior to the completion of the current school year, the following recommendation should be made. Prior to enrollment, there should be a placement meeting in the new school system to ensure the most appropriate school placement that will assist the student with graduating on time.**

The student may be on one of the four types of scheduling:

**TRADITIONAL** – a 6 - 7 hour school day consisting of 7 - 9 courses of about 50 minutes each. The class meets every day and credit is earned at the end of the school year.

**BLOCK** – a schedule in which students take four (4) 90 minute classes every day, and credit is earned at the end of the semester. Under a block schedule, the student can earn a maximum of four credits per semester and a maximum of eight for the school year.

**MODIFIED BLOCK** – sometimes referred as A/B schedule in which students take eight (8) 90 minute classes that meet every other day. Some courses earn half credit at the end of the semester. Some courses earn a full credit at the end of a year. Under a modified block the student can earn a maximum of eight (8) credits for the school year.

**TRIMESTER** - a schedule in which students take two (2) or three (3) core courses, with each class meeting daily over three (3) terms in a whole school year and credit is earned at the end of each trimester.

**Some in-house schools offer the opportunity to accrue credits during the summer. An inquiry will have to be made for each in-house school.**



Options available for a student in need of credits to graduate timely consist of the following:

**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 his/her own pace or one that has non-traditional hours. This option is appropriate for a student who has reached 18 years old or is a senior in high school and does not have adequate credits to graduate, and still desires to obtain a diploma.

**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.

**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.

**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.

**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.

**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.

**TUTORING** – An opportunity for a student to receive additional subject based instruction to receive additional support in academic classes.

Schedule an administrative review in one (1) month 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 court 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 student's readiness to graduate from high school and enroll in college/university.*

**Q: HAS STUDENT APPLIED FOR FAFSA? (STUDENT CANNOT SUBMIT UNTIL OCTOBER 1)**

**ANSWER:** If No, schedule an administrative review in one (1) 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 during the month of October. If at the administrative review the recommendations have not been implemented, proceed with a non-emergency direct referral to the court 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 (1) 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 court 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 meets the requirements, schedule an administrative review in one (1) 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 court for the FSW to explain why the recommendations were not implemented.

**Q: IF REVIEW OCCURS IN LAST SEMESTER OF STUDENT'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 (1) 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 court 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.

# FOSTER CARE REVIEW BOARD FORM FOR 17 YEAR OLDS

The age of 17 is such a critical time for a student in foster care. As a board member you must face the reality that many will not accept, or be eligible for Extension of Foster Care services. For those who turn 18 without a strong solid transition plan, experience shows that students are likely to dropout from school, become homeless, struggle with depression, become involved with the criminal justice system, and other tragic outcomes.

The board's role is to assist the student to think critically about his/her decisions to develop the best possible plan for future success.

It is crucial that the board ensures that DCS has properly informed the student about EFC, and that he/she understands all the benefits that could enhance his/her future. Most questions are to be directed to the student, and he/she should be given the opportunity to process the question and formulate an answer. The FSW should not answer the questions for the youth, but it is okay for the FSW to supplement his/her answer afterward. Additionally, it is important for the board to communicate with the student in a manner that respects autonomy in decision making.

**Question a. What school are you attending?**

**Question b. What grade are you in?**

**Question c. What year did you start high school?**

This question is asking for the year the student first started freshman year of high school, and it should be verified on the transcript. This date is important to know to the determination if a student will graduate on time.

According to state guidelines, a student is considered an on time graduate if they complete graduation requirements within four years, which may include the summer after the fourth year. If the student does not graduate on time, for data purposes the school considers the student to have not completed his/her graduation requirements. If this determination is made, some LEAs may not allow the student to return the following school year, or obtain the course credit to meet the graduation requirements.

**Questions d and e are directed to the FCRB Education Board Member.**

**Question d. What credits has the student earned?**

The first step should be for the board member to ask the student if they can evaluate the student's credits together. To do this, the board member will need the transcripts, the Education Supplemental Worksheet (see appendix page 89), and

the information listed below to assist the student with a clear understanding of his/her progress towards graduation. For the special education student, please refer to the IEP for the graduation requirements.

**The board member should sit beside the student during the credit evaluation.**

- English: 4 credits. English I, II, III and IV.
- Science: 3 credits. Biology, Chemistry or Physics, and a third science course
- Math: 4 credits. Must have a credit in Algebra I, Algebra II, Geometry and a fourth higher level math course. Integrated Math I, II and III can substitute for the above courses. Must take a math class each year of high school.
- Social Studies: 3 credits. World History and Geography, U.S. History and Geography, Economics, US Government and Civics
- Personal Finance: 0.5 credit.
- Physical Education: 0.5 credit Participation in school sponsored athletics, band, JROTC, cheerleading, and intramural athletics may be substituted for the .5 credit in Physical Education but the school must approve it.
- Wellness: 1credit. Participation in 2 years of JROTC or Nutrition Across the Lifespan may be substituted.
- Foreign Language: 2 credits. Credits must be in the same foreign language. A student who is **not** going to a four year university can substitute the foreign language credits with additional courses in his/her elective focus equaling 2 credits. A waiver from the school must be obtained in order for the foreign language credits to be waived.
- Fine Arts: 1 credit. A student who is not going to a four year university can take can substitute the fine arts credit with an additional course in his/her elective focus equaling 1 credit.
- Elective Focus: 3 credits. Elective Focus consists of Math and Science, Career and Technical Education, Fine Arts, Humanities, Advanced Placement (AP), Cambridge International Examinations (CIE) or International Baccalaureate (IB). A recommendation should be made that DCS pay any fees associated with a child sitting for the AP, CIE or IB exam. This request should be made no later than October 31<sup>st</sup> in the fall semester.
- Take a Civics test prepared by the LEA consisting of 25 to 50 questions that is derived from the Civics Test administered by the United States Citizenship and Immigration Services to persons seeking to become naturalized citizens. Passing the test is not a requirement to graduate.

For youth 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."

The Transcript Evaluation form represents the 22 minimum credit hour graduation requirements for the State of Tennessee. Once you complete the Transcript Evaluation form, you can determine if the student is on track to graduate.

**Question e: What remaining classes are required for the student to graduate?**

The hope is that the student is on track to graduate with his/her class; however, there may be instances where this is not the case. The discussion that may ensue from this question can bring up a variety of emotions, and the board needs to be understanding, supportive, and assistive to the student's needs. The student may be elated to find out that there is a path to graduate with his/her class. For example, a 17 year old who has been told he/she cannot graduate on time, finds credit recovery offers the opportunity to recovery the six (6) needed credits. On the other hand, the student may be devastated to find out that he/she may not graduate as anticipated. For instance, a young lady coming into custody after being home schooled has 16 credits, but 11 do not count towards graduation requirements.

Identify the remaining required credits using the Education Supplemental Worksheet (see appendix page 89). The LEA or student's specific high school may have additional requirements to earn a specific diploma beyond the 22 credits required by the state of Tennessee.

**Question ei: Will those classes be available to the student in their current educational setting?**

If yes, move to question eii.

All public schools offer the 22 credits required by the state of Tennessee, but not all elective focus courses are offered at all schools. Some examples of elective focus areas are: Culinary Arts I, Criminal Justice, Cosmetology, Coding, Accounting, Construction, Anatomy, Physiology, IB Theory of Knowledge, Aviation I, and etc. If the courses in the student's elective focus are not available in the current setting, then a recommendation should be made for the DCS Education Specialist to meet with the school and develop a plan to ensure graduation with an elective focus. An administrative review should be set within 30 days to ensure compliance with the recommendation. If DCS has not complied with the recommendation, then an emergency direct referral should be made to the court.

In-house schools in DCS contracted residential facilities offer most of the 22 credits required by the state of Tennessee. In the event that a student needs a required class(es) not offered at the in-house school, then the in-house school must provide those class(es). For example, if the student needs a foreign language credit, then the in-house school shall provide an online foreign language course. A recommendation should be made for the DCS Education Specialist to work with the in-house school to ensure that the class is provided, and there is an opportunity to earn the credit before the student is released from the residential facility. An administrative review should be set within 30 days to ensure compliance with the recommendation. If DCS has not complied with the recommendation, then an emergency direct referral should be made to the court.

**If there are concerns that the student may be moved from his/her current education setting prior to the completion of the current school year, the following recommendation should be made. Prior to enrollment, there should be a placement meeting in the new school system to ensure the most appropriate school placement that will assist the student with graduating on time.**

**Question eii. Will the student be able to earn the remaining required credits in the current school year?**

In order to answer the question the following must be considered:

- A student in the first semester of his/her fourth year should have at least 16 of the required graduation credits.
- A student in the second semester of his/her fourth year should have at least 18 of the required graduation credits.

**This question can be answered "YES,"** if one of the aforementioned factors is present and the student can take the required remaining credits during current school year. Proceed to question h.

The length of time that students have to complete high school graduation requirements is up to each school system. Normally students are given four years and a summer in which to complete the requirements. However, the law allows for this time to be shortened or extended based on certain factors. It is best for the 17 year old student to complete the graduation requirements in the current school year, if possible.

**If the answer is "NO,"** then the recommendation shall be made for DCS Education Specialist to meet with the school counselor to develop a path to graduation. An administrative review should be set within 30 days to ensure compliance with the recommendation. If DCS has not complied with the recommendation, then an emergency direct referral should be made to the court.

**Question f. On a scale of 0-10, with 0 being "I do not understand" and 10 being "I know it all", how would you rate what you know about alternative paths to obtain your high school diploma?**

When the student cannot earn the remaining required credits during the current school year, the task is to determine the educational path that best meets the needs of the student. Listed below are options for the student who desires to obtain his/her high school diploma through an alternative path. Also listed below are resources for students who choose to dropout.

### *For students who choose to continue their secondary education*

#### **HiSET Path**

The option for receiving the High School Equivalency Diploma (HSED) in Tennessee is the HiSET. The HiSET test will measure the same competencies as were identified on the GED test, but the advantages of the HiSET program include being able to take the test in paper format.

The process for completing the HiSET is as follows:

1. Be 18 years of age, or 17 years of and obtain a waiver from LEA
2. Enroll in an HiSET program
3. Take the official HiSET practice test to indicate readiness
4. Take preparatory courses if needed
5. Take final test

If the student on the HiSET track is considering post-secondary education, then the fine arts and foreign language requirements will need to be addressed. **It is imperative that while the student is going through the HiSET process, they are also completing preparatory steps for post-secondary education including; completing FAFSA, campus visits, entrance exams, and admission applications. The student must have an acceptance letter from a post-secondary institution before they pass the HiSET to remain eligible for EFC.**

For additional information, visit the Tennessee HiSET online information page at <https://hiset.ets.org/requirements/state/TN>.

#### **Job Corps Path**

Job Corps provides skills in more than 100 different career paths, including accounting, office administration, computers, painting and landscaping. It is a campus setting that varies in length depending upon the certification program. The program is entirely voluntarily, so applicants can leave at any time. The primary



goal is to obtain certification in a skill by completing the course of study and then obtaining a job. Requirements include:

- Must be at least 16 and not yet 25 years of age at time of enrollment
- Be a legal U.S. resident; lawfully admitted permanent resident alien, refugee, asylee, or parolee, or other immigrant who has been authorized by the U.S. Attorney General to work in the United States; or resident of a U.S. territory
- Meet low-income criteria
- Face one or more barriers to employment such as: needing additional career technical training, education, counseling, and related assistance to complete regular schoolwork or to secure and maintain employment

Refer to: <https://www.rescare.com/job-corps-eligibility/>

The process to apply for Job Corps is as follows:

1. Apply in-person to an Admissions Specialist with the following documentation: (Specialists will travel to an applicant who resides more than 45 miles from an admission center.)
  - Birth Certificate (minors only)
  - Social Security Card
  - School Transcript or HiSET
  - Immunization record
  - State ID/Driver's License
  - Previous school withdrawal form
2. Attend orientation
3. Start program

The student should be handed the accompanying Job Corps Information Sheet. (Page 93 in the appendix section)

## **Military Path**

Members of the U.S. military service maintain the U.S. national defense. Members serve in the Army, Navy, Air Force, Marine Corps, or Coast Guard, They may serve in the Reserve components of these branches, and in the Air National Guard and Army National Guard. Some service members work in occupations specific to

the military, such as fighter pilots or infantrymen. Many work in occupations that also exist in the civilian workplace.

Requirements for the U.S. Armed Services include:

- Armed Services Vocational Aptitude Battery (ASVAB) which is a multiple choice test and one of the requirements for enlistment (minimum requirement scores vary by branch).
- High School diploma
- Age 18 or 17 with parental consent

Males age 18 through 25 are required to register with the Selective Services.

The student should be handed the accompanying Military Information Sheet. (Page 95 in the appendix section)

### *For students who choose to drop out*

#### **Dropout Path**

If the student desires not to complete high school, these are some resources.

#### Workforce Innovation Opportunity Act (WIOA)

WIOA is designed to help job seekers access employment, education, training, and support services to succeed in the job market and to match employers with the skilled workers they need. Visit the career center (unemployment office) and register with [www.JOBS4TN.org](http://www.JOBS4TN.org) for career opportunities. The youth should ask about the Career Readiness Certificate exam. This allows the employer to determine the level of employability within their career field.

For additional information about the Tennessee WIOA youth program, please visit [www.tn.gov/workforce/jobs-and-education/services-by-group/services-by-group-redirect/youth-services.html](http://www.tn.gov/workforce/jobs-and-education/services-by-group/services-by-group-redirect/youth-services.html)

#### **Question g. Which path do you see yourself taking?**

This is an opportunity to allow the youth to ponder the paths that have just been explained and to ask any questions. If the youth expresses an interest in a particular area, a recommendation should be made for the FSW to assist the student with meeting with the appropriate agency for either additional education/discussion or initiation of the process.

**Question h. What assistance or services, if any, do you need to be successful with your high school plans?**

The purpose of this question is for the youth to think critically about his/her future, so allow time for the student to process the question and formulate an answer.

The following are services which can assist a student to be successful with completion of high school courses.

If the student needs assistance with improving his/her grades, consider the following:

**TUTORING** – An opportunity for a student to receive additional subject based instruction to receive additional support in academic classes.

**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.

**SCHOOL SUPPLIES** – Obtaining supplies and equipment necessary for course completion. Examples are scientific calculator, access to internet, class art supplies, and course fees.

**SUPPLEMENTAL STUDY AIDS** – Obtaining additional materials that assist the student with better understanding of the subject matter. Examples are study guides, outlines, and online study tools.

If the student needs assistance with graduating on time, consider the following:

**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 may be available on-line.

**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 student who has reached 17 or is a senior and doesn't have adequate credits to graduate, and still desires to obtain a diploma.

**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 a school term.

**HiSET** – Students who are 17 years of age may take the test if they present an age waiver signed by the superintendent of the local school district. The student must take an official practice test before taking the official HiSET exam. DCS should pay the fees associated with these tests.

If the student needs assistance with post-secondary education options, consider the following:

**COLLEGE CREDIT TEST FEES** – Tests for early post-secondary opportunities that have fees associated with them that must be paid by December 1 of the current school year. Children in foster care may qualify for a reduced rate, and DCS should pay the fees for the tests, which include: Advanced Placement (AP), Cambridge International Examination (CIE), College Level Exam Program (CLEP), Dual Enrollment (DE), International and Baccalaureate (IB), Local Dual Credit (LDC), State Dual Credit (SDC), and Industry Certification (IC),

**FAFSA (FREE APPLICATION FOR FEDERAL 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 during the month of October. For help, visit [StudentAid.gov/fsaid](http://StudentAid.gov/fsaid).

**ACT/SAT PREP** – Students who will take a standardized test for high school achievement and college admissions need to prepare for the test. There are several options available, including classes, study booklets and CDs, and online courses. DCS is to pay for the student to access these options.

**CAMPUS VISITS** – Students who are anticipating continuing their education beyond high school will benefit from touring campuses to expose them to a full range of experiences. A campus visit provides many advantages for the growth and development of each student and helps them to find the right fit.

**SENIOR EXPENSES** – Students in their senior year will have expenses associated with graduating. DCS will pay for the Graduation package, which includes cap and gown, senior dues, graduation announcements/invitations, yearbooks, senior pictures, senior event clothing (such as prom attire), school spirit packets, senior class trip, and class rings.

## Question i. What are your educational goals after high school?

The purpose of this question is for the student to think critically about their future, so allow time for the student to process the question and formulate an answer. If the student does not plan to continue his/her education after high school, then proceed to Section 6 - Housing.

Students should be made aware of the additional financial obligations and consequences associated with attending for-profit institutions. These include additional loans, high interest rate credit cards, credits that won't transfer, and limited support services. Students are at risk for entering for profit institutions when there has been no planning or inadequate planning for post-secondary education. This is commonly seen with students enrolled in alternative educational settings or Hi-Set programs where there is no traditional school calendar for graduation. Due to time constraints with EFC eligibility for profit schools can be an attractive option because enrollment times are flexible. The board should inform the student about Community Colleges and the TCAT (Tennessee College of Applied Technology) as an option. These institutions offer more flexible enrollment options and traditional start times. More information on for profit colleges can be found here <https://www.tbr.edu/tcat/institutions>

The following are post-secondary options available to students who have completed high school.

### **Career and Technical Schools**

Career and technical schools are designed to provide vocational or technical skills required to perform the task of a particular and specific job. They offer different forms of enrollment which can allow students to begin classes immediately and aren't limited to traditional semesters. Some programs can be completed in as little as 6 weeks and up to 2 years. Some certificates can include HVAC repair, auto mechanics, collision repair technology, welding, culinary, truck driving, dental lab technology, Computer Aided Design (CAD), graphic design, plumbing, industrial maintenance programs, medical assistant, certified nursing assistant, phlebotomy, landscaping, administrative office technology, and cosmetology. Tennessee College of Applied Technology (TCAT) is the state's premiere provider of technical training for workers to obtain technical skills and professional training.

The student should also be handed the accompanying TCAT Information Sheet. (Page 96 in the appendix section)

### **Community College**

Community colleges are two-year schools that provide affordable post-secondary education. These colleges offer a wide variety of options, such as preparation for transfer to four year universities, workforce development & skills training and

Associate degrees, which are granted after a two-year course of study to any post-secondary student who wishes to apply.

Community Colleges offer Associate of Applied Science Degrees (AAS) that enable the student to enter the workforce with a two-year technical or career degree. Examples of the degrees are civil and construction engineering, electrical engineering, health care management, law enforcement, early childhood education, accounting, paralegal studies, business, administrative professional technology, culinary arts, and nursing.

Students at community colleges can also earn technical certificates that enable them to receive a one-year certificate to obtain a better job. These include 3-D design and graphics, civil and construction engineering, computer aided drafting, information security technical certificate, mechatronics technical certificate, medical coding, retail management, web page authoring, music technology, logistics technical certificate, and healthcare compliance. There are also many transfer degrees called Associate of Art (AA) or Associate of Science (AS) that set the groundwork for a Bachelor's degree.

Tennessee community colleges offer free tuition to current high school graduates who are residents of Tennessee. There is a program called Tennessee Promise for students in their senior year. Tennessee Promise is a last dollar scholarship for eligible students. 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. Tennessee Promise funding applies to Community Colleges, TCAT's and Universities that offer an Associate's Degree program. It is recommended that the student complete the requirements even if the plan is to attend a four-year university.

### **Four-Year Institution**

Four-year institutions offer programs of study leading to a bachelor's degree. Certain career paths require a bachelor's degree, such as teachers, engineers, social workers, accountant, lawyers, doctors, psychologists, architects, pharmacists, optometrist, and dentists. The minimum score on the ACT or SAT that is required for admission into four-year institution varies from school to school. These institutions grant Bachelor of Arts (BA) and Bachelor of Science (BS) degrees.

The BA is a liberal arts degree and the BS is a more specialized degree for technical and science related fields. A degree from a four-year institution is required to attend graduate school. Additionally, these institutions offer aspects that are often not found at community colleges, including on-campus living, fraternities and sororities, athletics, and social events.

The costs of attending a four-year institution (especially private institutions) can be prohibitive for a student in foster care. It is important to recommend that DCS and a person from the student's support system assist the student with searching and applying for state and privately funded scholarships. The following are websites to assist with scholarship searches:

- [www.fastweb.com](http://www.fastweb.com)
- [www.freecollegescholarships.net](http://www.freecollegescholarships.net)
- [www.scholarships.com](http://www.scholarships.com)
- [www.collegefortn.org](http://www.collegefortn.org)

**Question ii. How will having accommodations in college based on your disability help you be successful in your classes?**

*(This question is to only be asked to students with an IEP or 504 Plan.)*

This is an opportunity to guide the youth with open-ended questions regarding the benefits of having accommodations in post-secondary education. Many youth, who have an IEP, are reluctant to ask for accommodations in higher education because of the stigma they believe is associated with having an IEP. The first step is to assist with their understanding of the differences between the process in high school and the process in college.

**Individualized Education Plans do not exist after high school. Accommodations in higher education are pursuant to the American with Disabilities Act (ADA).** Help the youth to understand this is the same Act that employers comply with to assist employees with disabilities. This will help reduce the stigma associated with the youth asking for assistance. The Office of Disabilities within higher learning institutions ensures the student has equal access to learning by accommodating the disability.

To initiate the process, the student must self-declare at the Office of Disabilities on the campus. Self-declaring means disclosing that the student has a disability. The office will guide them through the necessary steps. This process can be complicated and overwhelming for any 18 year old especially young adults in foster care who are experiencing major life transitions. It is imperative the board recommend for the DCS Education Specialist to assist the youth/young adult with seeking accommodations. This process of self-disclosing should start as soon as the youth/young adult receives a letter of acceptance.

An Individualized Education Plan contains its own transition plan beginning at the age of 14. The transition plan within the IEP is designed to link the student to community resources and transitional information after graduation. When

the student reaches the age of 17, the IEP transition plan will also contain resources that are available to the student. These resources offer assistance with housing, employment, vocational rehabilitation, adult education, independent living skills, and healthcare.

**Question iii. How will you accomplish these goals?**

This is an opportunity to determine if the student has a plan to accomplish his/her desired post-secondary educational path. The board should offer to make recommendations to fill-in the gaps of the student's plan. It is also an opportunity to educate the youth. Please reference the information in question "i" for assistance.



## EXTENSION OF FOSTER CARE

Approximately 26,000 young people age out of foster care each year. Most youth who age out of care without assistance often have dismal outcomes. They have lower prospects for employment, higher rates of incarceration, lack access to medical health, and struggle with mental health issues that go untreated. Services and support provide many resources that can become a lifeline for this vulnerable population.

Extension of Foster Care (EFC) is a voluntary program available to some youth who turn 18 while in foster care. Because it is voluntary, a lot of youth do not accept these valuable services. Some do not accept because of their prior history with foster care. Some do not accept because they have unrealistic expectations of what it means to turn 18. Some do not accept because of wrong information or lack of information about EFC. Some do not accept because they do not want to meet the eligibility requirements. For example a young adult who wants to work and not go to college is not eligible for EFC.

The eligibility requirements include:

1. Completing high school or an equivalent program
2. Be enrolled in college, community college or a vocational program
3. Unable to meet one of the above requirements due to a medical or mental condition

It is important for the board members to advocate for the success of the young adult. They should focus on identifying barriers to success and ensure that the young adult understands any and all available wraparound services. The board members should guarantee questions are directed to the young adult, and he/she is given the opportunity to process the question and formulate an answer. The FSW should not answer the questions for the young adult, but it is okay for the FSW to supplement his/her answer afterwards. Additionally, it is important for the board to communicate with the young adult in a manner that respects autonomy in decision making.

The board's role is to assist the young adult to think critically about his/her decisions to develop the best possible plan for future success.

# 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 9<sup>th</sup> grade?**

Each young adult should have the opportunity to meet with a school official which may include a principal, 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 student 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 for the young adult to contact the school counselor or designated person with student services to plan a meeting to address the above.

**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 the HiSET, or any other educational alternative such as home school program, adult high school, etc. Consult the section for the 17 year old form, question "h".

Schedule an administrative review in one month to ensure this has occurred, and provide documentation. If at the administrative review this meeting has not been completed by DCS, proceed with a direct referral to the court to explain why the recommendation was not followed.

**Question b. What 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.*

---

**TUTORING**

If the young adult has indicated the need for additional HiSET academic support, the board members can recommend the FSW request funds for tutoring. Schedule an administrative review in one (1) month to ensure this has occurred. If at the administrative review this has not been completed by DCS, proceed with a direct referral to explain why the recommendation was not implemented.

**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 one month 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 explain 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 the 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 court 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 WIOA or other workforce development programs.

## CHILD CARE

If the young adult has identified child care as a concern, encourage him/her 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 Plan, 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.*

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## 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 the 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, if applicable. The board should encourage the young adult to take any and all supporting documentation to the meetings.

**IEP/504 PLAN 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 Plan.

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

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 Plan meeting with the school. Schedule an administrative review in one month to review the revised IEP/504 Plan. If the meeting has not occurred, make a direct referral to the court 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 assistance is needed 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.*

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**TRANSITIONING TO VOCATIONAL/TECHNICAL PATH**

If the young adult's plan is to obtain a certificate 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 during the month of October. The young adult should create their FSA ID at the beginning of their senior year by visiting [StudentAid.gov/fsaid](http://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 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 November 1 of the senior year to receive scholarships. It is important that preparations be made early for any necessary fees including application, registration, or housing fees. The FAFSA application should be completed during the month of October 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 court 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 54](#)

#### 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 6<sup>th</sup> 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](http://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](http://www.jobcorps.gov) or call 1-800-733-5627.

### **TRANSITION TO DIDD**

If the young adult has an intellectual or developmental 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 (DIDD). In order to qualify for DIDD services, 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 DIDD 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 court for the FSW to explain why the recommendation has not been implemented.



# EXTENSION OF FOSTER CARE FOR YOUNG ADULTS COMPLETING THE HiSET

## **Question a. Are you taking the HiSET?**

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

### **Question ai. 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 b. What help do you need to pass your 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.*

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### **TUTORING**

If the young adult has indicated the need for additional HiSET academic support, the board members can recommend the FSW request funds for tutoring. Schedule an administrative review in one (1) month to ensure this has occurred. If at the administrative review this has not been completed by DCS, proceed with a direct referral to explain why the recommendation was not implemented.

### **IEP/504 PLAN ACCOMMODATIONS**

Board members should provide information to the young adult with a disability of the guidelines for requesting accommodations by going to <https://hiset.ets.org/requirements/disabilities>. 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 one (1) month 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 court for the FSW or DCS Education Specialist to explain why the recommendation has not been implemented.

**Question c. What problems or issues do you have in your classes or outside of school that may keep you from passing the test? (I.e.: need for tutoring, study skills, transportation, child care, housing security, 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.*

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### **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 one month 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 explain 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 the 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 court 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 WIOA or other workforce development programs.

### **CHILD CARE**

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

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

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

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**TRANSITIONING TO VOCATIONAL/TECHNICAL PATH**

If the young adult's plan is to obtain a certificate 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 during the month of October. The young adult should create their FSA ID at the beginning of their senior year by visiting [StudentAid.gov/fsaid](http://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 the 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 November 1 of the senior year to receive scholarships. It is important that preparations be made early for any necessary fees including application, registration, or housing fees. The FAFSA application should be completed during the month of October 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 explain why the recommendation was not followed.

[If the young adult is pursuing post-secondary education, please see note regarding attendance on page 54](#)

### TRANSITION TO EMPLOYMENT

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

Visit the career center (unemployment office) and register with [WWW.JOBS4TN.ORG](http://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](http://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 adult's 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 91). 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.
- 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.*

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## 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 school 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 not to 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: Learning support courses will not count as credit towards graduation. However, it is important for the young adult to complete all learning support requirements in order to maintain progress towards graduation. Although the credits do not count toward graduation, the young adult's participation in learning support 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 court as to why the recommendation was not followed.

### **IEP/504 PLAN 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 Plan 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 Student Services, 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 Student Services, 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 Student Services 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 Student 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 6<sup>th</sup> 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, improperly 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.*

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### **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 court 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 court 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. Additionally, the recommendation should be made to explore WIOA or other workforce development programs.

### 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 one (1) month to determine the status of identifying this person.

If after one month 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.*

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**CHANGING INSTITUTIONS PRIOR TO COMPLETING A DEGREE**

During the young adult's post-secondary experience, it may be necessary to 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 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 to 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](http://www.tntransferpathway.org) to view the required courses for 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 or 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](http://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<sup>2</sup>

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 as a secondary option if the Fee Exemption is denied. The fee has increased as of 12/23/2016 from \$465 to \$495. The DACA process can take up to 6 months and the FSW should begin this process immediately.

Youth in Foster Care may qualify for a Fee Exemption. A request by letter must be filed with supporting documentation to USCIS demonstrating that the youth meets one of the following conditions:

- You are under 18 years of age, have an income that is less than 150 percent of the U.S. poverty level, and are in foster care or otherwise lacking any parental or other familial support; or,
- You are under 18 years of age and homeless; or,
- You cannot care for yourself because you suffer from a serious, chronic disability and your income is less than 150 percent of the U.S. poverty level; or,

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<sup>2</sup> The status of the DACA program was unclear at the time of publishing. The information in this section reflects the last approved requirements and procedures for the program.

- You have, at the time of the request, accumulated \$10,000 or more in debt in the past 12 months as a result of unreimbursed medical expenses for yourself or an immediate family member, and your income is less than 150 percent of the U.S. poverty level.

The FSW should immediately complete the following before filing any other forms in order to request an exemption:

- Send a letter in English requesting the exemption. USCIS must be able to identify the individual(s) who needs the exemption and the exemption category requested.
- Attach documentation (copies are acceptable) supporting your request. The supporting documents must be in English or accompanied by a certified English translation.
- The letter must be signed by the individual requesting consideration for the fee exemption. If the individual needing the exception cannot sign, provide an explanation and evidence that the person who does sign is a parent or legal guardian.
- Each person requesting to be exempt from paying the filing fee should submit their own letter. Multiple individuals should not be grouped into one letter.
- Mail your request to:

U.S. Citizenship and Immigration Services  
 Attn: Deferred Action for Childhood Arrivals Fee Exemption Request  
 20 Massachusetts Ave., NW  
 4th Floor, Suite 4300  
 MSC 2300  
 Washington, DC 20529

- FSW immediately begin collecting documents as outlined in the Appendix on page 98. It should be noted that the Form I-765 dated 5/31/18 must now be used. If the old form is used, the application will be denied.
- FSW should conduct a CFTM and include 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, etc. in the transitional living plan. See Appendix on page 98 for additional information and guidance.

At the next review the FSW shall provide the board with the following:

- a copy of the request for Fee Exemption and/or the approval or denial of the exemption
- complete DACA paperwork
- proof of connections or referrals to local advocacy resources
- 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 18th 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 and should include 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 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 necessary 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.

**Alternate Academic Diploma** - Beginning with students entering 9<sup>th</sup> grade in 2018, alternate academic diploma may be awarded to students with the most significant cognitive disabilities at the end of their fourth year of high school who have (1) participated in the high school alternate assessments, (2) earned the prescribed 22 credit minimum, (3) received special education services or supports and made satisfactory progress on the IEP, (4) have satisfactory records of attendance and conduct, and (5) have completed a transition assessment(s) that measures a minimum, post-secondary education and training, employment, independent living, and community involvement. The required credits may be earned either through the state-approved standards or through alternate academic diploma course requirements defined by the Department of Education. A student who earns a alternate academic diploma shall continue to be eligible for special education services under IDEA until the student receives a regular high school diploma or through the school year in which the student turns twenty-two (22). (taken from the Tennessee State Board of Education High School Policy 2.103)

**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.

**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.

**Block Schedule** – a block schedule in which students take four (4) 90 minute classes every day and credit is earned at the end of the semester.

**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. 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. The courses may 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 the care of DCS 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.

**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 Post-Secondary Opportunities**

**AP (Advanced Placement)** - College level courses that a student can take in high school to potentially receive college credit upon passing an end of course national examination. These courses may be weighted by adding five points to all grades used to calculate the semester average.

**Cambridge International Examinations** – A division within the University of Cambridge, Cambridge International Examination provides internationally recognized academic programs for students ages 5 to 19. The high school A and AS Level courses, available only through approved Cambridge International Schools, provide students the opportunity to earn postsecondary credit that is accepted by colleges in the U.S. and abroad.

**College Level Examination Program** - developed by the College Board, College Level Examination Program (CLEP) exams are used to assess mastery of postsecondary-level material acquired in a variety of ways - through general academic instructions, significant independent study or extracurricular work. Students can earn credit for postsecondary coursework in a specific subject.

**Dual Enrollment** - Dual enrollment is a postsecondary course, taught either at the postsecondary institution or at the high school, by postsecondary faculty or credentialed adjunct faculty.

**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. College credit may be awarded upon passing an end of course national examination. These courses may be weighted by adding five points to all grades used to calculate the semester average.

**Local Dual Credit** - High school course aligned to a local postsecondary institution's course and exam. Students who pass the exam earn credits that are accepted and/or recognized by the local postsecondary institution.

**Statewide Dual Credit** – A high school level course that qualifies for college level credit upon passing the standardized exam to any Tennessee public post-secondary institution. These courses may be weighted by adding four points to all grades used to calculate the semester average

**Student Industry Certification** – Industry certifications (IC) are earned through secondary and postsecondary career and technical education programs and courses. High school students are encouraged to focus their elective credits on robust, career-aligned learning pathways. Robust learning pathways should culminate with the achievement of nationally recognized industry certifications; meaningful work based learning experiences, and/or attainment of postsecondary credit hours through early postsecondary opportunities. As it pertains to industry certifications, all department-promoted certifications are aligned with postsecondary and employment opportunities and with the competencies and skills that students should have acquired through their chosen programs of study.

**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.

**English Language Development (ELD)** – ELD is the term is the term used to discuss an English Language Development academic program. It is a program with an aim to assist any and all students on campus whose primary language is not English.

**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.

**Extension of Foster Care (EFC)** – Services that are available to a young person turning 18 in foster care that offer housing, education, wraparound services, case management, and etc.

**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 during the month of October. For help, visit [StudentAid.gov/fsaid](http://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.

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

**High School Equivalency Diploma (HSED)** - The option in Tennessee for receiving the High School Equivalency Diploma (HSED) is the HiSET. The GED is no longer offered in Tennessee.

**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 by 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.

**Honors Courses** – courses that substantially exceed the content standards learning expectations and performance indicators approved by the State Board of Education. These courses may be weighted by adding three points to all grades used to calculate the semester average.

**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 HSED, 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 or 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.

**Modified Block Schedule** – sometimes referred to as an A/B schedule in which students take eight (8) 90 minute classes that meet every other day . Some courses earn one-half credit at the end of the semester. Some courses earn a full credit at the end of a year.

**National (Student) Industry Certifications** – Career and Technical courses that offer national industry certification through a nationally recognized examination. These courses may be weighted by adding three points to all grades used to calculate the semester average.

**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.

**Occupational Diploma** – diploma awarded to students with disabilities who may not be able to earn a regular high school diploma. Must be determined by the conclusion of the student's 10<sup>th</sup> grade year, or two academic years prior to the expected graduation date.

**Occupational Therapy** – Therapeutic treatment to improve learning and behavior such as motor skills, cognitive processing, and visual and perceptual problems.

**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.

**PACT (Scholastic Assessment Test)** - a preliminary version of the ACT, to measure readiness for college and to gain access to scholarships.

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

**PSAT (Preliminary Scholastic Assessment Test)** - a preliminary version of the SAT, to measure readiness for college and to gain access to scholarships. Also called PSAT/NMSQT.

**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.

**Residential Placement Change** – When a youth has a change in their primary place of residence. This does not dictate that the educational placement should change because there has been a change in where the child resides.

**RTI - Response to Intervention** – multi-tiered approach to the early identification and support of students with learning and behavior needs.

**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 of Origin** - The school the youth was attending when they came into custody or school they were attending the last time the youth changed placements.

**School of Zone** - The local school based on the physical residential address for the youth.

**School Support Team Plan** - This plan outlines the school improvement program for an individual child. The plan is developed by team members, including teachers, parents, the school counselor and school psychologist to encourage success by the student.

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

**Special Education Definition** - 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.

**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 1060 or higher. [HiSET applicants must score 15 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](http://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.

**Trimester Schedule** - A schedule in which students take two (2) or three (3) core courses, with each class meeting daily over three (3) terms in a whole school year and credit is earned at the end of each trimester.

**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.

**Traditional Schedule** – a 6-7 hour school day consisting of 7-9 courses of about 50 minutes each. The class meets every day and credit is earned at the end of the whole school year.

**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.

**WIOA – Workforce Innovation and Opportunity Act** - The Department of Labor (DOL), in coordination with the U.S. Departments of Education (ED) and Health and Human Services (HHS), has worked to prepare everyone for the implementation of WIOA. The WIOA Resource Page provides information and resources for States, local areas, non-profits and other grantees, and other stakeholders to assist with implementation of the Act.

**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.

**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.

# Education Supplemental Worksheet

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

**Transcript review (transcript required)**      Date student started 9<sup>th</sup> grade year: \_\_\_\_\_

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

		Fall Semester S1	Spring Semester S2			Fall Semester S1	Spring Semester S2
	English I/ELD 9				Biology		
	English II/ELD 10				Biology IA (SPED or Elective credit)		
	English III/ELD 11				Biology IB (SPED or Elective Credit)		
	English IV/ELD 12				Chemistry or Physics		
<b>English A/B is a SPED credit</b>					Another Science: _____		
	Algebra I/Integrated Math I				Another Science: _____		
	Algebra IA/ Integrated Math IA (SPED or Elective credit)						
	Algebra IB/ Integrated Math IB (SPED or Elective Credit)				World History with World Geography		
	Geometry / Integrated Math II				U.S History with World Geography		
	Geometry IA / Integrated Math IIA (SPED or Elective credit)				Economics		
	Geometry IB / Integrated Math IIB (SPED or Elective credit)				Government		
	Algebra II / Integrated Math III (Non-SPED)				Personal Finance (.5 credit required)		
	4 <sup>th</sup> Math (For Non-SPED)				Elective Focus _____		
	4 <sup>th</sup> Math (for Non-SPED)				_____		
					_____		
	Lifetime Wellness				_____		
	Physical Education (.5 credit required)				Other Courses		
	Fine Arts Class #1 _____				_____		
	Fine Arts Class #2 _____				_____		
	Foreign Language #1 _____				_____		
	Foreign Language #2 _____				_____		

Courses with a Letter A&B behind the course name can equal 1 elective credit for the A Course and 1 academic credit for the B course for regular education students. The credits are counted as 2 academic credits for Special Education students.

Course work in English as a Second Language may satisfy up to 2 credits for the English course credits.

**NOTE: EACH SCHOOL DISTRICT VARIES ON BLOCK, MODIFIED BLOCK, AND TRADITIONAL SCHEDULE. CLASSES FOR SPECIAL EDUCATION STUDENTS WITH ACCOMMODATIONS ONLY (STUDENTS IN REGULAR CLASSES WHO RECEIVE ADDED SUPPORT SERVICES WILL HAVE THE LETTER A OR B BEHIND THE CLASS, E.G. BIOLOGY 1A). VERIFY WITH FSW/ED SPECIALIST IF THE STUDENT HAS ALL REQUIREMENTS TO GRADUATE.**

Total credits in any other classes (electives) \_\_\_\_\_ Total credits in all classes \_\_\_\_\_

Transcript should reflect grades for all classes/each semester completed from each high school placement. What class(s) or semester(s) are missing, if any?

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What credits/classes are needed to graduate?

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***Which of the following have been completed:***

***Date completed:***

- |                                                                                   |                              |                             |                              |             |
|-----------------------------------------------------------------------------------|------------------------------|-----------------------------|------------------------------|-------------|
| State ID obtained                                                                 | <input type="checkbox"/> yes | <input type="checkbox"/> no | <input type="checkbox"/> n/a | Date: _____ |
| FAFSA (preferred completion by October 31 of the Senior year)                     | <input type="checkbox"/> yes | <input type="checkbox"/> no | <input type="checkbox"/> n/a | Date: _____ |
| ACT/SAT                                                                           | <input type="checkbox"/> yes | <input type="checkbox"/> no | <input type="checkbox"/> n/a | Date: _____ |
| College Applications (most universities have deadline by November of senior year) | <input type="checkbox"/> yes | <input type="checkbox"/> no | <input type="checkbox"/> n/a | Date: _____ |
| College acceptance letter (to maintain EFC eligibility)                           | <input type="checkbox"/> yes | <input type="checkbox"/> no | <input type="checkbox"/> n/a | Date: _____ |
| Tennessee Promise (application deadline is November 1 of senior year)             | <input type="checkbox"/> yes | <input type="checkbox"/> no | <input type="checkbox"/> n/a | Date: _____ |
| Entrance exams (ASVAB, Nursing entrance exams, etc.)                              | <input type="checkbox"/> yes | <input type="checkbox"/> no | <input type="checkbox"/> n/a | Date: _____ |
| Dorm Deposit                                                                      | <input type="checkbox"/> yes | <input type="checkbox"/> no | <input type="checkbox"/> n/a | Date: _____ |
| Transportation to/from college arranged                                           | <input type="checkbox"/> yes | <input type="checkbox"/> no | <input type="checkbox"/> n/a | Date: _____ |
| Referral to DIDD/Vocational Rehab                                                 | <input type="checkbox"/> yes | <input type="checkbox"/> no | <input type="checkbox"/> na  | Date: _____ |
| Conservatorship                                                                   | <input type="checkbox"/> yes | <input type="checkbox"/> no | <input type="checkbox"/> na  | Date: _____ |
| HiSET exam fees                                                                   | <input type="checkbox"/> yes | <input type="checkbox"/> no | <input type="checkbox"/> na  | Date: _____ |
| Job Corps                                                                         | <input type="checkbox"/> yes | <input type="checkbox"/> no | <input type="checkbox"/> na  | Date: _____ |

***Education Recommendations:***

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## *Post-Secondary Court/FCRB Attendance Letter*

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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]

# Job Corps

- Offers hands-on career training and education at no cost to students.
- Serves low-income young people ages 16 through 24.
- Has 126 locations across the country.
- Helps change lives!

**Success Lasts  
A Lifetime!**



## **TRAIN** for a career.

Job Corps staff works with each student to create individualized personal and career development plans that put and keep students on the track to success. The most successful students stay in the program between 1 and 2 years.

## **LIVE** on center and make new friends.

Most students live on campus in dormitories. While enrolled in the program, students receive meals, basic medical care, and a living allowance.

## **LEARN** the necessary academic and real-world skills to be successful.

Job Corps offers hands-on training in more than 100 career technical training areas, including Automotive Maintenance and Light Repair, Carpentry, Office Administration, and Welding. All career technical training areas are aligned with industry credentials and are designed to meet the requirements of today's careers. Job Corps also offers Advanced Training for students who want to take their education to the next level.

## **CONNECT** with resources before and after graduation.

Job Corps graduates have the support they need to start a successful career, go to community college, or join the military. Counselors assist students with their resumes and job search, and connect them with housing and transportation options and child care services.



**(800) 733-JOBS [5627]**

**¡Llámenos, nosotros hablamos español!**

**[www.recruiting.jobcorps.gov](http://www.recruiting.jobcorps.gov)**

**f doljobcorps** **YouTube doljobcorps**

# Wondering Who's Eligible for **Job Corps?**

**For 16- to 24-year-olds\* ready to work toward a successful future, Job Corps' free education and career training program is a great place to start.**

*\*The maximum age limit may be waived if the applicant is a person with a documented disability.*

*Young people who are school dropouts, runaways, foster youth, parents, or homeless are welcome to apply.*

*Because Job Corps is a voluntary program, students choose to enroll in the program and may exit at any time.*

**A person is eligible for Job Corps if he or she meets the following criteria:**

- ✔ Is a legal U.S. resident; lawfully admitted permanent resident alien, refugee, asylee, or parolee, or other immigrant who has been authorized by the U.S. attorney general to work in the United States; or resident of a U.S. territory
- ✔ Meets low-income criteria
- ✔ Is in need of additional technical training, education, counseling, or related assistance to complete schoolwork or to find and keep a job
- ✔ Has signed consent from a parent or guardian if he or she is a minor
- ✔ Has a child care plan if he or she is the parent of a dependent child
- ✔ Does not exhibit behavioral problems that could keep him, her, or others from experiencing Job Corps' full benefits
- ✔ Does not require any face-to-face court or institutional supervision or court-imposed fines while enrolled in Job Corps
- ✔ Does not use drugs illegally



Administered by the U.S. Department of Labor, Job Corps is the nation's largest career technical training and education program for low-income young people ages 16 through 24. Job Corps is a U.S. Department of Labor Equal Opportunity Employer Program. Auxiliary aids and services are available upon request to individuals with disabilities. TDD/TTY telephone number is (877) 889-5627.

Connect with us online:

[www.recruiting.jobcorps.gov](http://www.recruiting.jobcorps.gov)

[www.jobcorps.gov](http://www.jobcorps.gov)



[doljobcorps](https://www.facebook.com/doljobcorps)



[doljobcorps](https://www.youtube.com/doljobcorps)

# REQUIREMENTS FOR JOINING THE MILITARY

A youth in foster care may be interest in joining a branch of the military. Listed below are the basic requirements for branch of the military.

The information below should not deter a young adult from pursuing a career in the military. The FSW and the IL Specialist should assist the youth in contacting a local recruiter for additional information.



Age Requirements:	18 years old, or 17 years old with parental consent.
Education Requirements:	Education requirements may vary on the branch of service. Contact the local recruiting office for additional information.
Citizenship Requirements:	US Citizen or Legal Permanent Resident, with a valid Green Card.
Physical Requirements:	<p>Pass the Military Entrance Processing Station physical exam.</p> <p>Every individual who enlists in the Military must meet certain physical requirements. This is to make sure potential recruits can safely make it through Basic Training and meet the daily demands of service. Each applicant will meet with a physician for an exam, similar to a yearly checkup with a family doctor. It is important to disclose any prior health issues at this time: Remember, these won't necessarily be grounds for disqualification, and answers are generally confidential.</p>
Additional Testing:	<p>The ASVAB (Armed Services Vocational Aptitude Battery) is a multiple-aptitude battery that measures developed abilities and helps predict future academic and occupational success in the military.</p> <p>Each branch has different criteria on a passing score for the test. Sample ASVAB tests are available on the website for each branch of the military.</p>
Additional Requirements:	Each branch may have additional requirements and rules for items such as the types of jobs available, additional education requirements, number of dependents (children/family), visible body art, etc.
Websites:	<p>U.S. Army: <a href="http://www.army.mil">www.army.mil</a></p> <p>U.S. Marine Corps: <a href="http://www.marines.mil">www.marines.mil</a></p> <p>U.S. Navy: <a href="http://www.navy.mil">www.navy.mil</a></p> <p>U.S. Air Force: <a href="http://www.af.mil">www.af.mil</a></p> <p>U.S. Coast Guard: <a href="http://www.uscg.mil">www.uscg.mil</a></p>



The Tennessee Colleges of Applied Technology (TCAT) are the state’s premier providers of technical training for workers to obtain the technical skills and professional training necessary for advancement in today’s job market.

There are 27 TCAT locations across Tennessee:

West TN Locations		Middle TN Locations		East TN Locations	
Covington	Memphis	Dickson	Murfreesboro	Athens	Knoxville
Crump	Paris	Hartsville	Nashville	Chattanooga	McMinnville
Jackson	Ripley	Hohenwald	Pulaski	Crossville	Morristown
McKenzie	Whiteville	Livingston	Shelbyville	Elizabethton	Newbern
				Harriman	Oneida
				Jacksboro	

The complete list of TCAT schools can be found at: <https://www.tbr.edu/institutions/colleges-applied-technology> with links to the website for each school.

TCATs offer a variety of courses of study. This list shows some of the available courses, average length of time to complete the course if you attend classes full time, the possible salary range upon completion of the course, and the regions in Tennessee where the course is offered. Contact the TCAT of your choice for current course information and availability.

Course Name	Average Time to Complete A Course	Possible Salary Ranges (Beginner through Experienced)	Regions of TN this course is offered in:		
			West	Middle	East
Administrative Office Technology	12 months	\$24, 000 to \$39,000	Yes	Yes	Yes
Barbering	12 - 14 months	\$18,000 to \$33,000	Yes	Yes	Yes
Automotive Technology	20 months	\$29,000 to \$57,000	Yes	Yes	Yes
Collision Repair Technology	16 months	\$32,000 to \$50,000	Yes	Yes	Yes
Computer Information Technology	20 months	\$27,000 to \$60,000	Yes	Yes	Yes
Cosmetology	20 months	\$18,000 to \$33,000	Yes	Yes	Yes
Dental Assistant	12 months	\$28,000 to \$46,000	Yes	Yes	Yes
Diesel Powered Equipment Technology	20 months	\$36,000 to \$54,000	Yes	Yes	Yes
Digital Graphic Design	18 months	\$43,000 to \$59,000	Yes	Yes	Yes
Early Childhood Education	12 months	\$20,000 to \$30,000	Yes	Yes	Yes
Electronic Technology	18 months	\$41,000 to \$58,000	Yes	Yes	Yes

Course Name	Average Time to Complete A Course	Possible Salary Ranges (Beginner through Experienced)	Regions of TN this course is offered in:		
			West	Middle	East
Health Information Technology	12 months	\$38,000 to \$46,000	Yes	Yes	Yes
HVAC (Heating, Ventilation, Air Conditioning and Refrigeration Technology)	16 months	\$40,000 to \$52,000	Yes	Yes	Yes
Industrial Electricity	12 months	\$48,000 to \$60,000	Yes	Yes	Yes
Industrial Maintenance /Mechatronics	12 months – 20 months	\$40,000 to \$56,000	Yes	Yes	Yes
Machine Tool Technology	16 months	\$33,000 to \$42,000	Yes	Yes	Yes
Medical Assisting	12 months	\$26,000 to \$38,000	Yes	Yes	Yes
Pharmacy Technology	12 months	\$30,000 to \$37,000	Yes	Yes	Yes
Practical Nursing	12 months	\$37,000 to \$45,000	Yes	Yes	Yes
Retail Hospitality and Tourism Technology	12 months	\$42,000 to \$55,000	Yes	Yes	Yes
Surgical Technology	12 months	\$44,000 to \$56,000	Yes	Yes	Yes
Welding Technology	12 months	\$35,000 to \$45,000	Yes	Yes	Yes

**IMPORTANT: This document contains information that is no longer current but remains on our site for reference purposes.**

# 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 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**

**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**

## 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

**Form I-797** OR **Form I-766**

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

- Form I-821D, Consideration of Deferred Action for Childhood Arrivals
- Form I-765, Application for Employment Authorization
- 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](http://www.uscis.gov/childhoodarrivals)





**Administrative Policies and Procedures: 21.14**

<b>Subject:</b>	<b>Serving the Educational Needs of the Child/Youth</b>
<b>Authority:</b>	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).
<b>Standards:</b>	<b>DCS Practice Model Standards:</b> 6-401, 6-404, 6-405, 6-406, 6-407, 6-408 6-400. <b>COA:</b> PA-KC 9; PA-RTX 10.
<b>Application:</b>	All Department of Children Services Employees, Foster 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"> <li>5. Promote school stability and monitor progress by communicating regularly with school personnel and foster parents collecting information regarding attendance, academics and behavior to present to the CFT.</li> <li>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.</li> <li>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"> <li>a) Include the Education Specialist as appropriate and necessary.</li> <li>b) Encourage the foster parents to attend. The school has the responsibility to notify and involve the birth parents.</li> <li>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.</li> </ol> </li> <li>8. Consult with the Regional Education Specialist when:             <ol style="list-style-type: none"> <li>a) Special Education/Section 504 concerns arise;</li> <li>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;</li> <li>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, foster parents, surrogate parent, school and others as necessary to determine education supports and recommendations.</li> <li>d) There is a delay in the transfer of school records from school to school;</li> <li>e) School enrollment problems arise.</li> <li>f) A child is transferring from TEIS to special education in public schools.</li> <li>g) There is required notification to school principals of certain delinquency adjudications. Refer to DCS Policy <a href="#"><u>21.18, Notification to School Principals of Certain Delinquent Adjudications</u></a> for the listing of adjudications and the process for consulting with the Education Specialist to report the to school principals.</li> </ol> </li> </ol>
<p><b>B. Role of the Child and Family Team</b></p>	<ol style="list-style-type: none"> <li>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 <a href="#"><u>Protocol for Assessing Educational Stability</u></a> as a guide.</li> <li>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</li> </ol>

	<p>Education Specialist and parent/foster 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 <b><u><a href="#">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).</a></u></b>)</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"> <li>a) Experiencing significant behavioral and /or academic problems;</li> <li>b) Not attending school regularly; and /or</li> <li>c) Transitioning from school to school</li> </ul> <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 <b>CS-0747, Child and Family Team Meeting Summary</b>, Section 4.</p>
<p><b>C. Responsibilities of the Education Specialist</b></p>	<ul style="list-style-type: none"> <li>1. Provide consultation/technical assistance to local DCS staff and contract provider agencies.</li> <li>2. Provide ongoing in-service training regarding educational issues to DCS Family Service Workers, foster parents, and other staff in his/her region.</li> <li>3. Provide consultation concerning special education services.</li> <li>4. Attend Child and Family Team Meetings and IEP meetings as necessary.</li> <li>5. Assist Family Service Worker with problems regarding school enrollment, school records, discipline and the provision of appropriate educational services.</li> </ul>
<p><b>D. Responsibilities of the DCS Child Health Team</b></p>	<ul style="list-style-type: none"> <li>1. The regional nurse and/or psychologist will attend IEP meetings when available and deemed appropriate.</li> <li>2. The DCS TennCare Representative and/or regional nurse will be available to assist the foster 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.</li> </ul>
<p><b>E. Education Training</b></p>	<ul style="list-style-type: none"> <li>1. Family Service Workers are required to have two (2) hours of in-service training per year regarding education services.</li> <li>2. Foster Parents are required to take two (2) hours of <b>Working with Education System</b> training course during the first two (2) years.</li> </ul> <p><b>Note:</b> 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><b>F. Education Plan for children in temporary or emergency placements</b></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"> <li>1. Advocate for enrollment, transportation (if needed) and other services under McKinney-Vento or Fostering Connections.</li> <li>2. Utilize the public school system's McKinney-Vento liaison.</li> <li>3. Seek help from the regional Education Specialist or DCS attorney if needed.</li> <li>4. Collaborate with school systems and contract providers regarding transportation.</li> <li>5. In the event of a dispute with the school, request that the foster 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 foster parent is unable for legitimate reasons to transport the student, DCS will provide an alternative.</li> </ol>

<p><b>Forms:</b></p>	<p><a href="#"><u>CS-0657, Education Passport- School Enrollment Letter</u></a>  <a href="#"><u>CS-0747, Child and Family Team Meeting Summary</u></a></p>
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<p><b>Collateral Documents:</b></p>	<p><a href="#"><u>Protocol for Assessing Educational Stability</u></a>  <a href="#"><u>Protocol for Educational Programs and Resources</u></a>  <a href="#"><u>CFTM Protocol</u></a></p>
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<b>Glossary:</b>	
<b>Individual Education Plan (IEP):</b>	<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"> <li>◆ Current levels of academic functioning</li> <li>◆ Annual goals,</li> <li>◆ Learning objectives</li> <li>◆ Transition goals (14 years old and older)</li> <li>◆ Assistive technology devices needed</li> <li>◆ Testing accommodations</li> <li>◆ Need for a behavior plan or behavior goals</li> <li>◆ Additional services, if needed (related services)</li> </ul>
<b>In-Home Wrap Around Services:</b>	<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>
<b>Special Education Services:</b>	<p>Specialized educational services provided to disabled children, age birth (TEIS birth – 3) to age 22 (public schools age 3 -22).</p>
<b>Section 504 Services:</b>	<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>
<b>Surrogate parent:</b>	<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>
<b>Tennessee Early Intervention System (TEIS):</b>	<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.



**Administrative Policies and Procedures: 21.19**

<b>Subject:</b>	<b>Education Passport</b>
<b>Authority:</b>	TCA 37-1-130, 37-1-140, 37-5-105, 37-5-106; Healthy, Hunger-Free Kids Act of 2010, (P.L. 111-296).
<b>Standards:</b>	<b>DCS Practice Model Standards:</b> 6-409.
<b>Application:</b>	All Department of Children's Services Employees, Foster Parents, Contract Agencies
<b>Policy Statement:</b>	
All children in DCS custody as well as those receiving probation services shall have an education passport.	
<b>Purpose:</b>	
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.	
<b>Procedures:</b>	
<b>A. Compiling and maintaining the education passport</b>	<ol style="list-style-type: none"> <li>1. The <b>Education Passport</b>, form <b>CS-0657</b>, 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"> <li>a) Immunization records</li> <li>b) The most recent grade card with attendance data</li> <li>c) A current transcript for high school students</li> <li>d) As applicable, special education, Section 504, or TEIS records.</li> </ol> </li> <li>2. The Family Service Worker (FSW) will immediately begin to compile the education passport when the child/youth is placed in DCS custody.</li> <li>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 <a href="#"><u>31.5, Organization of Family Case Files</u></a>.</li> <li>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.</li> </ol>

	<ol style="list-style-type: none"> <li>5. A new Education Passport Face Sheet will be completed each time a child/youth changes schools.</li> <li>6. When there is a problem requesting school records, the regional education specialist must be contacted.</li> <li>7. Pursuant to DCS Policy <a href="#">21.18, Notification to School Principals of Certain Delinquent Adjudications</a>, form <b>CS-0703, Adjudication Notification to Schools- Principals <u>must not</u></b> be included in the Education Passport.</li> </ol>
<p><b>B. Providing the Education Passport to schools, foster parents, and students</b></p>	<ol style="list-style-type: none"> <li>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.</li> <li>2. The FSW will provide a <b>School Enrollment Letter</b> to the new school along with the education passport.</li> <li>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 foster 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.</li> <li>4. Upon placement of a child, the FSW will provide a copy of the education passport to DCS foster parents or to provider foster parents.</li> <li>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.</li> </ol>
<p><b>C. Withdrawing a child/youth from a school</b></p>	<ol style="list-style-type: none"> <li>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.</li> <li>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.</li> </ol>
<p><b>Forms:</b></p>	<p><a href="#">CS-0657, Education Passport- School Enrollment Letter</a>  <a href="#">CS-0703, Adjudication Notification to Schools- Principal</a></p>
<p><b>Collateral documents:</b></p>	<p><i>DCS Education Work Plan</i></p>





**Administrative Policies and Procedures: 21.20**

<b>Subject:</b>	<b>Non-Traditional Educational Settings</b>
<b>Authority:</b>	TCA 37-5-105, 37-5-106
<b>Standards:</b>	<b>DCS Practice Standards:</b> 6-400, 6-401, 6-404
<b>Application:</b>	To All DCS Employees, Contract Provider Agencies, Children/Youth in DCS Custody excluding those placed in a Youth Development Center
<b>Policy Statement:</b>	
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.	
<b>Purpose:</b>	
To identify and outline placement procedures for educational settings other than public school.	
<b>Procedures:</b>	
<b>A. Provider agency and DCS in-house schools</b>	<p><b>1. Determination of school setting</b></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 <b>CS-0772, Educational Placement and Evaluation</b>. The following are examples of some reasons for a non traditional school setting:</p> <ul style="list-style-type: none"> <li>a) Current identified alcohol and drug treatment issues that require a self-contained treatment program.</li> <li>b) Identified sexual offending treatment issues that require a self-contained program.</li> <li>c) Zero tolerance issues that prohibit enrollment, despite involvement and efforts of the educational specialist and/or the DCS attorney.</li> <li>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.</li> <li>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.</li> </ul>

	<p><b>2. Procedures for in-house school attendance</b></p> <ul style="list-style-type: none"> <li>a) Use form <b>CS-0772, Educational Placement Evaluation</b> to document the decision making process for the initial and all subsequent educational placement meetings.</li> <li>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.</li> <li>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 foster 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.</li> <li>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.</li> <li>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.</li> </ul>
<p><b>B. Emergency Shelters/Primary Treatment Centers (PTC)</b></p>	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> </ul>

<p><b>C. Additional exceptions to public school placement</b></p>	<ol style="list-style-type: none"> <li>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"> <li>a) Youth who are appropriate for High School Equivalency Exam preparation, or who are eligible to take a High School Equivalency Exam;</li> <li>b) Youth eligible for and desiring enrollment in vocational or journeyman training; and</li> <li>c) Youth who have graduated from high school or achieved a High School Equivalency diploma.</li> </ol> </li> <li>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.</li> <li>3. <b>Non-Public Schools</b> - With the exception of DCS custody students placed in provider agencies that have in-house schools, students in DCS custody may attend a non-public 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.</li> <li>4. <b>Home Schooling</b> - 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.</li> </ol>
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<p><b>Forms:</b></p>	<p><a href="#"><u>CS-0772, Educational Placement Evaluation</u></a></p>
<p><b>Collateral Documents:</b></p>	<p><i>DCS Education Work Plan</i></p>



**Administrative Policies and Procedures: 16.51**

<b>Subject:</b>	<b>Independent Living and Transition Planning</b>
<b>Authority:</b>	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).
<b>Standards:</b>	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.
<b>Application:</b>	DCS Employees and Providers with Independent Living Services Responsibilities
<b>Policy Statement:</b>	
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.	
<b>Purpose:</b>	
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.	
<b>Procedures:</b>	
<b>A. The Independent Living Plan as a component of the Family Permanency Plan</b>	<ol style="list-style-type: none"> <li>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 strength and need categories in TFACTS, and is a section of the Family Permanency Plan. 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.</li> <li>2. The Casey Life Skills Assessment (CLSA) or other applicable life skills assessment will be administered to all youth in custody 14 years of age or older 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, and then at least annually thereafter. The CLSA or other applicable life skills assessment is designed to evaluate the youth's strengths and needs, and the results used to develop the IL section of the permanency plan. Guidance on administration of the life skills assessment is available in the <a href="#">Identifying and Accessing Independent Living</a></li> </ol>

	<p><u><a href="#">Services Manual</a></u>.</p> <p>3. The core IL strength and need categories required to complete an Independent Living Plan are as follows. Additional categories may be used in addition to those that are mandatory per age group.</p> <p>For youth in custody 14 up to 16 years of age,</p> <ul style="list-style-type: none"> <li>◆ IL Life Skills</li> <li>◆ IL Social Skills (including an action step that addresses mentoring)</li> <li>◆ IL Credit Check</li> </ul> <p>For youth in custody 16 up to 17 years of age, the above are required along with the following:</p> <ul style="list-style-type: none"> <li>◆ IL Education</li> <li>◆ IL Physical and Mental Health</li> <li>◆ IL Employment</li> <li>◆ IL Finances and money management</li> <li>◆ IL Essential Documents</li> <li>◆ IL Transportation</li> </ul> <p>3. The <u><a href="#">Identifying and Accessing Independent Living Services Manual</a></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><a href="#">Identifying and Accessing Independent Living Services Manual</a></u>.</p> <p>5. The <u><a href="#">Independent Living and Transition Planning Guide</a></u> and <u><a href="#">Permanency Plan Development Guide</a></u> provide more specific guidance on the development of the Independent Living Plan.</p>
<p><b>B. Development of the Transition Plan</b></p>	<p>1. The Transition Plan <u>must be developed</u> with all custodial youth 17 years of age or older, within the context of a CFTM. The focus of the Transition Plan is to assist youth with planning for their lives after they exit custody, and identifying the services, resources and supports needed to be successful. 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 strength and need categories in TFACTS associated with the Family Permanency Plan. The following areas are addressed in the custodial Transition Plan:</p> <ul style="list-style-type: none"> <li>◆ IL Life Skills</li> <li>◆ IL Social Skills and Supportive Relationships (including an action step that addresses mentoring).</li> </ul>

	<ul style="list-style-type: none"> <li>◆ IL Credit Check</li> <li>◆ IL Essential Documents</li> <li>◆ IL Education</li> <li>◆ IL Physical and Mental Health, including action steps that address development of a Health Care proxy and continuation of health insurance).</li> <li>◆ IL Employment</li> <li>◆ IL Housing</li> <li>◆ IL Finances and Money Management</li> <li>◆ IL Transportation</li> </ul> <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 action steps with timeframes. The <a href="#"><u>Independent Living and Transition Planning Guide</u></a> and <a href="#"><u>Permanency Plan Development Guide</u></a> provide 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 custodial Family Permanency Plan.</p>
<p><b>C. Development of the Transition Plan for young adults receiving extension or re-establishment of Foster Care Services</b></p>	<p>1. Emancipated young adults receiving Extension or Re-Establishment of Foster Care Services will have a Permanency Plan goal in <b>TFACTS</b> that is unique. Transition planning for these emancipated young adults is completed in the context of a CFTM within the specified time frames, using IL strength and need categories. The <a href="#"><u>Independent Living and Transition Planning Guide</u></a> and <a href="#"><u>Permanency Plan Development Guide</u></a> provide more specific guidance on the development of the 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"> <li>◆ IL Life Skills</li> <li>◆ IL Social Skills and Supportive Relationships</li> <li>◆ IL Essential Documents</li> <li>◆ IL Education</li> <li>◆ IL Physical and Mental Health, including action steps that address development of a Health Care proxy and continuation of health insurance).</li> <li>◆ IL Employment</li> <li>◆ IL Housing</li> <li>◆ IL Finances and Money Management</li> <li>◆ IL Transportation</li> <li>◆ IL Credit Check (optional)</li> </ul>

	<p>2. The assigned Worker 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 <b>TFACTS</b> as an EFCS - Permanency Plan Revision 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 <b>TFACTS</b>.</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 <b>TFACTS</b>. Transition Plan revisions occur according to the schedule outlined in the <a href="#"><u>Independent Living and Transition Planning Guide</u></a>, 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. The Transition Plan for young adults receiving Extension of Foster Care Services is filed in accordance with the guidelines set forth in the <a href="#"><u>Independent Living and Transition Planning Guide</u></a>.</p>
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<b>Forms:</b>	None
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<b>Collateral documents:</b>	<p><a href="#"><u>Independent Living and Transition Planning Guide</u></a></p> <p><a href="#"><u>Identifying and Accessing Independent Living Services Manual</u></a></p> <p><a href="#"><u>Permanency Plan Development Guide</u></a></p> <p><a href="#"><u>CFTM Protocol</u></a></p>
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<b>Glossary:</b>	
<b>Young Adults:</b>	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 <a href="#">16.52, Extension or Re-establishment of Foster Care for Young Adults</a> .
<b>Family Service Worker (FSW):</b>	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.
<b>Worker</b>	A term used to identify the position assigned the primary responsibility of building, preparing, supporting, and maintaining the Child and Family Team and coordinating the provision of services, when that position is not within DCS. An example includes provider agency staff assigned to case manage Extension of Foster Care cases.
<b>Extension or Re-establishment of Foster Care Services for Young Adults:</b>	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 Workers, 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.



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