

FEB 15 2012

Arkansas  
Secretary of State

**POLICY VI-K: EDUCATIONAL SERVICES FOR CHILDREN IN OUT-OF-HOME  
PLACEMENT**

Deleted: 1

04/2012

Deleted: 07/2010

Deleted: 3

**Educational Continuity and Responsibilities**

All decisions regarding the education of children in foster care will be based on the best interest of the individual child. To assure the continuity of education for children in foster care, DCFS shall work collaboratively with educators, school foster care liaisons, other Divisions of the Department of Human Services, the Department of Education, the circuit courts, providers of services to children in foster care, CASA, parents, guardians, and any person appointed by the court.

The Division shall consider the continuity of educational services and school stability when making placement decisions. As such, the DCFS will make every attempt to maintain the child's enrollment in the school he or she attended prior to placement into foster care and in any subsequent placement moves while in foster care. To this end, the Division shall coordinate transportation issues with the local school district and provide other assistance that is reasonable and practical.

When it is in their best interest, children in foster care shall be moved in a timely manner to a new school. Except in the case of an emergency, prior to making a recommendation to move a child in foster care from their current school, the Division shall provide a written explanation to the following:

- A. The child in foster care;
- B. The child's attorney ad litem;
- C. The CASA, if appointed; and
- D. Parents, guardians, and any persons appointed by the court.

To ensure that children in the custody of the Department receive a quality education, it is the Division's policy to enroll children in foster care only in schools accredited by the Arkansas Department of Education. This requirement also applies to children placed in residential facilities.

It is the responsibility of DCFS to assure that children in foster care are afforded educational opportunities, including academic resources, services, and extracurricular enrichment activities, in order to help each child in foster care achieve his or her full potential. Children in foster care shall be held to the same academic achievement standards to which all children are held and be placed in the least restrictive educational placement. The local county office should be aware of educational resources in the community and across the state so that staff may access these resources for children in foster care.

Deleted: .

Deleted: DCFS shall

Deleted: their

Deleted: .

Deleted: ¶  
The Division shall consider the continuity of educational services and school stability when making placement decisions, including making every attempt to maintain the enrollment of a child in the school where attending prior to placement into foster care. To this end, the Division shall coordinate transportation issues with the local school district and provide other assistance that is reasonable and practical.

Deleted: To ensure that children in the custody of the Department receive a quality education, it is the Division's policy to enroll children in foster care only in schools accredited by the Arkansas Department of Education. This requirement also applies to children placed in residential facilities. The local county office should be aware of educational resources in the community and across the state so that they can access these resources for children in foster care. ¶

¶  
IMPORTANT INFORMATION FOR FAMILY SERVICE WORKERS CONCERNING CHILDREN IN FOSTER CARE AND EDUCATION ¶

**School districts are required to:**

- A. Allow the child to remain in his/her current school unless the court finds that doing so is a conflict with other laws (not residency);

- B. Work out a transportation plan that will allow the child to remain in his/her current school, to the extent reasonable and practical;
- C. Designate a foster care liaison;
- D. Accept credit coursework when the child satisfactorily completes the appropriate education placement assessment;
- E. Refrain from lowering the grades of a child in foster care because of:
  - 1) A change in school;
  - 2) Absence due to attendance at court-ordered treatment or counseling;
  - 3) Absence due to attendance at dependency-neglect proceedings.
- F. Immediately enroll any child that has been moved to their district, even if the child does not have his/her school uniform, school records, immunization records, etc.

**Schooling Options**

Children in foster care shall attend public schools. However, the DCFS Director may grant an educational waiver allowing a child to be placed in a non-public school, including a private, parochial, or home school if it is in the best interest of the child. No state or federal funding may be used for such placement. For a child in foster care to be enrolled in a non-public school or be home schooled, a certified mental health professional must present documentation stating that the non-public schooling is in the child's best interests. A child in foster care may receive Home Bound Instruction as part of their Individualized Education Program (IEP). Home Schooling and Home Bound Instruction are two different programs. Home Bound Instruction is a planned, time limited program that is established and provided by the child's school.

Formatted: Left

Deleted:

If a child is incapable of attending school on a full-time basis due to the medical condition of the child, the reason for which the child is deemed incapable of attending school must be certified by a medical professional and be supported by regularly updated information in the case plan of the child.

If a child in foster care is currently enrolled in a "School Improvement" school as determined by the Arkansas Department of Education (ADE) the child's case can be staffed to assess the child's progress at that school. If the child is progressing at the current school he or she can remain at that school, or the child can transfer to another school if it is in the child's best interest to do so. The Foster Care Manager will review the ADE website quarterly to determine the "School Improvement" schools and notify the appropriate County Supervisor of the information.

Deleted:

Deleted: Manager of the

Deleted: Unit

Deleted: W

Each public education agency would be expected to ensure that the rights of a child are protected if:

- A. No parent can be identified; or,
- B. The public agency, after reasonable efforts, cannot discover the whereabouts of a parent; or,
- C. The child is a ward of the state of Arkansas under the laws of this state.

Deleted: 1) n

Deleted: o

Formatted: Numbered + Level: 1 +  
Numbering Style: A, B, C, ... + Start at: 1 +  
Alignment: Left + Aligned at: 0.25" + Indent  
at: 0.5"

Deleted: 2) t

Deleted: 3) t

If the court transfers custody of a child to the Department, the court shall issue an order containing determinations on whether the child's parent or guardian may:

- A. Have access to the child's school records;

- B. Obtain information on the child's current placement, including the name and address of the foster parents or provider; and
- C. Participate in school conferences or similar activities at the child's school.

Surrogate Parents Provisions for IDEA

If custody of a child is transferred to the Department, the court may also appoint an individual to consent to an initial evaluation of the child and serve as the child's surrogate parent under Individuals with Disabilities Education Act (IDEA), as in effect on February 1, 2007. If the court orders that the child's parent(s) shall have no involvement in the child's educational planning, the Department shall ask the child's foster parent or appropriate biological relative to act as the surrogate parent. If the child's parent is a partner in planning and overseeing the child's education as a member of the IEP team, a surrogate parent is not necessary. The child's parent, if permitted by the court to participate, may request that a family member or the foster parent act as the surrogate parent. The appointed family member or foster parent will not be required to undergo surrogate parent training and will be discharged once the child's parent is ready to resume involvement. If the family member or foster parent has not received surrogate parent training and would like to, the Local Education Agency (LEA) Special Education Supervisor or designee can assist in coordinating the surrogate parent training for the foster parent.

Deleted:

Deleted:

Deleted:

Deleted:

If DCFS is unable to locate the child's parent, the parent(s) are not involved in the case, or the parent's rights have been terminated, the Division shall request that the child's foster parent be assigned as the surrogate parent. If the foster parent has not received surrogate parent training, and would like to, the LEA Special Education Supervisor or designee can assist in coordinating the surrogate parent training for the foster parent.

Deleted:

Transition planning is a required component of the IEP for children age 16 and above.

Children in Foster Care Special Education Needs

Due to the special education needs of many children who enter foster care, it is necessary to assess and identify educational needs early in the casework process. A comprehensive health assessment must be completed on each child in foster care within 60 calendar days of removal from home (see Policy VI-D Comprehensive Health Assessment and Health Plan for Children Receiving Out of Home Placement Services). The comprehensive health assessment includes assessments of cognition/achievement, speech/language development, hearing, vision, medical, emotional and behavioral development which can be used by the child's school in the process of determining the child's need for services. The University of Arkansas for Medical Sciences Project for Adolescent and Child Evaluation (UAMS PACE) Program is responsible for conducting the comprehensive health assessments and will make recommendations concerning the child's educational needs and referrals for Special Education Services.

Deleted:

Deleted:

Deleted:

Deleted: s

Deleted:

Deleted:

The Individuals with Disabilities Education Act (IDEA) states that ADE ensures that all children with disabilities ages 3 to 21 residing in the state have the right to and availability of a free appropriate public education including children with disabilities who have been suspended or expelled from school. Free Appropriate Public Education (FAPE) also requires that the services provided to a child with disabilities under this part must address all of the child's identified special education and related services needs. The services and the change of placement needed by each child with a disability to receive FAPE must be based on the child's unique needs and not on the child's disability. Each public education agency shall implement child-find requirements to identify, locate, and evaluate all children with disabilities.

Deleted: s

Deleted:

MARKYUP

## **POLICY VI-K: EDUCATIONAL SERVICES FOR CHILDREN IN OUT-OF-HOME PLACEMENT**

04/2012

### **Educational Continuity and Responsibilities**

All decisions regarding the education of children in foster care will be based on the best interest of the individual child. To assure the continuity of education for children in foster care, DCFS shall work collaboratively with educators, school foster care liaisons, other Divisions of the Department of Human Services, the Department of Education, the circuit courts, providers of services to children in foster care, CASA, parents, guardians, and any person appointed by the court.

The Division shall consider the continuity of educational services and school stability when making placement decisions. As such, the DCFS will make every attempt to maintain the child's enrollment in the school he or she attended prior to placement into foster care and in any subsequent placement moves while in foster care. To this end, the Division shall coordinate transportation issues with the local school district and provide other assistance that is reasonable and practical.

When it is in their best interest, children in foster care shall be moved in a timely manner to a new school. Except in the case of an emergency, prior to making a recommendation to move a child in foster care from their current school, the Division shall provide a written explanation to the following:

- A. The child in foster care;
- B. The child's attorney ad litem;
- C. The CASA, if appointed; and,
- D. Parents, guardians, and any persons appointed by the court.

To ensure that children in the custody of the Department receive a quality education, it is the Division's policy to enroll children in foster care only in schools accredited by the Arkansas Department of Education. This requirement also applies to children placed in residential facilities.

It is the responsibility of DCFS to assure that children in foster care are afforded educational opportunities, including academic resources, services, and extracurricular enrichment activities in order to help each child in foster care achieve his or her full potential. Children in foster care shall be held to the same academic achievement standards to which all children are held and be placed in the least restrictive educational placement. The local county office should be aware of educational resources in the community and across the state so that staff may access these resources for children in foster care.

School districts are required to:

- A. Allow the child to remain in his/her current school unless the court finds that doing so is a conflict with other laws (not residency);

- B. Work out a transportation plan that will allow the child to remain in his/her current school, to the extent reasonable and practical;
- C. Designate a foster care liaison;
- D. Accept credit coursework when the child satisfactorily completes the appropriate education placement assessment;
- E. Refrain from lowering the grades of a child in foster care because of:
  - 1) A change in school;
  - 2) Absence due to attendance at court-ordered treatment or counseling;
  - 3) Absence due to attendance at dependency-neglect proceedings.
- F. Immediately enroll any child that has been moved to their district, even if the child does not have his/her school uniform, school records, immunization records, etc.

### Schooling Options

Children in foster care shall attend public schools. However, the DCFS Director may grant an educational waiver allowing a child to be placed in a non-public school, including a private, parochial, or home school if it is in the best interest of the child. No state or federal funding may be used for such placement. For a child in foster care to be enrolled in a non-public school or be home schooled, a certified mental health professional must present documentation stating that the non-public schooling is in the child's best interests. A child in foster care may receive Home Bound Instruction as part of their Individualized Education Program (IEP). Home Schooling and Home Bound Instruction are two different programs. Home Bound Instruction is a planned, time limited program that is established and provided by the child's school.

If a child is incapable of attending school on a full-time basis due to the medical condition of the child, the reason for which the child is deemed incapable of attending school must be certified by a medical professional and be supported by regularly updated information in the case plan of the child.

If a child in foster care is currently enrolled in a "School Improvement" school as determined by the Arkansas Department of Education (ADE) the child's case can be staffed to assess the child's progress at that school. If the child is progressing at the current school he or she can remain at that school, or the child can transfer to another school if it is in the child's best interest to do so. The Foster Care Manager will review the ADE website quarterly to determine the "School Improvement" schools and notify the appropriate County Supervisor of the information.

Each public education agency would be expected to ensure that the rights of a child are protected if:

- A. No parent can be identified; or,
- B. The public agency, after reasonable efforts, cannot discover the whereabouts of a parent; or,
- C. The child is a ward of the state of Arkansas under the laws of this state.

If the court transfers custody of a child to the Department, the court shall issue an order containing determinations on whether the child's parent or guardian may:

- A. Have access to the child's school records;

- B. Obtain information on the child's current placement, including the name and address of the foster parents or provider; and
- C. Participate in school conferences or similar activities at the child's school.

#### **Surrogate Parents Provisions for IDEA**

If custody of a child is transferred to the Department, the court may also appoint an individual to consent to an initial evaluation of the child and serve as the child's surrogate parent under Individuals with Disabilities Education Act (IDEA), as in effect on February 1, 2007. If the court orders that the child's parent(s) shall have no involvement in the child's educational planning, the Department shall ask the child's foster parent or appropriate biological relative to act as the surrogate parent. If the child's parent is a partner in planning and overseeing the child's education as a member of the IEP team, a surrogate parent is not necessary. The child's parent, if permitted by the court to participate, may request that a family member or the foster parent act as the surrogate parent. The appointed family member or foster parent will not be required to undergo surrogate parent training and will be discharged once the child's parent is ready to resume involvement. If the family member or foster parent has not received surrogate parent training and would like to, the Local Education Agency (LEA) Special Education Supervisor or designee can assist in coordinating the surrogate parent training for the foster parent.

If DCFS is unable to locate the child's parent, the parent(s) are not involved in the case, or the parent's rights have been terminated, the Division shall request that the child's foster parent be assigned as the surrogate parent. If the foster parent has not received surrogate parent training, and would like to, the LEA Special Education Supervisor or designee can assist in coordinating the surrogate parent training for the foster parent.

Transition planning is a required component of the IEP for children age 16 and above.

#### **Children in Foster Care Special Education Needs**

Due to the special education needs of many children who enter foster care, it is necessary to assess and identify educational needs early in the casework process. A comprehensive health assessment must be completed on each child in foster care within 60 calendar days of removal from home (see Policy VI-D Comprehensive Health Assessment and Health Plan for Children Receiving Out of Home Placement Services). The comprehensive health assessment includes assessments of cognition/achievement, speech/language development, hearing, vision, medical, emotional and behavioral development which can be used by the child's school in the process of determining the child's need for services. The University of Arkansas for Medical Sciences Project for Adolescent and Child Evaluation (UAMS PACE) Program is responsible for conducting the comprehensive health assessments and will make recommendations concerning the child's educational needs and referrals for Special Education Services.

The Individuals with Disabilities Education Act (IDEA) states that ADE ensures that all children with disabilities ages 3 to 21 residing in the state have the right to and availability of a free appropriate public education including children with disabilities who have been suspended or expelled from school. Free Appropriate Public Education (FAPE) also requires that the services provided to a child with disabilities under this part must address all of the child's identified special education and related services needs. The services and the change of placement needed by each child with a disability to receive FAPE must be based on the child's unique needs and not on the child's disability. Each public education agency shall implement child-find requirements to identify, locate, and evaluate all children with disabilities.

CLEAN



## PROCEDURE VIII-A2: Youth Transitional Plan & Life Plan

04/2012

Deleted: 01/2011

Deleted: 3

The Family Service Worker will:

- A. Develop a Transitional Plan with all youth in foster care between the ages of 14 and 21, and for all youth who turn 14 while in foster care, within 90 days of entering care or within 90 days after their 14<sup>th</sup> birthday.
- B. Assist the youth in developing a Transitional Team to include individuals identified by the youth as significant (e.g. foster parents, bio family, AAL, CASA, mentors, therapists, TSC, teachers, coaches).
- C. Review the Transitional Plan every six months to ensure consistency with education plan, case plan, and life plan and coordinate with the youth's school at least annually, until the youth exits foster care or secondary school.
- D. Determine, based on the youth's age, maturity, disabilities, and other factors, what shall be appropriate to include in the Transitional Plan.
- E. Determine at which point in the youth's development to include the following components: (All components must be present by the time the youth is 17 years old.)
  - 1) Education component
  - 2) Employment component
  - 3) Health component to include information on:
    - a. options for health insurance
    - b. documentation of a health care power of attorney or health care proxy if the youth chooses to designate one
  - 4) Housing component
  - 5) Lifelong Connections component
  - 6) Written confirmation that the youth has been informed of his right to stay in foster care after reaching 18 years of age for education, treatment, work, or other specific programs and services, including but not be limited to the John H. Chafee Foster Care Independence Program and other transitional services
  - 7) The youth's court case record, including information on:
    - a. his or her biological family
    - b. foster care placement history
    - c. tribal information, if applicable
    - d. whereabouts of siblings, if any, unless a court determines that release of information pertaining to siblings would jeopardize the safety or welfare of the sibling
  - 8) List of significant individuals in the youth's life
  - 9) Assistance in obtaining a free credit report and if the youth has a bad credit report because of identity theft, assistance in correcting the credit report
- F. Assist the youth or arrange for assistance in:
  - 1) Procuring life skills training.
  - 2) Completing applications for:
    - a. ARKids First, Medicaid, or assistance in obtaining other health insurance.
    - b. Referrals to transitional housing, if available, or assistance in securing other housing.
    - c. Assistance in obtaining employment or other financial support.

- 3) Applying for admission to a college or university, or to a vocational training program, or another educational institution and in obtaining financial aid, when appropriate.
  - 4) Developing and maintaining relationships with individuals who are important to the youth and who may serve as a resource to the youth based on his or her best interests.
- G. Obtain a consumer credit report for youth 16 and older annually until youth exits care.
- 1) Access the report via [www.annualcreditreport.com](http://www.annualcreditreport.com) within 30 days of the youth's birthday or within 30 days of the youth entering care, whichever occurs first; however, only access it on an annual basis (i.e., ensure that one full year has passed since accessing the previous year's report before viewing the current year's report).
  - 2) Review report with the youth and help youth in interpreting the report within 10 working days of accessing the report.
  - 3) Assist youth in resolving any inaccuracies found in the report.
  - 4) Document the credit report review in the contacts screen in CHRIS.
  - 5) Share relevant information with the youth's Transitional Services Coordinator.
- H. Discuss with the youth the importance of designating someone to make health care decisions on their behalf when they exit from foster care, if they become unable, or if they do not have or do not want, an otherwise authorized relative to do so.
- I. Assist the youth in contacting the individual(s) who they would like to serve as their health care power of attorney or health care proxy and completing documentation authorizing a health care power of attorney or health care proxy. (DHS serves as the youth's health care power of attorney or health care proxy until the youth exits foster care.)
- J. With court permission and if the youth desires, facilitate visits between the youth and his relatives.
- K. Assist all youth in or entering foster care at age 14 or above or in the 9<sup>th</sup> grade, whichever comes first, within 90 days after their 14<sup>th</sup> birthday or 90 days after entering the 9<sup>th</sup> grade, in developing a Life Plan (CFS-002: Life Plan and Agreement for Youth in Transition).
- 1) The Life Plan shall be youth-driven.
  - 2) The Life Plan shall contain a concrete to-do list for youth, staff, and stakeholders.
  - 3) The Life Plan should be adopted by the Transitional Team within six months of the youth's 16<sup>th</sup> birthday or entry into foster care, whichever comes first.
- L. Hold a final Transitional Team meeting within 90 days of youth's planned exit from foster care.
- M. Invite the youth's TSC to the Transitional Team Meeting to discuss Chafee After Care support and ETV.
- N. At the final Transitional Team meeting, complete CFS-003: Checklist for Youth Exiting Care and provide the youth with the following and obtain his signature and that of his attorney ad litem confirming receipt:
- 1) Social security card.
  - 2) Certified birth certificate or verification of birth record, if available or should have been available.
  - 3) Family photos in the possession of the Division.
  - 4) All the youth's health records for the time the youth was in foster care and any other medical records that were available or should have been available to the Division. A youth who chooses to remain in foster care after reaching age 18 may request that his or her health records remain private.
  - 5) All of the youth's educational records for the time the youth was in foster care and any other educational records that were available or should have been available to the Division.
  - 6) Driver's license and other picture identification.

Deleted: O
Deleted: and reviewing
Deleted: the
Deleted: C
Formatted: Indent: Left: 0.25", Tab stops: Not at 0.25"
Deleted: R
Deleted: of youth 16 and older
Deleted: once per year
Deleted: .
Formatted: Numbered + Level: 1 + Numbering Style: 1, 2, 3, ... + Start at: 1 + Alignment: Left + Aligned at: 0.75" + Indent at: 1"

- 7) Transitional Resources Book and Life Book, if applicable.
  - 8) Life Plan.
  - 9) If the youth elected not to designate a health care power of attorney or health care proxy before aging out of care (whether at 18 or 21), contact information for legal services if at a later point the youth decides to designate someone to make health care decisions on his or her behalf, if he or she becomes unable to participate in such decisions and does not have, or does not want, a relative who would otherwise be authorized to make such decisions.
  - 10) All information contained within the youth's case plan (current or former, as requested).
  - 11) A list of all the youth's former placements.
- O. Document a current address and contact information for youth who reside outside the foster home in order to study, work, or for any other reason. This information must be kept current.
  - P. Within 72 hours of case closure, notify the Eligibility Unit of the case closing and provide the Trust Coordinator with any information requested.

The Eligibility Unit Trust Coordinator will, within 30 days after the youth leaves foster care, provide the youth with the following information:

- A. A full accounting of all funds held by the department to which he or she is entitled;
- B. How to access the funds;
- C. When the funds will be available.

## PROCEDURE VIII-A2: Youth Transitional Plan & Life Plan

04/2012

The Family Service Worker will:

- A. Develop a Transitional Plan with all youth in foster care between the ages of 14 and 21, and for all youth who turn 14 while in foster care, within 90 days of entering care or within 90 days after their 14<sup>th</sup> birthday.
- B. Assist the youth in developing a Transitional Team to include individuals identified by the youth as significant (e.g. foster parents, bio family, AAL, CASA, mentors, therapists, TSC, teachers, coaches).
- C. Review the Transitional Plan every six months to ensure consistency with education plan, case plan, and life plan and coordinate with the youth's school at least annually, until the youth exits foster care or secondary school.
- D. Determine, based on the youth's age, maturity, disabilities, and other factors, what shall be appropriate to include in the Transitional Plan.
- E. Determine at which point in the youth's development to include the following components: (All components must be present by the time the youth is 17 years old.)
  - 1) Education component
  - 2) Employment component
  - 3) Health component to include information on:
    - a. options for health insurance
    - b. documentation of a health care power of attorney or health care proxy if the youth chooses to designate one
  - 4) Housing component
  - 5) Lifelong Connections component
  - 6) Written confirmation that the youth has been informed of his right to stay in foster care after reaching 18 years of age for education, treatment, work, or other specific programs and services, including but not be limited to the John H. Chafee Foster Care Independence Program and other transitional services
  - 7) The youth's court case record, including information on:
    - a. his or her biological family
    - b. foster care placement history
    - c. tribal information, if applicable
    - d. whereabouts of siblings, if any, unless a court determines that release of information pertaining to siblings would jeopardize the safety or welfare of the sibling
  - 8) List of significant individuals in the youth's life
  - 9) Assistance in obtaining a free credit report and if the youth has a bad credit report because of identity theft, assistance in correcting the credit report
- F. Assist the youth or arrange for assistance in:
  - 1) Procuring life skills training.
  - 2) Completing applications for:
    - a. ARKids First, Medicaid, or assistance in obtaining other health insurance.
    - b. Referrals to transitional housing, if available, or assistance in securing other housing.
    - c. Assistance in obtaining employment or other financial support.

- 3) Applying for admission to a college or university, or to a vocational training program, or another educational institution and in obtaining financial aid, when appropriate.
  - 4) Developing and maintaining relationships with individuals who are important to the youth and who may serve as a resource to the youth based on his or her best interests.
- G. Obtain a consumer credit report for youth 16 and older annually until youth exits care.
- 1) Access the report via [www.annualcreditreport.com](http://www.annualcreditreport.com) within 30 days of the youth's birthday or within 30 days of the youth entering care, whichever occurs first; however, only access it on an annual basis (i.e., ensure that one full year has passed since accessing the previous year's report before viewing the current year's report).
  - 2) Review report with the youth and help youth in interpreting the report within 10 working days of accessing the report.
  - 3) Assist youth in resolving any inaccuracies found in the report.
  - 4) Document the credit report review in the contacts screen in CHRIS.
  - 5) Share relevant information with the youth's Transitional Services Coordinator.
- H. Discuss with the youth the importance of designating someone to make health care decisions on their behalf when they exit from foster care, if they become unable, or if they do not have or do not want, an otherwise authorized relative to do so.
- I. Assist the youth in contacting the individual(s) who they would like to serve as their health care power of attorney or health care proxy and completing documentation authorizing a health care power of attorney or health care proxy. (DHS serves as the youth's health care power of attorney or health care proxy until the youth exits foster care.)
- J. With court permission and if the youth desires, facilitate visits between the youth and his relatives.
- K. Assist all youth in or entering foster care at age 14 or above or in the 9<sup>th</sup> grade, whichever comes first, within 90 days after their 14<sup>th</sup> birthday or 90 days after entering the 9<sup>th</sup> grade, in developing a Life Plan (CFS-002: Life Plan and Agreement for Youth in Transition).
- 1) The Life Plan shall be youth-driven.
  - 2) The Life Plan shall contain a concrete to-do list for youth, staff, and stakeholders.
  - 3) The Life Plan should be adopted by the Transitional Team within six months of the youth's 16<sup>th</sup> birthday or entry into foster care, whichever comes first.
- L. Hold a final Transitional Team meeting within 90 days of youth's planned exit from foster care.
- M. Invite the youth's TSC to the Transitional Team Meeting to discuss Chafee After Care support and ETV.
- N. At the final Transitional Team meeting, complete CFS-003: Checklist for Youth Exiting Care and provide the youth with the following and obtain his signature and that of his attorney ad litem confirming receipt:
- 1) Social security card.
  - 2) Certified birth certificate or verification of birth record, if available or should have been available.
  - 3) Family photos in the possession of the Division.
  - 4) All the youth's health records for the time the youth was in foster care and any other medical records that were available or should have been available to the Division. A youth who chooses to remain in foster care after reaching age 18 may request that his or her health records remain private.
  - 5) All of the youth's educational records for the time the youth was in foster care and any other educational records that were available or should have been available to the Division.
  - 6) Driver's license and other picture identification.

- 7) Transitional Resources Book and Life Book, if applicable.
  - 8) Life Plan.
  - 9) If the youth elected not to designate a health care power of attorney or health care proxy before aging out of care (whether at 18 or 21), contact information for legal services if at a later point the youth decides to designate someone to make health care decisions on his or her behalf, if he or she becomes unable to participate in such decisions and does not have, or does not want, a relative who would otherwise be authorized to make such decisions.
  - 10) All information contained within the youth's case plan (current or former, as requested).
  - 11) A list of all the youth's former placements.
- O. Document a current address and contact information for youth who reside outside the foster home in order to study, work, or for any other reason. This information must be kept current.
  - P. Within 72 hours of case closure, notify the Eligibility Unit of the case closing and provide the Trust Coordinator with any information requested.

The Eligibility Unit Trust Coordinator will, within 30 days after the youth leaves foster care, provide the youth with the following information:

- A. A full accounting of all funds held by the department to which he or she is entitled;
- B. How to access the funds;
- C. When the funds will be available.

**PROCEDURE VIII-B1: Extended Foster Care**

04/2012

Deleted: 01/2011  
Deleted: 3

The Family Service Worker will:

- A. Consider the following issues with the youth:
  - 1) The school the youth will attend
  - 2) Living arrangements
  - 3) Choosing a sponsor
  - 4) Budgeted income/expenses
  - 5) Amount of board payment
  - 6) Start-up items
  - 7) Transportation needs
  - 8) Continued life-skills training
  - 9) Support needed to help youth remain in school
  - 10) Designating a health care power of attorney or health care proxy (if not already determined before entering extended foster care).
- B. Assist the youth in locating and choosing a sponsor who may be the youth's out-of-home provider, attorney ad litem, apartment manager/owner, or a volunteer from the community.
- C. Approve the sponsor chosen by the youth.
- D. Notify the Transitional Services Coordinator of the youth's sponsor.
- E. Assist the youth and his or her Transitional Team in determining appropriate housing and needed support for the first school year. (If youth intends to reside with sponsor, he or she must be an approved placement.)
- F. Complete CFS-370: Residence Checklist for Youth.
- G. Notify Resource Worker to initiate the youth's monthly board payments when residence is selected.
- H. Develop a budget with the youth and share it with the Transitional Team.
- I. Visit the youth face-to-face at least once a month.
- J. Obtain approval for less than twice-monthly visits from the County Supervisor, if appropriate.
- K. Maintain monthly contacts with the youth's sponsor. Contacts may be by telephone.
- L. Obtain the youth's consumer credit report annually until the youth exits foster care.
  - 1) Access the report via [www.annualcreditreport.com](http://www.annualcreditreport.com) within 30 days of the youth's birthday or within 30 days of the youth entering care, whichever comes first; however, only access it on an annual basis (i.e., ensure that one full year has passed since accessing the previous year's report before viewing the current year's report).
  - 2) Review report with the youth and help youth in interpreting the report within 10 working days of accessing the report.
  - 3) Assist youth in resolving any inaccuracies found in the report.
  - 4) Document the credit report review in the contacts screen in CHRIS.
  - 5) Share relevant information with the youth's Transitional Services Coordinator.

Deleted: Assist the youth 16 and older with

Deleted: o

Deleted: ing and

Deleted: reviewing their

Deleted: at least once per year

Deleted: is no longer in the

Deleted: sytem

Formatted: Indent: Left: 0.5", Numbered + Level: 1 + Numbering Style: 1, 2, 3, ... + Start at: 1 + Alignment: Left + Aligned at: 1" + Indent at: 1.25"

Formatted: Indent: Left: 1", No bullets or numbering

Deleted: ¶

The youth's sponsor will, as appropriate:

- A. Attend and participate in Team Meetings.
- B. Assist the youth in selecting the independent living residence.
- C. Assist the youth with managing their budget if selected as board payment payee.

D. Maintain regular contact with the youth.

MARKKUP



## **PROCEDURE VIII-B1: Extended Foster Care**

04/2012

The Family Service Worker will:

- A. Consider the following issues with the youth:
  - 1) The school the youth will attend
  - 2) Living arrangements
  - 3) Choosing a sponsor
  - 4) Budgeted income/expenses
  - 5) Amount of board payment
  - 6) Start-up items
  - 7) Transportation needs
  - 8) Continued life-skills training
  - 9) Support needed to help youth remain in school
  - 10) Designating a health care power of attorney or health care proxy (if not already determined before entering extended foster care)
- B. Assist the youth in locating and choosing a sponsor who may be the youth's out-of-home provider, attorney ad litem, apartment manager/owner, or a volunteer from the community.
- C. Approve the sponsor chosen by the youth.
- D. Notify the Transitional Services Coordinator of the youth's sponsor.
- E. Assist the youth and his or her Transitional Team in determining appropriate housing and needed support for the first school year. (If youth intends to reside with sponsor, he or she must be an approved placement.)
- F. Complete CFS-370: Residence Checklist for Youth.
- G. Notify Resource Worker to initiate the youth's monthly board payments when residence is selected.
- H. Develop a budget with the youth and share it with the Transitional Team.
- I. Visit the youth face-to-face at least once a month.
- J. Obtain approval for less than twice-monthly visits from the County Supervisor, if appropriate.
- K. Maintain monthly contacts with the youth's sponsor. Contacts may be by telephone.
- L. Obtain the youth's consumer credit report annually until the youth exits foster care.
  - 1) Access the report via [www.annualcreditreport.com](http://www.annualcreditreport.com) within 30 days of the youth's birthday or within 30 days of the youth entering care, whichever comes first; however, only access it on an annual basis (i.e., ensure that one full year has passed since accessing the previous year's report before viewing the current year's report).
  - 2) Review report with the youth and help youth in interpreting the report within 10 working days of accessing the report.
  - 3) Assist youth in resolving any inaccuracies found in the report.
  - 4) Document the credit report review in the contacts screen in CHRIS.
  - 5) Share relevant information with the youth's Transitional Services Coordinator.

The youth's sponsor will, as appropriate:

- A. Attend and participate in Team Meetings.
- B. Assist the youth in selecting the independent living residence.
- C. Assist the youth with managing their budget if selected as board payment payee.

D. Maintain regular contact with the youth.

CLEAN



**- Arkansas Department of Human Services  
Division of Children and Family Services  
RECOMMENDATION FOR FINALIZATION OF GUARDIANSHIP**

Nature of Incapacity and Purpose of Guardianship:

Child named herein is a person under age 18 and is entering into a guardianship with his or her relatives named herein in order to exit the child out of foster care and establish legal, permanent connections for the child.

Child's Name \_\_\_\_\_

Child's Date of Birth \_\_\_\_\_

Child's Race \_\_\_\_\_

Relative Foster Father (to be appointed guardian) Name \_\_\_\_\_

Relative Foster Father (to be appointed guardian) Date of Birth \_\_\_\_\_

Relative Foster Mother (to be appointed guardian) Name \_\_\_\_\_

Relative Foster Mother (to be appointed guardian) Date of Birth \_\_\_\_\_

Child and Relative Foster Family (to be appointed guardian) Residence and Post-Office Address: \_\_\_\_\_

Date Placed in Relative Foster (to be appointed guardian) Residence listed above: \_\_\_\_\_

Name and address of person or institution having the care and custody of the incapacitated person: \_\_\_\_\_

Interest of petitioner in appointment: \_\_\_\_\_

Even though guardianship is being established due to child's age (i.e., under 18 years of age), are there any other known disabilities at this time that would require a guardianship past the age of 18?: \_\_\_\_\_

Name and address of others having knowledge about person's disability, if applicable: \_\_\_\_\_

Names and addresses of at least one person (or more if directed by court) most closely related to the child by blood or marriage (within the 3<sup>rd</sup> degree of kinship): \_\_\_\_\_

Recommendation proposing type, scope, and duration of guardianship: \_\_\_\_\_

Approximate value and description of child's property, including any compensation, insurance, or allowance (excluding foster care board payment and/or potential guardianship subsidy) to which he or she may be entitled:  
\_\_\_\_\_

Any facility or agency from which child is receiving services been notified of the proceedings?  Yes  No

Is there, in any state, an existing guardian of the child or of the estate of the incompetent?  Yes  No

**CHECKLIST OF ATTACHMENTS:**

- |   |  |
|---|--|
| <input type="checkbox"/> Relative Foster Parents' home study                | <input type="checkbox"/> Copy of CFS-435-A |
| <input type="checkbox"/> Results of FBI & state records checks              | <input type="checkbox"/> Copy of CFS-435-F |
| <input type="checkbox"/> Copy of CFS-446: In Home Consultation Visit Report | <input type="checkbox"/> Other _____       |

\_\_\_\_\_  
FSW Name

\_\_\_\_\_  
FSW Supervisor Name

\_\_\_\_\_  
FSW Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
FSW Supervisor Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
DCFS Permanency Specialist Name

\_\_\_\_\_  
DCFS Permanency Specialist Signature

\_\_\_\_\_  
Date

# Arkansas Department of Human Services Division of Children and Family Services

Date

Name

Address

RE: Subsidized Guardianship Approval

Dear ,

This correspondence is being sent to advise that you have been approved from through to serve as the legal guardian for and receive the approved guardianship subsidy to assist with costs of caring for the child. The guardianship arrangement will be reviewed within one year from its approval date.

Per your Subsidized Guardianship Agreement (CFS-435-F), you are required to notify the DCFS Permanency Specialist at 501-682-1585 of any of the following changes:

- A. The child is absent from your home for more than 14 days in a month excluding age appropriate activities such as summer camp or when a child 18 or older lives in an approved independent living situation outside of the home (e.g., college dorm); or,
- B. The terms of the Subsidized Guardianship Agreement are fulfilled; or,
- C. The child begins receiving SSI, SSA, or any other source of income excluding any income that the child may earn from his or her own employment; or,
- D. The child has attained the age of 18 for those who entered into the subsidized guardianship arrangement prior to the age of 16; or,
- E. The child has attained the age of 21 for those who entered into the subsidized guardianship arrangement at the age of 16 or older; or,
- F. The child who has an extended subsidy (i.e., up to age 21) does not meet the education or employment conditions outlined above in the Subsidized Guardianship Payments section of the Subsidized Guardianship Agreement; or,
- G. The child becomes an emancipated minor; or,
- H. The child marries; or,
- I. The child enlists in the military; or,
- J. You (the relative guardian(s)) are no longer legally or financially responsible for the support of the child; or,
- K. You (the relative guardian(s)) die; or,
- L. The guardianship is vacated; or,
- M. If the child dies.

Thank you for providing permanency through guardianship for  
or if I can be of help to you, please feel free to call me at

. If you have any questions,

Sincerely,

Division of Children and Family Services

