

YOUTH AGING OUT SURVEY ISSUE: EDUCATION

What strategies or initiatives does your state use to get better education outcomes for youth?

Alaska

Alaska is currently working with the Casey Foundation to have community meetings in the major population areas to address the educational needs of youth in state custody. Allies invited to the meetings include Attorneys General, Guardians ad litem, local school administrators, foster youth, foster parents, and local judges.

As part of the IV-B review, the question of success in school is being addressed. When concern is expressed, Independent Living funds are offered for tutoring.

Arizona

There is an active partnership climate in the state of Arizona. The Department of Economic Security, Division of Children, Youth, and Families is engaged in several local and regional groups, boards and alumni committees that promote educational outreach and support activities.

Partnerships are developed with State Universities and Community Colleges to ensure that current and former foster youth receive all available financial support to pursue and continue with post-secondary programs. Admissions staff are well versed as to the needs of foster youth.

Colorado

The Department partnered with the Edmund S. Muskie School of Public Service Institute for Child and Family Policy University of Southern Maine and developed a curriculum for caseworkers and supervisors regarding educational advocacy. The curriculum was piloted in January 2006. There are two co-trainers, one from education and one from child welfare to assure balance. Approximately 6 trainings have occurred.

The curriculum is being modified for foster parents and for school staff.

The Department is sponsoring its 3rd annual Spring Forum for the Educational Success of Children and Youth in Child Welfare and Youth Corrections. County departments and their respective school districts along with other partners meet for two days. There are general sessions and roundtables/breakouts, and time for the local teams to develop a realistic plan with 1 or 2 goals to accomplish that will support children and youth to have educational success. The focus this year is transition and collaboration.

Connecticut

Youth in CT can remain as voluntary clients until the age of 23 to complete their college program and until the age of 21 to complete a vocational program. They continue to receive all services that a youth under 18 would be receiving, i.e.: social work, medical, housing, etc.

The Bureau has two full time Pupil Personnel Specialists to assist youth, social workers and placements with planning for the educational needs of our youth.

If requested by themselves or their worker, any youth in post secondary programming will receive tutoring assistance paid for by the DCF.

District of Columbia

Once a youth enters the 11th grade, they are eligible and encouraged to participate in a pre-college program. This program assists youth through the college application and financial aid process through enrollment in a selected University.

Youth who are performing below their academic level or require individual guidance are referred for tutorial assistance.

Educational Specialists maintain regular contact with social workers and school guidance counselors on individual academic performance areas for youth.

Delaware

Partner with Job Corps to enable youth who have not been successful with the traditional classroom to obtain their GED and trade

Identify youth in need of other educational options and connect them with these services (i.e. James H. Groves Adult Education, Job Corps, etc)

Provide tutoring services for youth in need of educational support

Provide foster care board extension for youth to complete high school

Florida

The development of educational and career paths begins at age 13

Statewide interagency agreement between the Department of Children and Families, the Department of Education and the Agency for Workforce Innovation outlining roles and responsibilities in providing appropriate educational and job training services for youth in foster care. The statewide agreement is followed by the development of local agreements outlining roles, responsibilities and services delivery.

One of the larger counties in Florida has obtained Guidance Counselor positions for middle and high schools that housed at the community-based care agency. These counselors are assigned to handle children in licensed foster care in this county and identify the services needed quickly.

Indiana

Case management involvement with the Individual Education Plan

Extended wardship beyond 18 when necessary

Extended foster care payments beyond 18 when necessary

Kansas

iGRAD is a new project that features a partnership between two Kansas parent information centers, Keys for Networking and Families Together, Inc., and the Kansas Department of Social and Rehabilitation Services. The goal is to inform, educate and train youth and advisors from child welfare and the public education systems to help them become wise customers of public education and to help youth receive educational credits through school transfers. iGRAD will provide educational liaisons to assist youth in foster care in tracking credit histories, capturing missing transcript data, and analyzing information as it relates to the graduation requirements of the current school. Educational liaisons work with planning teams with each youth 15 and over in out of home placement to examine his/her performance in classes. Project outcomes: Increase Graduation rates for youth; Improve timeliness of graduation from secondary school; Increase percentage of youth in foster care who meet their educational goals; Youth prepared for further education, employment and independent living.

Provider outcome: Child/Youth are removed or placement change, provider shall keep child/youth in same school.

Kansas Kids @ Gear Up

Louisiana

Joint initiative with Department of Education to improve educational outcomes of foster care youth which would include making every effort for the youth to remain in the same school and, if not, to provide services to assist that youth in catching up or adjusting to the new academic environment.

Maine

Interdepartmental Committee on Transition - this organization oversees special education and transition services programming and issues and provides transition trainings in schools, statewide data collecting, works closely with DOE. This group has representation from all state departments and a number of private non-profit entities. There are six regional ICOT boards who educate the system/s about transitional needs and post-high school outcomes.

Central Maine Inclusive Schools - large group of special education staff, school administrative staff, DOE and DHHS staff and other agencies who are focusing on the issues with respect to the needs of at risk groups of youth in schools. They are motivated to make the process of moving to a new school, transfer of credits, and dealing creatively with the issues that come up for youth with challenges.

IL Trainings for Service Providers - presentations to the community about our IL Program, the V9, and the college financial aid opportunities.

Maryland

Quarterly reports are provided by the 24 local departments of social services. They report on current number of youth attending high school, GED program, vocational, or institute of higher learning.

Maryland has a contract with the Orphan Foundation of America to administer the Education and Voucher program (ETV). Maryland obtains quarterly reports which indicate youth who are actively participating and youth who have aged out of the program.

Minnesota

In Minnesota state funds in excess of one million dollars are directed to community agencies to provide intensive transition training to youth who will “age-out” of foster care (ages 16 +) or have exited the foster care system (ages 18 to 21). These performance-based grants pay providers for achieving the following education outcomes with youth:

- School stability will be demonstrated through a youth’s school attendance and the maintenance of at least a 2.0 grade point average or equivalent. This performance milestone can be requested for each semester the youth is in school
- High school graduation will be demonstrated by the youth receiving a high school diploma or a GED if a diploma is not possible
- Agencies will be reimbursed when youth are accepted into a post-secondary institution.

Mississippi

To get better education outcomes for youth, our state uses a multiple of strategies. One is to use incentive Stipends for youth’s accomplishments. A \$200.00 Graduation Stipend is available to all youth in custody who receive a high school diploma. A \$150.00 Stipend is available to all youth in custody who receive a Certificate of Attendance, or pass the GED (General Equivalency Diploma). This stipend is issued to the youth as a reward towards the youth. Another is the strategy of the ETV Program. ETV Program provides Mississippi youth with supplemental resources to meet the educational needs, which in turn, result in better education outcomes. The third is to provide youth with an array of services and resources to assist and guide them in making better education outcomes. The youth is assigned a county worker, which monitors the youth’s case. In addition to the worker assigned, the youth is also assigned an Independent Living specialist to provide additional support for the youth. This supports the importance of the youth to establish permanent connections as they are moving towards completing their education.

Nebraska

Financial Support through the Education and Training Vouchers Program and Former Ward Program (a state funded program that assists youth successfully attending school with room and board payments)

Assistance with application for financial aid programs and all admissions paperwork

Participation in a multi-agency task force on the Education of Youth in Out-of-Home Care

New Mexico

We are partnering with the Public Education Department in transition planning. Also, we encourage caseworkers to actively participate in educational planning. We are also connecting youth that have dropped out to GED courses in their communities.

New York

New York State Office of Children & Family Services (OCFS) education policy requires education planning and monitoring for all children in foster care. We require the recording of educational information for all children and youth in foster care in the state's SACWIS System, referred to as CONNECTIONS. The CONNECTIONS Education component facilitates the ability to maintain, as part of the electronic case record, a summary of a child's/youth education history, current status and important associated dates. This information assists workers in monitoring a child's/youth's education progress. In addition, the Family Assessment and Service Plan (FASP) component of CONNECTIONS is used to develop outcomes and activities related to the child's/youth's educational needs to promote educational achievement. The Family Court reviews the status of the educational plan each permanency hearing (every 6 months) while the youth is in custody.

Life Skills planning, monitoring and documentation is required. The life skills component of CONNECTIONS must be completed on a regular basis for all youth in foster care who are 14 years of age and older. The Life Skills assessment is used to record the youth's levels of achievement in a variety of areas including: education and support; vocational/career planning and employment skills.

OCFS Adolescent Services and Outcomes Workgroup, formed in June 2002 in response to the Child and Family Services Review conducted by the Administration for Children and Families (ACF), provides input and oversight of these efforts. The workgroup is made of state and local government agencies and providers, advocates and youth. The purpose of the workgroup is to strengthen services to foster care youth and former foster care youth. The workgroup encourages regular communication and partnership with other state agencies, including the State Education Department.

North Dakota

All youth who have aged out of foster care, and are pursuing a post-secondary education, have the opportunity to work with an Independent Living Coordinator until the age of 21, or until age 23 for those receiving ETV Awards.

The North Dakota foster care system utilizes the Wraparound Philosophy, Child and Family Team, and Single Plan of Care for all youth in foster care. The Educational System is invited to participate as a team member.

North Dakota allows foster youth to remain in foster care past their 18th birthday for educational purposes.

Ohio

The PCSA or PCPA shall assure that caregivers who provide independent living services shall be prepared adequately with the appropriate knowledge and skills to understand and address the issues confronting adolescents. Caregivers shall provide such services as needed and appropriated, and to the extent possible, and coordinate such training with the life skills services needed by the youth.

Oklahoma

Tuition Waivers (TW) and Oklahoma Higher Access Learning Programs (OHLAP): The TW program was passed by the legislature in 1999 and provides tuition waivers to any state public university and some career technology programs for any youth who was in state or tribal custody for any nine months between the ages of 16 and 18 years of age. The OHLAP program is administered by the Oklahoma State Regents for Higher Education. All Oklahoma students must be enrolled in the 8th, 9th, or 10th grade year and are eligible if the family income is below \$55,000 per year. State and tribal custody youth do not have the income requirement. They custody youth keep their eligibility even if they are reunited with their biological parents or are adopted.

Full-time Education Specialist: Through a contract between the Oklahoma Department of Human Services and the University of Oklahoma National Resource Center for Youth Services paid for through Chafee funds one Education Specialist is hired to work with all state and tribal custody youth ages 16 and above to assess and support educational planning. This Educational Specialist advises youth of educational resources that can be paid through Chafee funds including tutoring, concurrent enrollment, summer and night school, ACT/SAT prep classes and testing, tools/supplies needed for secondary career technology classes. The Education Specialist maintains the tuition waiver list and assists youth with their FASFA and post-secondary enrollment.

Tutoring Initiative: The Department of Human Services employs one half-time worker to locate tutors for custody youth throughout the state of Oklahoma. The goal is to locate free tutoring resources but tutoring can be paid for youth ages 16 to 21 through Chafee funds. Once a tutor is located, the employee completes periodic contact with school personnel and care providers to determine if the student is making acceptable progress.

South Carolina

Strategies and initiatives that are used to promote better educational outcomes for youth are as follows:

- A. The Independent Living Program of the SC Department of Social Services provides the following services through Chafee funds for foster youth:
 - Youth are eligible for \$1000.00 in tutorial assistance within a 12 month period. Caseworkers, foster parents and group home providers are asked to seek assistance first through the primary educator and then through the school district. Additionally, youth are eligible for supplemental services from the SC Department of Education. Students who receive free or reduced priced lunches and attend a Title I school that is in its second year of school improvement may be eligible for supplemental educational services. These services may include academic assistance in English language arts, reading, math such as tutoring, remediation and other educational interventions. These services are provided through a state-approved provider after-school, on Saturdays or during the summer (outside of the regular school day).
 - Youth are eligible to receive assistance for adult education programs which help the youth to attain a high school degree or its equivalent. Examples include, but are not limited to adult education, GED programs, literacy tutoring, summer school and alternative educational schools.

- Youth are eligible to receive educational support services and supplies to meet a youth's educational goals. Examples include:
 - Transportation to and from college -\$30.00 per week
 - Bikes used for transportation to work or college - \$200.00
 - Supplies for specialized classes such as lab fees, special calculators, uniforms for classes such as cosmetology, nursing, etc.
 - Senior expenses: senior pictures, cap and gown, graduation invitations, etc. *(Note: High school senior pictures and high school senior rings each have a \$300 maximum. College senior rings have a maximum of \$450.00. IL funds will pay for the lower or middle level amounts for cap and gown packages and graduation packages.)*
 - Routine educational field trips sponsored by the school district with documentation of the educational goals.

SCDSS collaborates with the SC Foster Parent Association and the Center for Child and Family Studies of the University of South Carolina on the Educational Technology (ETECH) program. The purpose of E-Tech is to address the educational needs and issues of South Carolina's children and youth in out of home care. E-Tech is working with various agencies that are involved in providing or monitoring educational services to identify and address service gaps and establish guidelines for addressing educational needs of children and youth in out of home care. In addition, E-Tech strives to provide foster parents with the knowledge base and resources to better assist these children and youth to reach their full educational potential.

Texas

Preparation for Adult Living (PAL) education classes and case management, including educational/vocational support services

Personal and emotional support to youth through mentors and the promotion of interactions with dedicated caring adults

Education passports

Vermont

1. Collaboration with education system, IEP case managers, school based clinicians, job coaches, and the school to work program.
2. Collaboration with Vermont Student Assistance Corporation (VSAC) outreach worker.
3. Community High School of Vermont, an accredited high school for youth who are under the supervision of the Dept of Corrections, and do not have a GED or High School Diploma Under VT State Law these youth are mandated to attend school.

Virginia

1. Education and Training Vouchers (ETV) Program
2. Virginia Community College Tuition Grant- a program that provides tuition and fees at any Virginia community college for current and former foster care youth.
3. Casey Breakthrough Collaborative (CBC) Grant- Virginia applied for and was accepted to participate in the grant which began November 2006 and continues through April 2008. The Breakthrough Series Collaborative is an opportunity to initiate promising strategies and tests of change that target improving the many factors that contribute to poor educational outcomes for children and youth in foster care.

Washington

- **School stability strategies**- including a policy that children entering foster care should remain in the schools they were attending when they enter care, agreements with local school districts and school based foster care recruitment strategies.
- **Education Advocacy Program**- a statewide program designed to resolve education issues for foster youth.
- **Foster Care to College** – through a multi-agency advisory board this program provides advocacy and oversight on behalf of youth in an effort to improve educational outcomes for youth in and exiting from foster care.
- **Independent Living Program** – Contracted providers work with youth to explore secondary and post secondary educational opportunities.

Wyoming

Hathaway Scholarships for all Wyoming youth attending in-state institutions dependent upon ACT scores

GEAR-UP and TRIO at all colleges

What strategies is your state using to help youth transition into and succeed in post-secondary education?

Alaska

Using Independent Living funds, there is an annual education conference where youth 17 who are scheduled to graduate the next year are able to experience life on campus and hear about postsecondary education and vocational training that is available for them.

The Youth Advisory Board for Alaska (Facing Foster Care in Alaska) is trying to identify foster care alumni willing to mentor youth that have just started attending college

Arizona

A recent House Bill, 2613, implemented in September, 2006, created the Educational Case Management Unit, a first in Arizona. The core function of the unit, staffed by two workers, is to assist youth in graduating from high school, passing the AIMS test, and the pursuit of post-secondary education and related financial assistance. The unit will be active in assisting Child Protective Services case managers with educational case planning and in expediting all related activities, including timely processing of applications for Student Financial Aid. The House Bill also brought in an additional sum of \$500, 000 in State General Funds to be allocated for ETV, now being promoted by a statewide poster campaign.

Colorado

Increased education of caseworkers, supervisors, foster parents, and school staff regarding educational advocacy

Opportunities to cross-train to collaborative transition models; transition from educational, child welfare, workforce, and DYC perspectives, and transition resources at the Spring Forum

Chafee Foster Care Independence Program (CFCIP) Counselors educate county adolescent supervisors, caseworkers and foster parents about transition life skills necessary for preparation for post-secondary success and provide resources that promote high school graduation, GED to advance them toward the goal of post-secondary education

CFCIP counselors attend Special Education Individual Educational Planning meetings to gain and provide information needed to develop a collaborative comprehensive transition plan to promote post-secondary success

Colorado Department of Human Services Chafee Foster Care Independence Program Specialist provides technical assistance to county staff and public regarding resources for continued education and funding. Colorado Department of Human Services and county Departments of Human/Services host an annual Celebration of Educational Excellence that celebrates secondary and post-secondary educational accomplishments of Colorado's foster youth. The Celebration is held on a college campus and includes a college fair

Colorado Department of Human Services hosts a three day annual Teen Conference that is held on a college campus and the youth stay in a dormitory. Promotion of secondary education and the skills to achieve success are promoted throughout the conference

Connecticut

See letter B above in Question 1.

The DCF has also implemented a yearly planning conference for all youth age 14 to 18 which concentrates on a number of critical areas, education being one, and how we are preparing our youth for their educational/vocational future. As part of that conference we also mandate all youth take a career interest assessment and a learning style assessment.

The DCF is also designing a social worker training curriculum to help workers recognize and realize what educational mandates and goals there youth should be working on.

Each year the Bureau of Adolescent Services provides a one day adolescent workers conference with a general theme. This years (2007) conference will focus on education.

District of Columbia

The college preparatory program has assisted youth in their transition into college. In-college supports, including regular communication with the school and the youth have assisted with youth succeeding in their post-secondary education. Additionally, individual counseling and assessments have played a critical role with their transition and academic performance.

Delaware

Provide youth with free tuition to enroll in 2-year college SEED Program (Student Excellence Equals Degree Program)

Award scholarships (Ivyane Davis Scholarship Program)

Educate and encourage youth to participate in the ETV Program

Provide incentives to youth who make good grades in school

Florida

Educational and living expense funding through the Road to Independence Program - this funding allows a student to attend school full-time and concentrate on school work without the need for working full-time.

Transitional Support Services – a student can access funding and services through this program whether they are attending school full or part-time. Services provided through transitional support services include financial, housing, counseling, employment, education, mental health, disability, and other services, if the young adult demonstrates that the services are critical to the his or her own efforts to achieve self-sufficiency and to develop a personal support system. The community-based care provider works with the young adult in developing a joint transition plan to identify the specific need for transitional services to support the young adult's own efforts.

Indiana

- a. Provide Chafee Independent Living Services to eligible youth in foster care from ages 16-18, and youth who age out of foster care up to the age of 21.
- b. Emancipation Goods and Services allows for up to 1000 dollars in start up items and services for youth ages 16 to 21 who are or have been in foster care
- c. ETV – Educational Training Voucher program
- d. 21st Century Scholars Program
- e. Know How 2 Go Indiana—a statewide public service campaign designed to encourage low income and first generation students to take steps necessary to go to college
- f. Community Partners-developing alliances with businesses and state and local organizations across Indiana

Kansas

Staff work with youth individually regarding post-secondary education. They take youth on campus visits, help complete paperwork and inform youth of available programs like Kansas Foster Child Educational Assistance Act and ETV. The Kansas Foster Child Educational Assistance Act provides free tuition/fees to youth up to 23 years of age in Kansas schools, including universities, community colleges, vocational schools, vo-techs, and technical schools.

Louisiana

We provide limited tutoring

Maine

Tuition Waiver for state schools

Phoenix Society-group of private individuals who have formed a group of “friends” to support older youth in care attending college at USM and SMCC. The founder was in foster care and has a passion rallying the community. Several older youth and former youth in care are part of this society.

Extended voluntary care to age 21

Maryland

Maryland has a contract with the Orphan Foundation of America (OFA) to administer the ETV program. Both Maryland and OFA have produced brochures. Maryland has provided statewide training to all 24 local departments of social services, youth and provides providers.

Minnesota

In Minnesota the state administers the Chafee Education and Training Vouchers (ETV) vs. contracting for this administrative and program function. The state has developed an ETV application process that rates applicants on factors that predict post-secondary academic success. In 2006 we began an informal mentoring program which is designed to support ETV applicants as they move through the academic year. We also co-sponsor an ETV picnic in the summer which is designed to provide ETV recipients with information that will assist them with their academic journey typically beginning in the fall of the year. Topics include information on the various types of loans and grants that students can apply for and guidance on maintaining compliance with the requirements of the ETV program.

Mississippi

There are a number of strategies in place to help youth transition into and succeed in post-secondary education. A worker who receives an ETV request from a Youth out of care and eligible for the ETV program shall complete a Case Management service in MACWIS, requesting the appropriate support service for the ETV voucher. This can be entered from any county location, regardless of the originating

County of Responsibility. Youth enrolled in the ETV program on their 21st birthday may continue in the ETV program until their 23rd birthday, upon meeting the above criteria. In addition to the newly funded ETV Program that covers post-secondary educational needs and vocational programs, Mississippi provides the upgraded stipend amounts to assist our youth as they transition towards post-secondary education. The following stipends are available to assist with financial needs and encouragement to continue with their educational efforts which will prepare them for better employment opportunities and better salaries. They are:

College Bound Stipend: \$600. This stipend is being made available to youth who live on the college campus and to those enrolled in college but who do not live on campus. This stipend can be used to furnish the dorm room or place of residence, purchase books/resource material, computer, or other needed items not covered by other funding.

Start-Up Stipend: \$1,000. This stipend is an emancipation stipend to be used for purchases associated with establishing a home or place of residence.

ETV Program: Please see description below.

The Mississippi Department of Human Services, Division of Family & Children's Services, Independent Living Program believes it is crucial to have youth involved with their developing of their own Independent Living Plan.

Nebraska

The strategies being used by Nebraska are the Education and Training Vouchers Program and the Former Ward Program. In the Education and Training Vouchers Program, staff members monitor and support the progress of each student. We have established connections at the institutions the youth attend to ensure and timely and accurate payment of tuition. Staff also are able to connect the youth with staff at each school who they can go to for assistance with any issue related to their studies. In Omaha there is a staff person who is at Metro Community College almost daily to meet face to face with youth to talk about their progress and give any assistance or advice needed. We also hold gatherings in a number of sites for youth involved in the ETV Program to meet other youth attending the same institutions. This helps the youth feel more connected and supported. Care packages are sent to each youth with items that support the youth's education. Our overall retention rate in 2006 was 67%.

New Mexico

We are improving the disbursement of ETV funds by contracting with a fiscal agent. We are planning to develop youth-facilitated support groups at New Mexico's universities and community colleges.

New York

NYS regulations permit youth between the ages of 18 -21 to remain in foster care provided they are in school or attending a post secondary educational or vocational training program. State law permits the use of foster care funds to pay for room and board at college (up to the amount that would be paid to a foster family). This would be in addition to Education and Training Vouchers support. In addition, Aftercare Services are provided to former foster care youth between the ages of 18 and 21 years and include counseling, employment and educational supports and services, where appropriate. Every youth discharged to independent living must remain on a trial discharge for at least 6 months where custody is retained and certain casework contacts and service provision apply. When custody ceases, the social services district must maintain supervision of the youth until the youth is 21 years of age.

Foster care maintenance payments may be made to a college or university for a youth's room and board when a foster youth is away at college.

NY provides casework support and services to ETV recipients who remain in foster care until the age of 21.

North Dakota

The majority of our Youth Advocacy Board members are pursuing a post-secondary education. The members support one another and also are role models for the younger members.

All youth who have aged out of foster care have the option to work with a Regional IL Coordinator until the age of 21, or until age 23 for those receiving ETV Awards.

Education is a life domain listed on the Single Plan of Care document and is focused on at each quarterly Child and Family Team Meeting.

Ohio

Youth and young adults were assisted by PCSA staff in completing high school, receiving their GED, or completing vocational school. Tutors in remedial education and/or computer-assisted programs provided assistance. PCSAs also assisted youth in continuing their education or obtaining job training by participating in career and vocational programs that helped identify and set personal goals. Because the majority of Ohio's counties are rural in nature, the regionalization of services is encouraged so that barriers such as unavailability or inaccessibility of services can be decreased. Ohio has contracted with the Orphans Foundation of America (OFA) to administer the Education and Training Voucher Program (ETV). The Education and Training Voucher is a funding source through the federal government that provides up to 5,000 dollars a year to youth that have emancipated from foster care or were adopted at the age of 16 or older and choose to pursue a secondary education or training. The Orphan Foundation of America has administered the ETV program for the state of Ohio for the past 4 years. Also, Ohio continues to promote the ETV program through various venues (workshops, conferences, meetings, etc). The OFA has a great mentoring program that assists the young person in meeting their needs such difficulty with classes or sending care packages. The Orphans Foundation of America has committed to providing the young person with the tools to keep the young adult in school.

Oklahoma

The Education Specialist described in question #1 has a significant impact on preparing youth to continue in post-secondary pursuits. Workshops on career planning and educational opportunities are offered at teen conferences and during area IL seminars. Youth are referred to Workforce where they are also exposed to career paths. Education is one of the five basic areas discussed in each IL case plan/transition plan meeting with custody youth 16 to 18 years of age.

South Carolina

Strategies that the state uses in helping youth transition into and succeed in post-secondary education are:
Summer college housing for youth who are attending college and who do not have a foster home placement available to them for summer housing may receive up to \$200.00 per/month for up to a maximum of 3 months. Funds may come out of Chafee housing funds when ETV funds are exhausted or not available.

Assistance with pre-college expenses. Some examples include:

- College applications - \$150.00
- SAT/ACT fees - three of each tests
- College deposits
- College placement exams

SCDSS has a collaboration with the SC Commission on Higher Education in ensuring that the foster youth receives the maximum amount of financial aid. SC Commission on Higher Education serves as the state's coordinating board for public higher education and strives to promote quality and efficiency in the state system of higher education with the goal of fostering economic growth and human development in South Carolina. SC Commission on Higher Education act both as an advocate for higher education and as an oversight entity for the state. The SC Commission on Higher Education carries out its mission through statewide planning and working with institutions and other constituencies to promote quality, access and efficiency in the state's higher education system while balancing advocacy, stewardship and accountability.

Texas

The Education and Training Voucher federal grant program for eligible youth up to the age of 23.

Former foster youth who meet certain criteria may be eligible for state tuition fee waivers for life.

Partnerships with colleges and universities in Texas to help PAL students. Several universities, including Texas A&M University at Commerce, University of Texas at Arlington, Texas State University, Texas A&M University at Kingsville, and Western Texas College. Provisions include residential housing scholarships for former foster care youth, PAL youth college conferences, college tours, staff to assist students with financial aid applications, work-study programs, and campus employment, and staff or faculty mentors to high school seniors planning to attend the university. The University of Houston "Urban Experience" program provides social and emotional support, as well as coordination of education, employment, and counseling to foster care alumni.

Vermont

1. Chafee scholarships administered by VSAC.
2. Chafee funds for independent living expenses, books, supplies, lab fees not covered by financial aid.
3. VSAC is partnering with DCF to address the barriers to youth succeeding in post-secondary education. A draft memorandum of Understanding between the Department for Children & Families and VSAC is under review. Once complete it will allow VSAC outreach workers located in schools throughout the state to target youth in foster care in order to offer them access to programs such as Gear Up, Trio and Upward Bound beginning at age 11. The intended outcome is that youth will view post-secondary education as a viable option and will be supported to complete their educational goals.

Virginia

- Educational workshops and ETV Program training for the local departments of social services' staff, Virginia Youth Advisory Council, youth and other stakeholders
- Partnerships with colleges, universities, and vocational training programs
- Case management-transitional living plans, life skills assessments, counseling and mentoring services

Washington

Foster Care to College- provides services through community based providers in four areas:

Communications: Outreach targets youth in foster care between the ages of 13 and 21 to get the word out that college is a real possibility and to provide them with resources necessary to achieve their post-secondary aspirations.

Mentoring: We pair positive, professional adults with youth who have similar vocational interests. These adults help young people complete necessary college entry paper work and provide motivation, encouragement and support throughout the college experience.

Seminars: We invite youth beginning in 6th grade through 12th grade and their caregivers to “How to Go to College” seminars. These seminars are designed to get youth excited about the prospect of pursuing education and training beyond high school and to introduce them to the skills and resources that will help them succeed.

Training: We provide training to caregivers, social workers, and educators to provide them with the information and resources necessary to support foster youth in obtaining their higher education pursuits.

Foster care to 21 – provides youth who are interested in pursuing post secondary education to remain in foster care until age 21 while they continue their education. This program is limited to 50 youth in 2006, 100 youth in 2007, and 150 youth in 2008.

Educational and Training Voucher – provides financial assistance through a voucher program to youth who are pursuing a post secondary education and can demonstrate a need.

Transitional Living Program – Contracted providers work with youth from age 18 up to age 21 on an array of service needs including post secondary support and achievement.

Wyoming

Transitional Living providers meet with youth attending college in their communities to give foster care alumni support.

GEAR-UP and TRIO at all colleges

How is your state utilizing ETV dollars, and what agency manages these dollars?

Alaska

The Office of Children’s Services manages the ETV dollars in Alaska. Currently all qualified youth receive the full \$5,000 and can use it on:

- i. Tuition
- ii. Books
- iii. Room
- iv. Board
- v. Fees
- vi. Health care
- vii. Day care

Arizona

ETV funds, managed by the Division of Children, Youth, and Families are used broadly for a wide variety of accredited college programs and a diverse group of vocational training and trade programs, statewide. The ETV program continues to expand as eligible youth become aware of this resource.

Colorado

The Orphan Foundation of America is contracted to manage ETV for Colorado. They are a national non-profit organization with more than two decades of experience providing scholarship funding and support services.

Eligible foster youth are those who are 17 to 23 years old and apply before their 21st birthday. Eligible adoptive youth are those who were adopted from foster care on or after their 16th birthday are 17 to 23 years old and apply before their 21st birthday. Once determined eligible the youth/young adult is eligible to continue to receive ETV funding as long as they are making continuous progress toward a degree or certificate as shown by maintaining a minimum of a 2.0 grade point average and enrolled in a minimum

of 9 credit hours for freshman in the first semester with a gradual increase to a maximum of 18 credit hours. Summer session minimum is 3 credit hours. Eligible youth are citizens of the United States. Voucher funding is based upon the students unmet needs up to \$5000 per academic year and may be used for tuition and fees, room and board, books, a computer, transportation, health insurance, child care and living expenses.

Connecticut

The DCF manages the ETV funds that CT receives.

Currently funding goes to purchase laptop computers for all youth in care who are pursuing a post-secondary educational program.

We fund a part of one of our pupil personnel positions out of these dollars.

We fund cost of college, up to \$5000, for youth adopted after 16.

District of Columbia

In the District of Columbia, ETV dollars are utilized to provide financial assistance for youth continuing post-secondary college, who are between the ages of 21-23. The District's child welfare agency manages the ETV funding.

Delaware

Dollars are used to assist eligible youth with associated costs related to attending an institution of higher learning

Direct expenses: tuition, room and board at the institution, books, fees, etc

In-direct expenses: off campus housing, utilities, transportation, childcare, supplies, etc

The Division of Family Services (DFS) has an agreement with the Child Placement Review Board (CPRB) who manages the funds. Independent living service providers coordinate with CPRB in administering the funds

Florida

Florida uses ETV dollars as a funding source for the Road to Independence Program which helps to pay living and educational expenses for young adults attending postsecondary institutions. In addition, ETV funds can also be used for young adults attending school part-time through the Transitional Support Services. Funds are also being used for young adults who were adopted at age 16 or 17.

Florida has 22 community-based care lead agencies that provide child welfare services with contracted dollars. ETV funds are provided to the agencies through these contracts and managed by the individual lead agency. The state provides oversight activities.

Indiana

Indiana is contracted with the Orphan Foundation of America and utilizes the funds to cover all aspects of a young person's post secondary education including but not limited to tuition, housing, transportation, computers and printers, living expenses, books and child care.

Kansas

Children & Family Services of the Department of Social and Rehabilitation Services manages ETV dollars for the state of Kansas. ETV dollars are used for costs of post secondary education and certified training programs for youth who meet eligibility.

Louisiana

We have contracted with 8 providers for ETV. We use the ETV for tuition, day care, books, and anything that would exceed the cost of grants and scholarships.

Maine

Managed by the state agency - DHHS

Maryland

Maryland complies with federal guidelines as well as looks at each youth's individual needs. Maryland has a contract with OFA to administer the ETV program.

Minnesota

In Minnesota the Department of Human Services contracts with our two largest metropolitan areas (Minneapolis and St. Paul) to select and support eligible youth according to state guidelines. For the remainder of the state, the Department of Human Services receives, scores and selects ETV applicants and contracts with a local non-profit agency to administer the funds to selected youth. The ETV funds are divided between these three entities according to a formula that considers the number of youth who are either state wards or have a permanency disposition of long-term foster care and are likely to age out of foster care at age 18.

Mississippi

The ETV Program, enacted in 2001, provides Mississippi with supplemental resources to meet the educational and training needs of youth aging out of foster care including post-secondary educational and vocational programs. This program makes vouchers of up to \$5,000 per year available to eligible youth attending institutions of higher education. Eligible youth include youth who have left foster care because they attained 18 years of age and have not yet attained 21 years of age; youth likely to remain in foster care until 18 years of age, commensurate with the State criteria used to determine eligibility for the program; and former foster care recipients, age 21 and younger. Students participating in the voucher program at age 21 and making satisfactory progress toward completing their course of study or training may continue up to age 23. Mississippi will provide vouchers to youth who are adopted from foster care after attaining age 16 but have not yet attained 21 years of age. The Mississippi Department of Human Services, Division of Family & Children's Services, Independent Living Program manages these funds.

Nebraska

The Nebraska Department of Health and Human Services contracts with a private agency, Central Plains Center for Services to administer the ETV funds. In 2006 there were 232 youth that received assistance from ETV program. The ETV funds are used for administration, payments to institutions for tuition and fees, and payments to youth or vendors for books and other education related expenses.

New Mexico

We are managing them right now, but are preparing to implement a contract with a fiscal agent for state FY 2008.

New York

Over the last three years, OCFS has contracted with the Orphan Foundation of America for the ETV program. The first two years of the ETV program, OCFS was able to spend almost all of its ETV dollars. During FFY 2005-2006 we did expend all ETV funds and we anticipate that we will do this again during FFY 2006-2007. Since the ETV program began, OCFS has funded approximately 800-900 students each year. OCFS has prioritized ETV vouchers to older youth by making sure they receive ETV funds and that they continue to receive ETV funds if they were funded in the previous year. Thus far, NY has been able to provide ETV supports to every youth who has applied and is eligible for the vouchers.

So far for FFY 2006-07, ETV funds have been used for Tuition (28%); Computers (16%); Living Expenses (16%); Transportation (15%); School Supplies (13%); Loans (7%) and Housing (4%).

North Dakota

The Department of Human Services manages the ETV dollars, and I am the ETV Administrator. Eligibility is determined and awards are dispersed directly to the school to be used towards the student's expenses relating to cost of attendance.

Ohio

Ohio has contracted with the Orphans Foundation of America (OFA) to administer the Education, Training Voucher Program (ETV). OFA manages the allocated dollars and reports the expenditures to the State on a quarterly basis. The state manages the contract/grant agreement between OFA and the Ohio Department of Job and Family Services (ODJFS) to ensure that OFA follows the terms of the contract.

Oklahoma

ETV dollars are used for all the items described in the total cost of attendance (tuition, fees, books, room and board, supplies, transportation and personal and miscellaneous. The majority of the funds are paid directly to universities or career centers. The remainder is usually paid to support student living situations, to students, and to stores providing books and supplies needed at school. The ETV program is administered by the Oklahoma Department of Human Services.

South Carolina

The State Office of the SC Department of Social Services manages the ETV Funds. SC DSS utilizes the ETV Funds by assisting eligible youth with up to \$5,000 per year as long as funds are available through the Education and Training Voucher Program. The youth are required to complete the FAFSA form either on line or at their school which will allow them to have access to all state and federal based scholarships and grants. The awarding of ETV funds depends on the cost of the school and the amount of grants and scholarships the youth needs. The \$5,000 includes all the costs associated with the cost of attendance to a postsecondary school. This includes, but is not limited to, the following:

- college and/or dorm deposits
- college placement tests
- books, supplies and uniforms
- tuition and fees
- computers
- meal plans or meal cards
- room and board on/off campus
- parking fees
- required educational computer software
- lab equipment
- transportation

Summer college housing for youth who are attending college and who do not have a foster home placement available to them for summer housing, may receive up to \$200.00 per/month for up to a maximum of 3 months if there are remaining funds after the payment of all school fee and tuition.

Texas

The Education Training Voucher Program ("ETV") is a federal program administered by the United States Department of Health and Human Services ("HHS") that allows up to \$5,000.00 per school year for individuals enrolled in college or a technical and vocational training program. (See_ 42 U.S.C. § 677). These funds are allocated for the student's cost of attendance as determined by the Education Code, 20 U.S.C. § 10871l. The educational institution determines the cost of attendance. Further, the ETV award is reduced if the student receives other types of monetary assistance. Texas is one of the few states that offers tuition fee waivers for youth who have aged out of the child welfare system to attend public institutions to achieve post-secondary education or to attend vocational training programs. In this case,

federal legislation allows states to reimburse ETV participants for other school and living expenses such as rent, food, utilities, books, childcare, and transportation. In order to ensure students are spending the funds on cost of attendance, current practice requires students to send in receipts for food, utility bills, childcare, and any other costs associated with attending the institution. The Department of Family & Protective Services / Child Protective Services manages ETV dollars.

Vermont

ETV dollars pay for tuition, books, supplies, fees, and some housing. They are administered by VSAC.

Virginia

The ETV Program is designed to ensure financial assistance for foster care youth pursuing higher education or vocational training. Virginia assists foster care youth in making the transition to self-sufficiency by utilizing ETV funds to cover such expenses as tuition, fees, room and board, computers, books, supplies, transportation and child care. Effective June 1, 2006 the Virginia Department of Social Services (VDSS) as oppose to the local departments of social services (LDSS) will provide the 20% non-federal match that is required to receive the full share of the ETV funding available to Virginia. The VDSS allocates the ETV dollars to the LDSS which manages the funds for the youth directly.

Washington

Washington State DSHS-Childrens Administration (CA) administers the ETV program out of CA headquarters.

The **ETV program** has funding available up to \$5,000 to eligible students every year. ETV awards are unique to each student and are based on the cost of attendance formula established by their school of choice, their financial aid award and their unmet need. The total education aid cannot exceed the cost of attendance, so not every student will receive a full \$5,000. ETV awards can help fund tuition, fees, books, housing, transportation and other school-related costs.

Wyoming

ETV funds are managed by the state office of the Department of Family Services. Local contractors of the Chafee funds who are selected by an RFP process assist the student in completing the application and send it to the state DFS office for approval. The funds are sent to financial aid office of the college the youth will attend.

What type of case planning (individual or coordinated) does your state engage in for youth with learning disabilities or who have Individualized Educations Programs (IEPs)?

Alaska

At present, this is an issue being reviewed by the Office of Children's Services and the court system. There is an acknowledgment that we are not doing enough and that further action is necessary to address the needs of the youth. All youth take the Ansel/Casey Life Skills Assessment and participate in an exit plan prior to their leaving state custody.

Arizona

Department case managers provide for a skills assessment to evaluate a youth's self-sufficiency skills. These assessments are available to youth 16 and older and are completed by a contracted life skills trainer. These assessments help to individualize case plans according to a youth's specific needs, objectives and tasks. The results of the skills assessment are incorporated into the youth's individual case plan. Once a case plan identifies areas of need, the case manager accesses services that most closely

addresses the need. In all State Districts, training is individually tailored for youth with special educational, behavioral, or other needs; trainers assess readiness levels for life skills training. The Educational Case Management Unit, mentioned above in #2, will be a major asset to this entire process.

Colorado

The Department has worked with the Colorado Department of Education to develop agency letters to provide guidance regarding county staff involvement with the IEP.

The educational advocacy curriculum developed for caseworkers and supervisors has sections related to their roles with respect to IDEA and the IEP. Also included is a section on transition for youth.

The curriculum being modified for foster parents will address their roles and responsibilities to support children and youth with IEPs.

Connecticut

As in answer 2. We mandate that every youth in placement at the age of 14 until the age of 18 have yearly Adolescent Planning Conferences with an emphasis on their educational needs and plans.

The Bureau also has a pupil personnel specialist (PPS) who participates in planning for these youth.

The DCF has a Unified School District which employs a number of PPS's who are involved in treatment, planning and educational conferences on our youth. All youth determined to be LD would also have a Surrogate Parent who participates in the IEP development.

District of Columbia

The District's child welfare agency has Educational Specialists working with youth who have learning disabilities. They partner with the District's public school system to ensure that supports are in place for youth to receive appropriate and individualized services.

Delaware

IL service providers coordinate with DFS staff, schools and other agencies in the development of case plans. Plans are developed according to services that are being provided by the school (i.e. educational, vocational, etc)

Florida

As part of the local interagency agreements the school system and child welfare service provider work together to coordinate an individualized plan for each youth eligible for an IEP.

Indiana

Indiana does not discriminate in its services. The same services are offered to this set of youth. Family case managers and foster parents are also encouraged to attend IEP conferences and to utilize the IEP in developing IL plans for the youth.

Kansas

Case plans are tailored to fit the family and youth's needs. Staff, family and/or educational advocates participate in IEP's as allowed.

Louisiana

Youths' disabilities are identified and addressed in the case plan and also in the IEP and InterService Committee to plan for a youth.

Maryland

Individual case planning is coordinated with the local board of education to ensure that any special education needs are managed by the caseworker and included in the service case plan.

Minnesota

These issues are handled on a case by case basis at the local county social service level. There is not a statewide program either individual or coordinated that attempts to address this issue directly. However the state has a program called Project C³ which is funded by the U.S. Department of Labor's Office of Disability and Employment Policy (ODEP) through a grant to the Governor's Workforce Development Council that provides information on transition and is targeted to youth in transition. See below link to their website.

<http://www.c3online.org/>

Mississippi

The Mississippi Code of 1972, annotated, Section 43-15-13(2)(f) states “the agency shall implement concurrent planning so that permanency may occur at the earliest opportunity.” The Adoption and Safe Families Act of 1997 (P.L. 105-89) further mandated shortened timelines for achieving permanency for children in foster care. To meet these timelines in conjunction with the permanent goal, Mississippi adopted the concept of concurrent planning in 1999. Concurrent planning requires not only the identification of an alternative goal, but also the implementation of active efforts toward both goals simultaneously, with the full knowledge of all case participants. There are various Case planning meeting that are utilized such as the County Conference and the Family Team Meeting. It is mandatory that a permanent plan be made for every foster child, including those with learning disabilities. The County of Responsibility worker is responsible for carrying out the Individualized Services plan for the youth, and make a continuous and diligent effort toward realizing the plan must be made and documented in the record. This includes the collaborative efforts with the schools, Mental Health resources, and those that are related to the case record.

Nebraska

Health and Human Services workers attend IEP meetings and are actively involved in the planning of educational activities of youth on their caseloads. When appropriate, parents, foster parents etc. participate on teams to promote the best services for those youth, such as testing, supportive services, placement etc.

New Mexico

Caseworkers work with educational professionals and caregivers to ensure educational services are appropriate, and that they are delivered effectively.

New York

Some IEP information is documented in CONNECTIONS including the child's disability, services provided and Surrogate Parent Information.

Where the child's parent is not involved in making educational decisions, a foster parent, under certain circumstances, may be appointed as a Surrogate Parent. Even if the foster parent is not acting as the Surrogate Parent, the foster parent should be considered a participant at CSE meetings.

Educational information, including IEP information is included in the information required for Permanency Hearing Reports (grade level, IEP date, types of services received).

North Dakota

All youth in foster care have a personal “Child and Family Team” in which team membership is determined by the youth's individualized needs and strengths. Youth with learning disabilities or those with IEP's have the appropriate school representative as part of their Child and Family Team.

Ohio

The youth has their own individual case plan based on their particular need. The plan may be updated according to the need and circumstance at that time. The education system/private practitioner, etc diagnoses the learning disability and the education system determines the need for IEPs based on the child's individual assessment.

Oklahoma

All youth in state or tribal custody must have a case plan that is to be updated every six months. Youth are engaged to participate in the case planning as early as they feel comfortable and can understand the planning process.

South Carolina

To ensure the educational needs of youth with requiring Individualized Educational Programs (IEPs), the SCDSS collaborates with PRO-Parents for trainings. PRO-Parents is the parent training and information agency for South Carolina. It is primarily funded through the US Department of Education Grant Funds. PRO-Parents provide training, information and assistance to parents of children with disabilities to prepare them to make decisions about their child's education. Regional Education Coordinators conduct free workshops around the state on several topics:

- Parents' rights and responsibilities under the law: An overview of the special education process.
- How to participate successfully in designing the Individualized Education Program (IEP) for your child.
- What does "inclusion" really mean? What constitutes the "least restrictive environment"?
- How to advocate effectively and work collaboratively with professionals.
- The laws: What are they and how do they differ? How do they protect my child with special needs?
- Transition: What help can I expect as my child prepares to leave school?
- Attention Deficit Disorder: Effective educational intervention.

Additionally, the SCDSS created the Educational and Health Passport that follows the youth from placement to placement. The passport briefly captures the educational and medical information of a youth to assist in expediting school enrollment. Upon exiting the foster care system, the youth is given the passport.

Texas

For youth in special education programs, the Individual Education Plan identifies specific agencies that should be involved and what services should be provided. School transition services provided to youth with disabilities include diagnosis and evaluation services, employment skills training and counseling, social skills training and counseling, advocacy skill training, mental health services, community integration services, and daily living skills training. Out-of school services include social skills training and counseling, advocacy skills training, mental health services, community integration services, daily living skills training, and help accessing equipment and supplies. The school systems in Texas provide adult service agencies with information about youth with disabilities transitioning out of high school that may need services.

Vermont

Collaborate with Vocational Rehabilitation and IEP case manager
Collaborate with Adult Basic Education (Learning Works)

Virginia

The local school divisions are responsible for special education services. However, foster care workers, transitional workers, foster parents, and youth are encouraged to participate in the case planning. Representatives from other state agencies (e.g. Departments of Education, Department of Rehabilitative Services) and community organizations may also be involved.

Washington

Social workers are encouraged to participate as IEP team members

IEPs are to be used when developing the child's Individualized Safety and Service Plan (ISSP) and transitions from care planning.

Shared Planning meetings occur regularly throughout the time a youth is in foster care which can include school personnel.

Wyoming

The youth meets with the transitional living provider to make a case plan if the youth is a foster care alumni. There are also individual programs on each campus in the state that assists with youth with learning disabilities.

The provider in communities where there is a community college often has support groups who help foster care alums make individualize educational plans.

Name and contact information of state individual regarding youth education issues

Alaska

For youth in state custody it is:

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For the State of Alaska it is:

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Independent Living Program Coordinator for educational issues for foster youth in South Carolina is
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Bonita M. Strait

South Carolina Department of Social Services

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