

Office of Judicial Administration

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Best Practices for Older Youth  
Training

*Office of Judicial Administration,  
Best Practices for Older Youth,  
Topeka Kansas August 22, 2023*



# Poll Question

Accommodating a youth's schedule so they can have a voice in their case planning and decision making is an important aspect of youth engagement.

- True
- False



# Poll Question

At what age does transition planning start?

- 13
- 14
- 15
- 16



# Authentic Youth Engagement

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- Cory Seller, BSW, DCF Independent Living Program Consultant and Lived Expert [Cory.Seller@ks.gov](mailto:Cory.Seller@ks.gov)
- Stormy Lukasavage, Lived Expert

# Authentic Youth Engagement

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- “Although child welfare professionals and agencies often say they are engaging youth, not all youth engagement is authentic, especially if the motivation is to fulfill a requirement. Authentic youth engagement occurs when caseworkers actively involve young people early and throughout their case planning, court involvement, empowering them to lead discussions about their futures and treating them as equal partners.” (Annie E. Casey Foundation, 2019).
- “In an authentic youth-adult relationship, neither partner's perspectives are viewed as subordinate to the other's and each acknowledges a willingness to learn from the other” (Annie E. Casey Foundation, 2012).
- Authentic engagement means those who traditionally have greater influence and decision-making authority must step back, creating more space for other voices and perspectives.
- [Prioritizing Youth Voice: The Importance of Authentic Youth Engagement in Case Planning \(childwelfare.gov\)](#)

# Key Concepts for Engaging Youth

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- Build a Trusting Relationship
- Ask Questions
- Be Real, Be Transparent, and Be Present
- Practice Cultural Humility
- Trauma Informed Approach

[Prioritizing Youth Voice: The Importance of Authentic Youth Engagement in Case Planning \(childwelfare.gov\)](#)

**View youth as an asset, not a liability.  
Make sure they feel like a valued member  
of the team.**

**– ALIYAH ZEIEN, RSW, FOSTER CARE ALUMNUS, STATE  
YOUTH AMBASSADOR, LOUISIANA**

# Strategies to Engage Youth

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- Promote normalcy
- Support young people's interests
- Celebrate small and large accomplishments
- Talk to youth in care about their siblings
- Swap case worker visits with casual outings
- Be mindful of perceived stigma
- Don't overlook the "good kid"
- Partner with other sectors
- Let the youth decide who they want at team meetings
- Provide different options for engagement
- Safely utilize technology and social media
- Beware of caseworker turnover
- Provide closure if leaving
- Provide youth with opportunities outside of the requirement

<https://www.childwelfare.gov/pubPDFs/youth-engagement.pdf>



# Key Elements To Youth Engagement

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- How to authentically engage youth in their case planning and transition planning
- Youth need to have a seat at the table
  - Case planning
  - Visitation with family members
  - Transition planning
  - Court hearings—being aware of court date, being in court, being listened to
  - Shifting the perspective of youth and young adults with lived experience from being viewed as service recipient to organizational asset—Dr. Elizabeth Wynter
  - Bringing youth to the table in the implementation of new ideas and / or system change such as PIP

**Youth are going to decide whether they want to work with you or not. The approach you take matters a lot. Let youth know this is their forum. If it's not about their voices, youth won't keep coming. It's not authentic engagement and advocacy if they're only saying what you want them to say, not what they want to say.**

**-MARIA BATISTA, PEER SPECIALIST, FLORIDA YOUTH SHINE**

# What does Authentic Engagement Look Like?

- Accommodating schedules
- Shifting expectations of when meetings occur
- A seat at the table
- Normalcy
- <https://www.childwelfare.gov/pubs/youth-engagement/>

Kids want to know that you care enough about them to learn about them, and that makes them be willing to trust you, which is really the most important thing whenever it comes to case planning...that they trust you and they trust your judgement.”—Former youth in foster care

# RETHINKING POWER NEEDS

@kwiens62



POWER IS NOT LIKE A REMOTE CONTROL WHERE ONLY ONE PERSON HAS ALL THE POWER AND CONTROL.



POWER IS LIKE A CANDLE. YOU CAN GIVE A CHILD POWER WITHOUT GIVING AWAY ANY OF YOUR OWN POWER.



YOU DON'T HAVE A SET AMOUNT OF POWER - LIKE A BUCKETFUL. THERE ARE WAYS TO GIVE A CHILD POWER WITHOUT LOSING ANY OF YOUR OWN.

**KIDS DON'T WANT YOUR POWER. THEY WANT THEIR OWN.**

RICHARD LAVOIE



WHEN A STUDENT FEELS THEY HAVE

**POWER WITH**  
THE ADULTS  
AS WELL AS

**POWER WITHIN**  
THEMSELVES

THEY'LL HAVE LESS NEED TO SEEK

**POWER OVER**  
OTHERS

A NEW UNDERSTANDING OF POWER CAN HELP WITH THIS

**"SEE A CHILD DIFFERENTLY...  
SEE A DIFFERENT CHILD"**

STUART SHANKER

## 6 WAYS TO HELP KIDS MEET THEIR POWER NEEDS



1. OFFER CHOICE, NOT ORDERS
2. GIVE RESPONSIBILITY
3. START WITH STRENGTHS
4. EXPRESS INTEREST RATHER THAN PRAISE
5. ASK FOR THEIR OPINION
6. ASK FOR THEIR HELP

## 6 POINTS TO REMEMBER



1. AVOID POWER STRUGGLES
2. AVOID MAKING THREATS
3. GROWING POWER NEEDS ARE A HEALTHY PART OF CHILD DEVELOPMENT
4. RESPECT BOUNDARIES
5. THE RULES (NOT THE ADULT) SHOULD BE OBEYED
6. REFLECT ON YOUR OWN NEED FOR POWER & CONTROL

**"THE REALITY IS THAT NO ONE WINS A POWER STRUGGLE"** ROSS GREENE

# Power Sharing Strategies

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- Young adult advocates and others with experience with successful youth engagement offer the following tips to make sure sharing power extends beyond intent and moves into action:
  - ❖ Eliminate barriers to youth participation
  - ❖ Consider the timing of youth engagement
  - ❖ Do not expect or require youth to share their personal experiences
  - ❖ Make sure youth know they always can say, “No.”
  - ❖ Be transparent about how youth input will be used.
  - ❖ Close the loop

# Benefits of Youth Engagement

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- Skills Development
- Youth Empowerment
- Healthy Brain Development
- Attainment of Protective Factors
- Improved Outcomes
- Enhanced openness to receiving services
- Positive System Change

[Prioritizing Youth Voice: The Importance of Authentic Youth Engagement in Case Planning \(childwelfare.gov\)](#)

**“Engagement has to include accountability and transparency up front. Let youth know how you are going to use their information or conversation. That way, youth know what they are signing up for. When the project is over, they won’t be disappointed by what was done with the information.”**

**– RYAN YOUNG, ALUMNUS OF FOSTER CARE, ARIZONA  
DEPARTMENT OF CHILD SAFETY YOUTH EMPOWERMENT  
COUNCIL PRESIDENT**



# What the voice of youth with lived experience want the court system (you) to know!

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- Listen to my voice, it is my life that you are taking control of and I will have to deal with the consequences.
- Forgive me if I am upset. At the end of the day, you get to go home. I get to go to a house with strangers.
- Ensure we receive our belongings when we exit care. I lost a car, a phone, and a lot of other important items that were sold without my permission, and I had to start over.
- Make sure I know what is going on. I just sat there while others talked about my situation and then was told what will happen before I left.
- Have discussions with us! You are appointed to have my best interest in mind, but how can you know what is best for me if you never meet with me?

# Additional Resources

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- Annie E. Casey Foundation. (2012). Authentic youth engagement: Youth-adult partnerships. <https://www.aecf.org/resources/authentic-youth-engagement>, Annie E. Casey Foundation. (2017).
- The road to adulthood: Aligning child welfare practice with adolescent brain development. <https://www.aecf.org/resources/the-road-to-adulthood>, Annie E. Casey Foundation. (2019).
- A framework for effectively partnering with young people. <https://www.aecf.org/resources/a-framework-for-effectively-partnering-with-young-people>, Bell, J. (1995).
- Understanding adultism: A major obstacle to developing positive youth-adult relationships. YouthBuild USA. [https://actioncivics.scoe.net/pdf/Understanding\\_Adultism.pdf](https://actioncivics.scoe.net/pdf/Understanding_Adultism.pdf), Capacity Building Center for States. (n.d.)

# Additional Resources

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- Youth engagement blueprint. U.S. Department of Health and Human Services, Administration for Children and Families, Children's Bureau (2017). <https://.childwelfare.gov/states/focus-areas/youth-development/blueprint-series/>
- How can organizations and agencies prepare for authentic youth engagement?, Casey Family Programs (2022). [Tips for Youth Engagement – Casey Family Programs](#)
- A Framework For Effectively Partnering With Young People, Annie E. Casey Foundation (2022) <https://www.aecf.org/resources/a-framework-for-effectively-partnering-with-young-people>
- Prioritizing Youth Voice: The Importance of Authentic Youth Engagement in Case Planning, Bulletins For Professionals (2021). <https://www.childwelfare.gov/pubPDFs/youth-engagement.pdf>

# Transition Planning

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Cory Seller, Independent Living Program Consultant (Cory.Seller@ks.gov), Erin Hamm, Kansas City Region Independent Living Supervisor (Erin.Hamm@ks.gov), and Talia Restivo, TFI IL & ID/D Specialist (trestivo@tfifamily.org)

# Authentic Youth Engagement and Transition Planning

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- The Foster Care Independence Act of 1999, the Fostering Connections to Success and Increasing Adoptions Act of 2008, and the Preventing Sex Trafficking and Strengthening Families Act of 2014 all require States to engage youth in planning for their transition out of care. However, authentic youth engagement means holistically partnering with youth at all stages of case planning, not just when they are transitioning. In addition, while many legal requirements do not go into effect until a young person reaches the age of 14, there are age-appropriate ways to engage younger populations

# Transition Planning



Planning for the transition to self-sufficiency begins when the youth turns 14. Independent Living Coordinators start attending case plans for youth age 16 or above with APPLA as a case plan goal or age 17 and above with any case plan goal. At the last case plan before release of custody when the youth turns 18, the child welfare case management provider and the Kansas Department for Children and Families (DCF) IL Coordinator meet with the youth to ensure the transition plan covers every aspect of self-sufficiency and has been developed with input from the youth based on the youth's plan for the future.

# Transition Planning

After being released from custody, the young adult works with a DCF IL Coordinator to develop and implement a Self-Sufficiency Plan. The plan may include the following components:



Aged Out Medical Program



Independent Living Subsidy



Basic Chafee



Start Up Funds



Vehicle Repair and Maintenance



Educational Training Vouchers (ETV)



Tuition Waiver (Kansas Foster Child Education Assistance Program)

# What is a transition plan?

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- A transition plan is a documented set of steps discussed and agreed up on by the young person, the case team, and other supportive people in the youth's life which will help set the framework for the young person transitioning from in care to adulthood.
- It is a living document to be completed over time with a young person to prepare for their future.



# What is covered in a transition plan?

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- Identifying Documents
- Getting to Know You
- Life Skills
- My Education Plan
- Youth Advocacy
- My Connections Plan
- My Health and Well-Being Plan
- My Employment and Financial Plan
- Transportation
- Housing

# Engaging Youth in Transition Planning

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- It may be difficult to engage youth in planning for things that seem too far in the future to them. The problems they are currently experiencing may seem more pressing.
- These difficulties may stem from trauma youth have experienced in the past.
- The brain is not fully developed until age 26, particularly the executive functioning skills needed for this type of planning.

# Engaging Youth in Transition Planning

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- This is an ongoing collaborative effort between the young person and the important people in their life and not just a requirement to check a box.
- The earlier youth are involved in planning for their future, the better their outcomes!

[Working With Youth to Develop a Transition Plan \(childwelfare.gov\)](http://childwelfare.gov)

# What is the transition plan like for the young person?

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- Perspectives from Cory Seller, lived expert, on the transition planning process

# What is the transition plan like for the young person?

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- Things to keep in mind when engaging young people in the transition planning process:
  - Inclusion
  - Listen to our voice
  - It is our future, not yours
  - Respect what we say

# Lived Experience Perspective

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- “It’s scary when I have all of these people talking like it’s just another day at work for them, when my entire future can be on the line.”

# Helpful Hints!

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- Proper planning impacts how a young person exits care. The transition plan should encourage robust conversations about how a young person can successfully transition into adulthood.
- Ask the young person about their transition plan
- Request the transition plan from the case manager and review with the young person.
- If proper planning is not evident, the court may order that the team revisit the plan.
- Encourage the young person in their hopes and dreams while being realistic about attainable goals.

# Additional Resources

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- Working with Youth to Develop a Transition Plan, Child Welfare Information Gateway, Children's Bureau/ ACYF/ ACF/HHS (2018). [Working With Youth to Develop a Transition Plan \(childwelfare.gov\)](#)
- PPS 3059, My Plan for Successful Adulthood (July 2022). [https://www.dcf.ks.gov/services/PPS/Documents/PPM\\_Forms/Section\\_3000\\_Forms/PPS3059.pdf](https://www.dcf.ks.gov/services/PPS/Documents/PPM_Forms/Section_3000_Forms/PPS3059.pdf)
- PPS 3059 Instructions (July 2022). [Transition Plan instructions \(ks.gov\)](#)



# Additional Resources

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- Youth in Transition, Annie E. Casey Foundation, [Youth in Transition \(Aging Out\) The Annie E. Casey Foundation \(aecf.org\)](#).
- Equipping Policymakers With the Data to Help Transition-Age Young People Thrive, Annie E. Casey Foundation, [Equipping Policymakers With the Data to Help Transition-Age Young People Thrive - The Annie E. Casey Foundation \(aecf.org\)](#).

# SOUL Family in Kansas

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- Stormy Lukasavage, Lived Expert
- Cory Seller, DCF Independent Living Program Consultant and Lived Expert, [Cory.Seller@ks.gov](mailto:Cory.Seller@ks.gov)
- Doreen Chapman, Annie E. Casey Foundation, [dchapman@aecf.org](mailto:dchapman@aecf.org)

<https://www.childally.org/soul-family>



## SOUL Family: Proposed Legal Permanency Option

• August 2023

# Permanency Matters

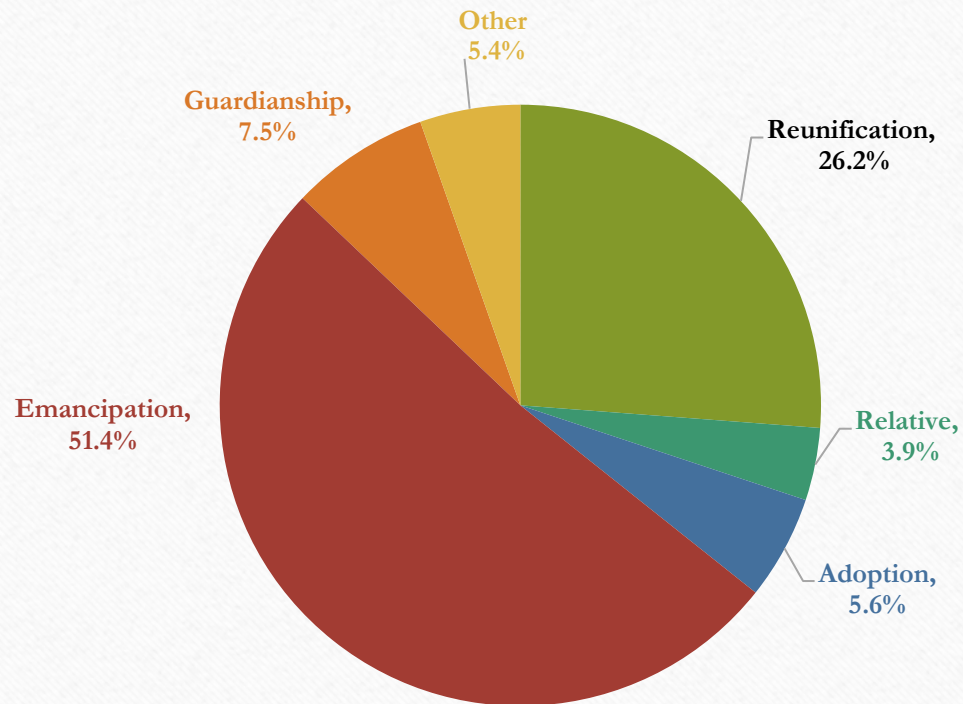
- Relationships are essential to healthy development and well-being.
- Family provides young people the identity, love, support, resources and connections that allow them to thrive as adults.
- Child welfare agencies have a legal obligation to ensure young people in foster care have a permanent family.



# Too Many Young People Lack Permanent Families

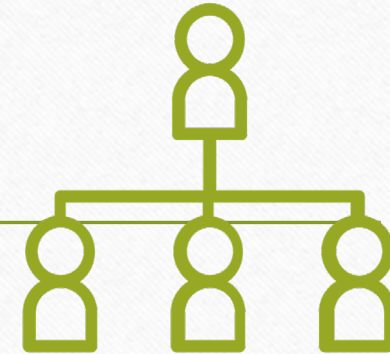


# Too Many Young People Are Aging Out of Foster Care



DATA SOURCE: Adoption and Foster Care Analysis and Reporting System (AFCARS ) Public Use Data, FY 2021

# Where Current Permanency Options Fall Short For Many Young People



Youth want to maintain relationships with biological family, including siblings, and develop new bonds

Youth want relationships that are long lasting and do not end at age 18 (as guardianship does)

Current arrangements do not adequately involve youth in decision making

Current arrangements force youth to choose between permanence and getting support and services



## What Is SOUL Family?

- **SOUL = Support, Opportunity, Unity, Legal Relationships**
- Legalizes relational permanence that young people identify as important in a way that reflects developmental needs
- Through law and the investment of resources, supports relationships with biological family and individuals committed to a young person for the long term
- Provides young people at risk of emancipating with relationships, resources and support as they grow into adulthood





## What Is SOUL Family?

- May include placement with primary permanency resource depending on age
- Provides financial support for the youth's care
  - Provides access to all transition-to-adulthood benefits and services (Education and Training Voucher program, Chafee, Medicaid to 26)
  - Is monitored and supported so youth have access to advocacy and assistance if problems arise
  - Includes access to mediation and the court if needed





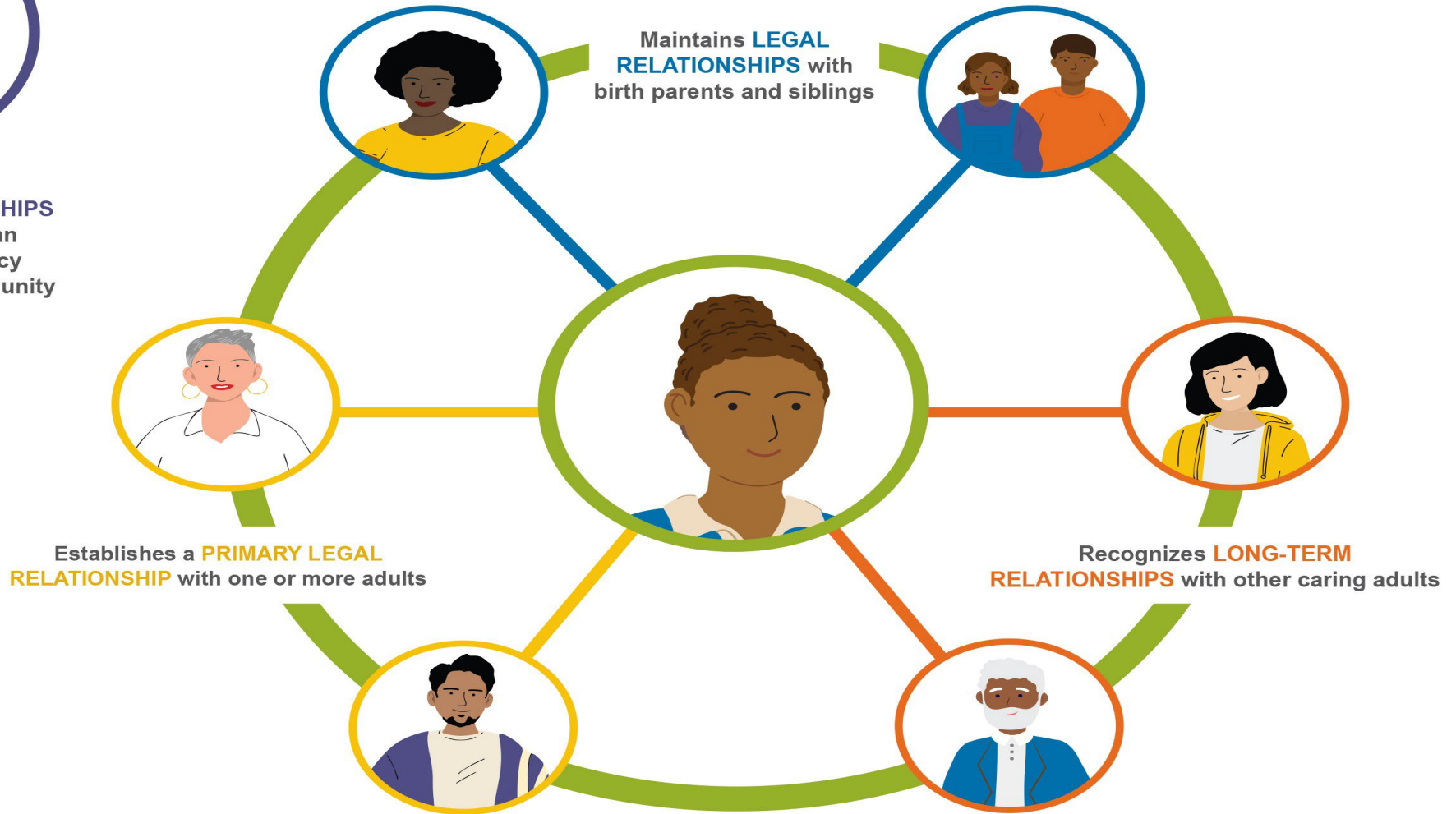
# SOUL Family Permanency Option

SUPPORT • OPPORTUNITY • UNITY • LEGAL RELATIONSHIPS

A proposed youth-centered legal permanency option for young people ages 16 and older designed to support strong, lifelong relationships with a network of caring adults.



Caring ADULT RELATIONSHIPS ARE REINFORCED by an array of post-permanency resources and other community and family resources.



# SOUL Family Permanency Option

SUPPORT • OPPORTUNITY • UNITY • LEGAL RELATIONSHIPS



# SOUL Family In Kansas—a Proposed New Permanency Option

- Support\*Opportunity\*Unity\*Legal Relationships

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- Youth voice from across the nation developed the concept for SOUL family
  - Bringing Kansas youth voices to the table for policy and implementation of new programs
  - Engagement in the work as lived expertise partners with Child Welfare professionals
  - Emphasis on keeping connections to family whenever appropriate
  
- <https://www.childally.org/soul-family>

# SOUL Family



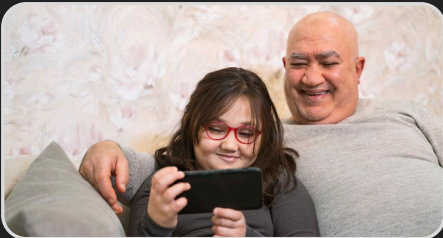
# Why SOUL Family - Values that drive the need for SOUL Family



Youth should live in families *they* choose and are connected to within their own communities.



Young people's voices and opinions need to be at the center of, and drive, any decisions that affect their futures.



Permanency — having a strong and lasting family relationship formally recognized by law and society is critical to well-being, stability, and connection for youth.

# Who's Involved in SOUL Family Work?

- Leaders with Lived Experience
- Community-based Organizations
- Kansas DCF
- Private Providers
- AECF National SOUL Team



# What's Happening with SOUL Family?

- Monthly Meetings (Virtual + In-Person)
- Relationship Building
- Formation of Implementation Workgroups
  - Legal + Policy
  - Data + Research
  - Communication
  - Practice + Implementation





# Poll Question

Accommodating a youth's schedule so they can have a voice in their case planning and decision making is an important aspect of youth engagement.

- True
- False



# Poll Question

At what age does transition planning start?

- 13
- 14
- 15
- 16



# Breaktime

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# Poll Question

What agency is Pre-ETS part of?

- KDHE
- KDADS
- DCF
- MCO's



# Poll Question

- What State University administers the grant for Kansas Kids @ Gear Up?
  - Kansas State University
  - Emporia State University
  - Wichita State University
  - Fort Hays State University



# Pre-Employment Transition Services

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Abby Githens, DCF Pre-ETS Supervisor

Email: [Abigail.Githens@dcf.ks.gov](mailto:Abigail.Githens@dcf.ks.gov)

# Pre-Employment Transition Services

## Empowering students with disabilities to achieve their highest employment potential.

Offering job exploration, counseling and other services to help students with disabilities prepare for employment and self-reliance, rather than dependency on public benefits. Students must:

- Not be younger than age 14 nor older than age 21,
- Be participating in a recognized educational program and
- Have an IEP or a disability as defined under Section 504 of the Rehabilitation Act.



# Pre-ETS Overview

- These services are an early start at job exploration that:
- Must be made available Statewide to all students with disabilities in need of such services, regardless of whether a student has applied for VR services;
- May begin once a student requests or is recommended for pre-employment transition services and verification of a disability is provided to the VR agency;
  - Assist students with identifying career interests to be further explored through additional VR services, including transition services;
  - Must be provided or arranged in collaboration with local education agencies (LEAs); and
  - Are the only activities that can be paid for with the funds reserved under section 110(d)(1).

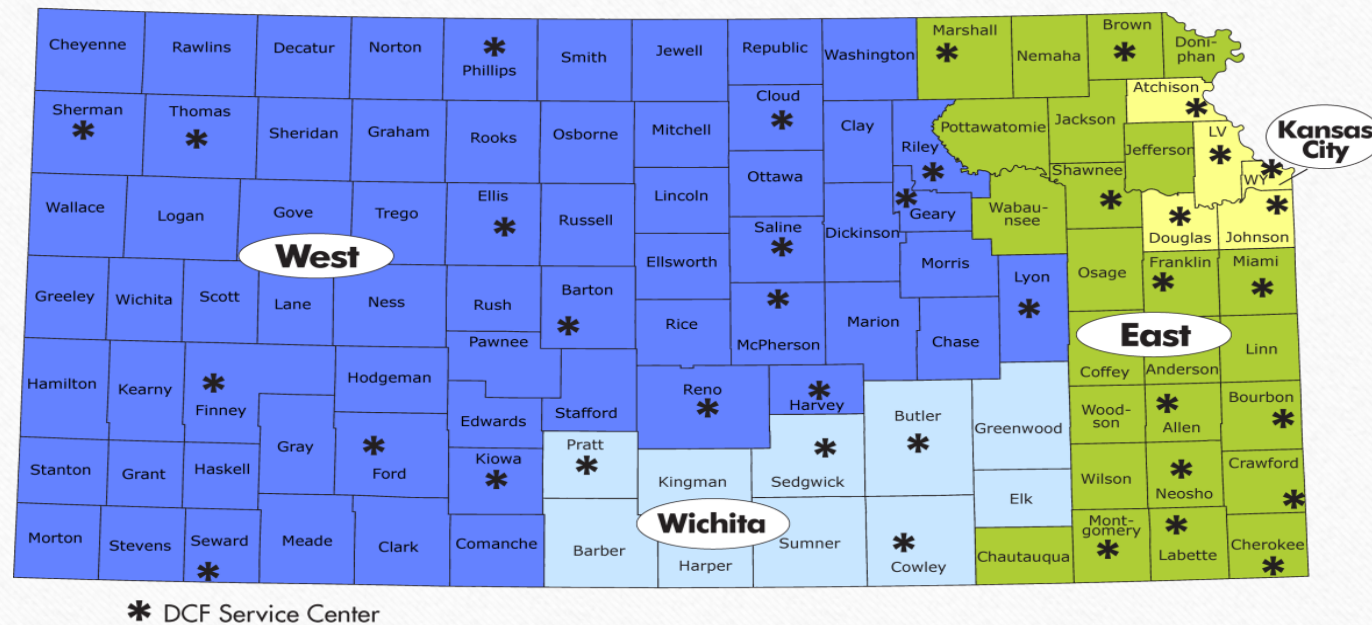


# Coordination

- Pre-ETS services are to be provided and arranged in coordination with local education agencies.
- Coordination activities may include:
  - Attending Individualized Education Program (IEP) meetings for students with disabilities.
  - Working with the local workforce development boards, one-stop centers and employers to develop work opportunities for students with disabilities, including internships, summer employment and other employment opportunities available throughout the school year and apprenticeships.
  - Attend person-centered planning meetings.

# Service Delivery

- 30 Pre-ETS Transition Specialists
- *Stationed in DCF offices throughout the state*



# Pre-ETS Process



Request  
for Services

# Request for Services

- A request for Pre-ETS services may be submitted for a student with a disability by a third party, such as a school, foster care service provider, other individual or entity.
- A student with a disability, his/her parents, legal representative or guardians may also request services directly.
- An individual who is receiving Pre-ETS is NOT determined eligible for Vocational Rehabilitation (VR) Services. The student would have to apply for VR services and be determined eligible by a qualified VR counselor.



# Pre-ETS Process





# Verification

- RS will provide or arrange for the provision of Pre-ETS for students with disabilities who are in need of such services and who meet the following participation criteria:
  - The student is 14-21 years of age.
  - The student is in a secondary, post-secondary, or other recognized education program.
  - The student is eligible for, and receiving services under, an Individual Education Plan or 504 Plan, or the student is an individual with a disability as defined by Section 504 of the Rehabilitation Act.

# Verification

- Initial verification of a student's disability may be based on a school official's signature on the request for services.
- Key documents that may also be requested to justify a student's ongoing need for Pre-ETS services are:
  - The student's IEP (The IEP should be based on disability, and therefore this criteria does not include IEPs for students in gifted programs unless they also have a disability),
  - The 504 Plan,
  - Medical records documenting disability, or
  - Verification of eligibility of Supplemental Security Income (SSI) or Social Security Disability Insurance (SSDI) based on the student's disability. (For this criteria, the student must be *eligible* for SSI or SSDI based on disability. However, it does not mean that the student must *currently be receiving* a benefit or cash payment.)

# Pre-ETS Process





# Pre-ETS Agreement

The Pre-ETS Transition Specialist will work with the student and parent/guardian (if appropriate) to develop the Pre-ETS Agreement. The Agreement identifies the services to be provided, participation responsibilities and expectations.



# Pre-ETS Process





# Pre-Employment Transition Services

Empowering youth with disabilities to achieve their highest employment potential is one of the major goals of Rehabilitation Services (RS). To help achieve this goal, RS is providing Pre-Employment Transition Services (Pre-ETS), which were authorized by the Workforce Innovation and Opportunity Act. Pre-ETS are designed to provide job exploration, counseling and other services to help young people prepare for employment and self-reliance, rather than dependency on public benefits.



In collaboration with local education agencies and qualified community partners, RS will provide or arrange for the provision of Pre-Employment Transition Services for students with disabilities who are in need of such services and who meet the following participation criteria:

- The student is 16-21 years of age.
- The student is in a secondary, post-secondary, or other recognized education program.
- The student is eligible for, and receiving services under an Individual Education Plan or 504 Plan, or the student is an individual with a disability as defined by Section 504 of the Rehabilitation Act.
- The student is a resident of Kansas. Any student with a disability who is not a U.S. citizen must have employment authorization documentation.

Services are designed to be an early start at job exploration and to assist students with disabilities in making the transition from secondary to post-secondary education/training and competitive integrated employment.



Continued on the next page.

## Job Exploration Counseling

Provides students with disabilities the opportunity to explore how their skills and interests match with jobs available in the labor market.

- Administer vocational interest inventories.
- Review labor market information.
- Explore jobs/careers in the community.
- Connect the student to other resources in the community.

## Self Advocacy

Empowers students with disabilities to express their needs and goals in a variety of settings such as school and work.

- Help students learn their rights and responsibilities under the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act.
- Identify self-advocacy skills and why they are important.
- Help the student build their own advocacy skills.
- Connect students to other resources in the community.
- Help students learn to request accommodations or services and support.

## Workplace Readiness Training

Supplies students with disabilities with the opportunity to learn power skills necessary for success on the job, such as customer service, how to interact with co-workers, supervisors, being on time, etc.

- Connect students with local career centers.
- Identify social and independent living skills.
- Identify and discuss employment skills.
- Connect students to other resources in the community.

## Counseling on Comprehensive Transition or Post-Secondary Education

Provides a clear path to an employment future for students with disabilities.

- Provide information to connect students to education opportunities including disability support services.
- Discuss reasonable accommodations for success in training and academic setting.
- Educate and inform students about post-secondary training programs.
- Connect students to other resources in the community.

## Work-Based Learning Experiences

Provides work-based learning experiences where youth can learn the skills necessary to succeed in the workplace and experience the benefits of earned income.

- Facilitate job shadowing and/or mock interviews.
- Connect students to career track and/or other work-based learning programs.
- Identify local businesses for work-based learning experience opportunities.

For referral to the Pre-ETS Transition Specialist serving your community, please call the Rehabilitation Services toll-free customer service line: 1-866-213-9079

# Available Services



Services are designed to be an early start at job exploration and to assist students with disabilities in making the transition from secondary to post-secondary education/training and/or competitive integrated employment. Pre-ETS are required to offer the five required services statewide. The services can be provided individually or in a group setting. These services are:

- Job Exploration Counseling
- Instruction on Self-Advocacy
- Workplace Readiness Training
- Counseling on comprehensive Transition or Post-Secondary Programs
- Work-Based Learning Experiences

# Job Exploration Counseling

Providing students with disabilities the opportunity to match their skills and interests.

- Administer vocational interest inventories.
- Review labor market information.
- Explore jobs/careers in the community.
- Connect the student to other resources in the community.

# Self-Advocacy

Empowering students with disabilities to express their needs and goals in a variety of settings like school and work.

- Help students learn their rights and responsibilities under IDEA & Section 504.
- Identify self-advocacy skills and why they are important.
- Help students learn to request accommodations or services and supports.
- Help the student build their own advocacy skills.
- Connect the students to other resources in the community.



# Workplace Readiness Training

Supplying students with disabilities with opportunities to learn power skills necessary for success on the job, such as customer service, how to interact with co-workers, supervisors, punctuality, etc.

- Connect students with local career centers.
- Identify social and independent living skills.
- Identify and discuss employability skills.
- Connect the students to other resources in the community.



# Counseling on Comprehensive Transition or Post-Secondary Education

Developing a clear path to an employment future for students with disabilities.

- Provide information on connecting students to education opportunities including Disability Support Services.
- Discuss reasonable accommodations for success in training and academic settings.
- Educate and inform students about post-secondary training programs.
- Connect students to other resources in the community.



# Work-Based Learning Experiences

Providing work-based learning experiences where youth can learn the soft skills necessary to succeed in the workplace and experience the benefits of earned income.

- Facilitate job shadowing and/or mock interviews.
- Connect students to career track and/or other work-based learning programs.
- Identify local businesses for work-based learning experience opportunities.

# Pre-ETS Process



# Discontinuation

- A student with a disability who has received pre-employment transition services but has not been determined eligible for other VR services will remain in an open status until the individual:
- No longer meets the definition of a student with a disability (i.e., the student is over 21 years of age or is no longer enrolled in a recognized education program), or
- No longer expresses an interest in, or a need for, pre-employment transition services, or
- Is unable to be located or contacted.

# Coordination and Continuum of Services with VR

- The Rehabilitation Act of 1973, as amended by the Workforce Innovation and Opportunity Act, establishes a continuum of services to assist students with disabilities in successfully transitioning from school to the adult world of work and independent living. This continuum includes the transition from Pre-ETS to VR services.
- Coordination and collaboration are essential to assure a smooth transition and to optimize the individual's opportunity to achieve competitive integrated employment.

# Referrals

- For referral to the Pre-ETS Transition Specialist serving your community, please call the Rehabilitation Services toll-free Customer Service Line: 1-866-213-9079

# Pre-ETS Managers

## Wichita Region

**Brent Thompson**

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[Brenton.Thompson@ks.gov](mailto:Brenton.Thompson@ks.gov)

or

**Ashley Merz**

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[Ashley.Merz@ks.gov](mailto:Ashley.Merz@ks.gov)

## West Region

**Dorothy Barnum**

Phone: 913-942-3555

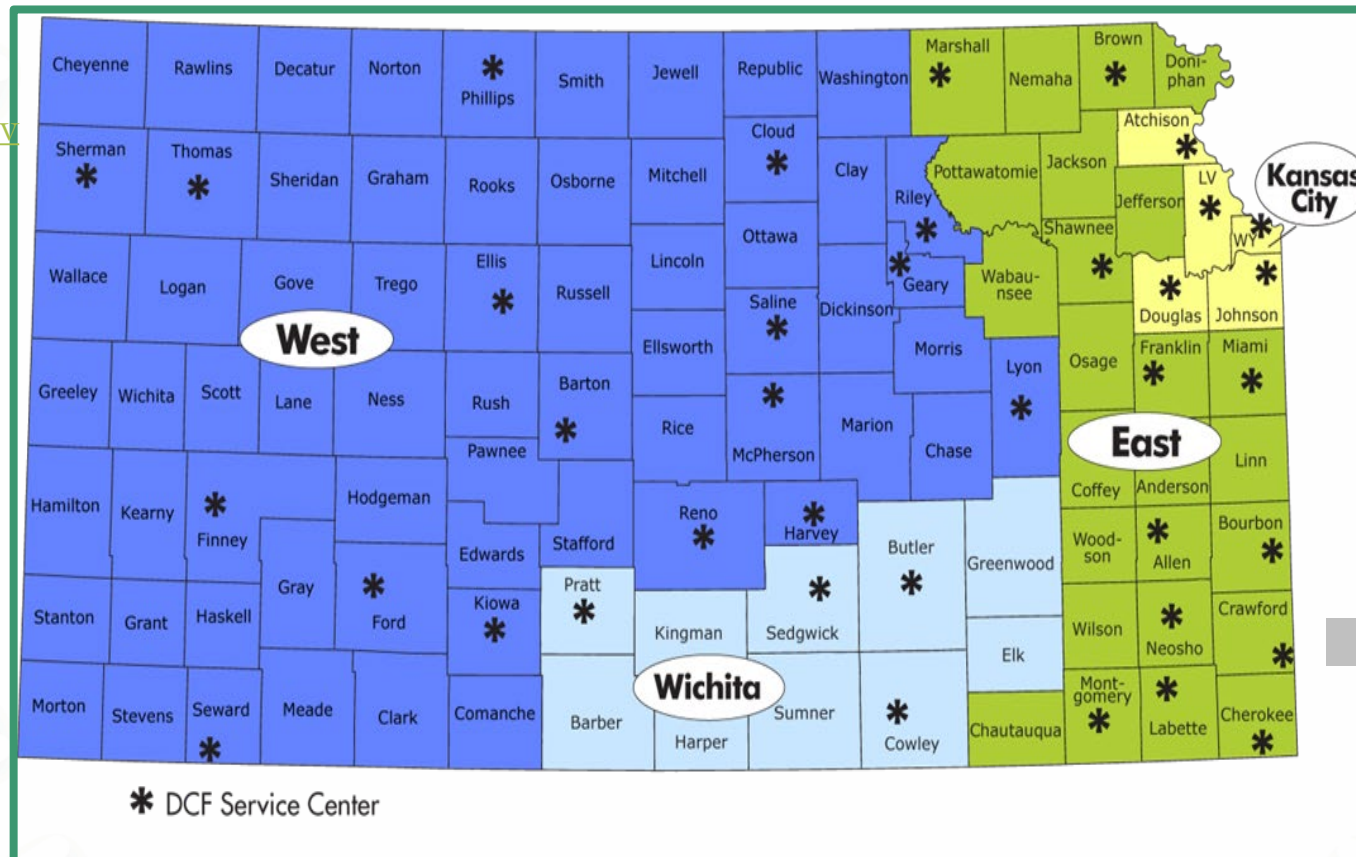
[Dorothy.Barnum@ks.gov](mailto:Dorothy.Barnum@ks.gov)

or

**Ashley Merz**

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[Ashley.Merz@ks.gov](mailto:Ashley.Merz@ks.gov)



## East Region

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or

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[Tammy.Phillips@ks.gov](mailto:Tammy.Phillips@ks.gov)

## Kansas City Region

**Rick Deason**

Phone: 913-942-3555

[Richard.Deason@ks.gov](mailto:Richard.Deason@ks.gov)

or

**Tammy Phillips**

Phone: 913-680-2275

[Tammy.Phillips@ks.gov](mailto:Tammy.Phillips@ks.gov)

# Pre-ETS Statewide Program Administrator

Tracie Flowers  
2601 Oliver St  
Wichita, KS 67210  
316-337-7088

Email: [Tracie.Flowers@ks.gov](mailto:Tracie.Flowers@ks.gov)

# Kansas Rehabilitation Services

- Disability touches all of us, whether through our own experience or that of a family member, neighbor, friend or colleague. As a result, we all have a role in advancing the equality of people with disabilities in the workplace.

- *Source: Campaign for Disability Employment*

Daniel Decker, Director

555 S. Kansas Avenue, 3<sup>rd</sup> Floor

Topeka, KS 66603

785-368-7112



# Career Technical Excellence (CTE)

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Presented by Charmain Chambers the Associate Director for Workforce Development/Data/Finance with the Kansas Board of Regents (KBOR)



# Excel in Career Technical Education (CTE)

8/22/2023

Presented by

Charmine Chambers

Associate Director for Workforce Development/Data/Finance

[cchambers@ksbor.org](mailto:cchambers@ksbor.org)

Kansas Board of Regents  
Building a Future for Kansas Families, Businesses and the Economy



# Excel in CTE (SB155) History

- Legislation enacted in 2012
- Kansas high school students qualify for state-funded college tuition in approved technical courses offered by Kansas technical and community colleges
- All 26 technical and community colleges in Kansas participate in Excel in CTE



# Excel in CTE eligibility

- Excel in CTE eligibility is determined by the following elements:
  - Must be a high school student,
  - Residing in Kansas,
  - Taking a tiered, technical course, and
  - That course is associated to a technical program at the institution



# Tiered, technical courses and technical programs

- A **technical course** is designed to provide:
  - Competency-based applied instruction
  - Prepares individuals with occupationally-specific knowledge and skills necessary for employment, and which the state board has identified as a tiered technical course.
- Technical course examples: Welding 101, Automotive Tech Brakes, Certified Nurse Aide, Cosmetology I
- Non-Technical course examples: English 101, Algebra, Sociology



# Tiered, technical courses and technical programs

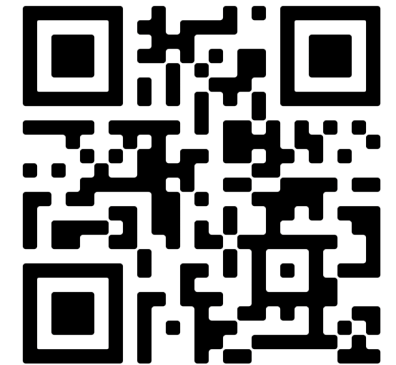
- These are courses that are part of a technical program. A *technical program* must:
  - Be designed to prepare individuals for gainful employment in current or emerging technical occupations requiring other than a baccalaureate or advanced degree;
  - Lead to technical proficiency, industry-recognized credential, a certificate or an associate degree; and
  - Be delivered by an eligible institution
- Technical program examples: Welding, Automotive Tech, Certified Nurse Aide, Cosmetology
- Non-Technical program examples: Accounting, Education



# Finding a program

- What program is a student interested in learning and from which institution?
  - We have a program search tool on the KBOR website to search for programs.  
[https://www.kansasregents.org/academic\\_affairs/program\\_search](https://www.kansasregents.org/academic_affairs/program_search)

The screenshot shows the website's navigation bar with the KBOR logo on the left and a search bar on the right. The main navigation menu includes: ABOUT, ACADEMIC AFFAIRS, DATA, STUDENTS, UNIVERSITIES & COLLEGES, and WORKFORCE DEVELOPMENT. The page title is "KANSAS PUBLIC HIGHER EDUCATION & TRAINING PROGRAM SEARCH". Below the title, there is a brief description of the search tool and a link to a PDF overview. At the bottom, there is a search input field with "Search" and "Advanced" buttons.





# How to access Excel in CTE?

- Students will work directly with their high school, which will help them work the technical or community college regarding
  - Enrollment at the institution
  - Advising regarding a program pathway
  - Registration for specific courses
  - Verifying whether the course qualifies as Excel in CTE-eligible
  - Any potential associated fees for student id, textbooks or tools, etc.





# Resources for Excel in CTE



- [https://www.kansasregents.org/workforce\\_development/excel\\_in\\_career\\_technical\\_education\\_initiative\\_senate\\_bill\\_155](https://www.kansasregents.org/workforce_development/excel_in_career_technical_education_initiative_senate_bill_155)
  - Original legislation
  - Frequently asked questions
  - All 26 technical and community colleges offer online Excel in CTE courses; however, some have elected to publish a listing on the KBOR website
    - Contact individual institutions directly for information



# Additional KBOR Resources



- Many additional programs are available to assist students
- Some programs have more information available through the KBOR website at [www.kansasregents.org](http://www.kansasregents.org)
- QR code links directly to the Student Financial Aid area

# Kansas Kids for Gear Up

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Corinne Nilsen, Executive Director, Kansas Kids @ GEAR UP,  
[corinne.nilsen@wichita.edu](mailto:corinne.nilsen@wichita.edu)

Gaining Early Awareness and Readiness  
for Undergraduate Programs

# Kansas Kids @ GEAR UP



Presented by: Kansas Kids @ GEAR UP – a 50% federally funded U.S. Department of Education Grant



**Goals & Objectives**



**KKGU in Kansas**



**Services**



**Program Impact**



**Partnerships**



**Kansas - 6,574  
youth in foster care**

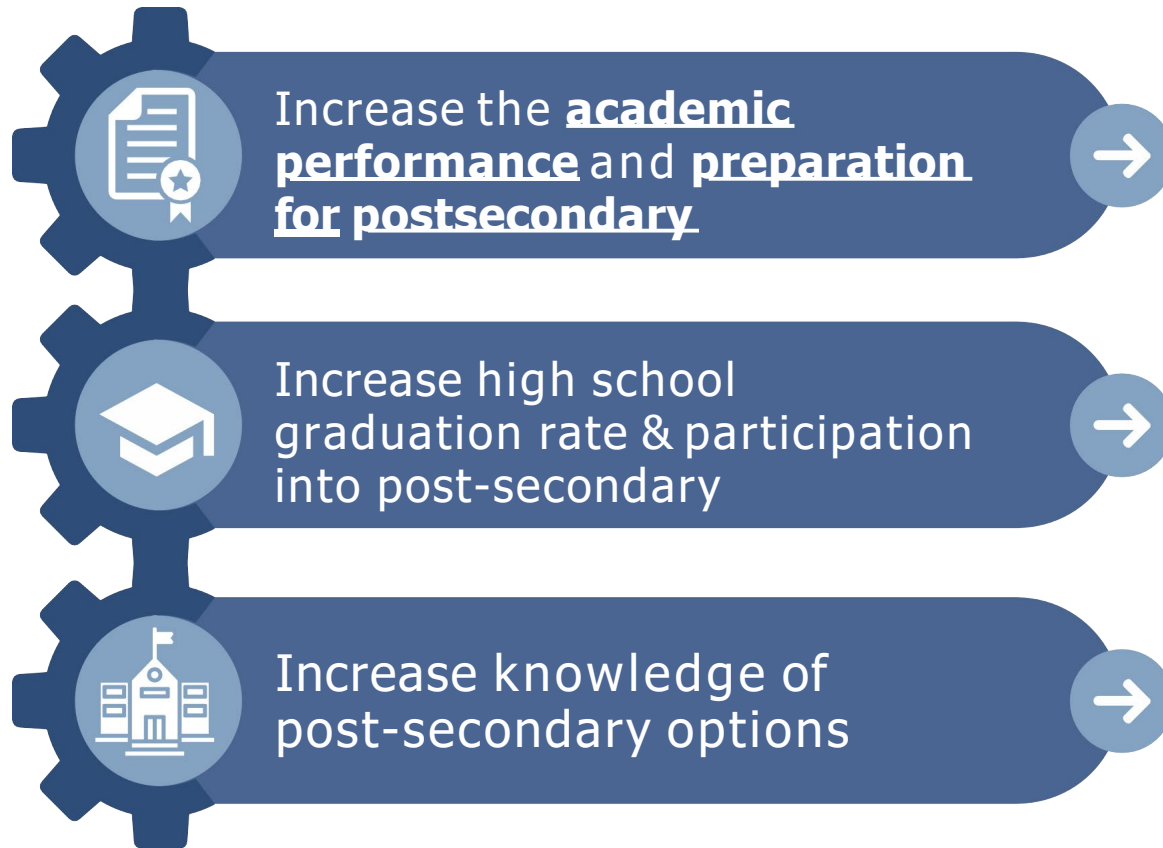


**In Kansas, only 59.3% of  
students in foster care  
graduate high school**



**Less than 5% graduate  
from a 4-year college**

# GOALS & OBJECTIVES



## Objectives

80% - on track for graduation at the end of each grade

## Objectives

70% - seniors will graduate  
65% - submit a college application  
70% - no remedial college course

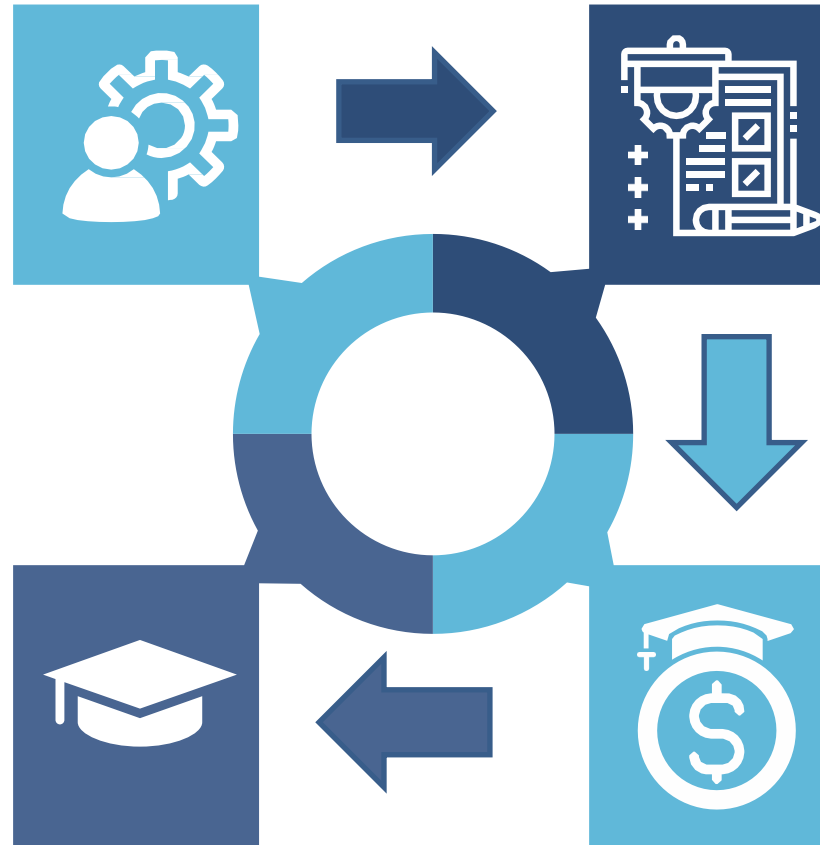
## Objectives

70% - ACT  
80% - FAFSA



# Program Impact

**Students**  
**2,500**  
Foster Carer and JJA



**Received a diploma**  
**87% Students**

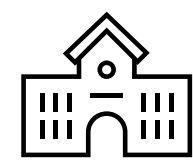
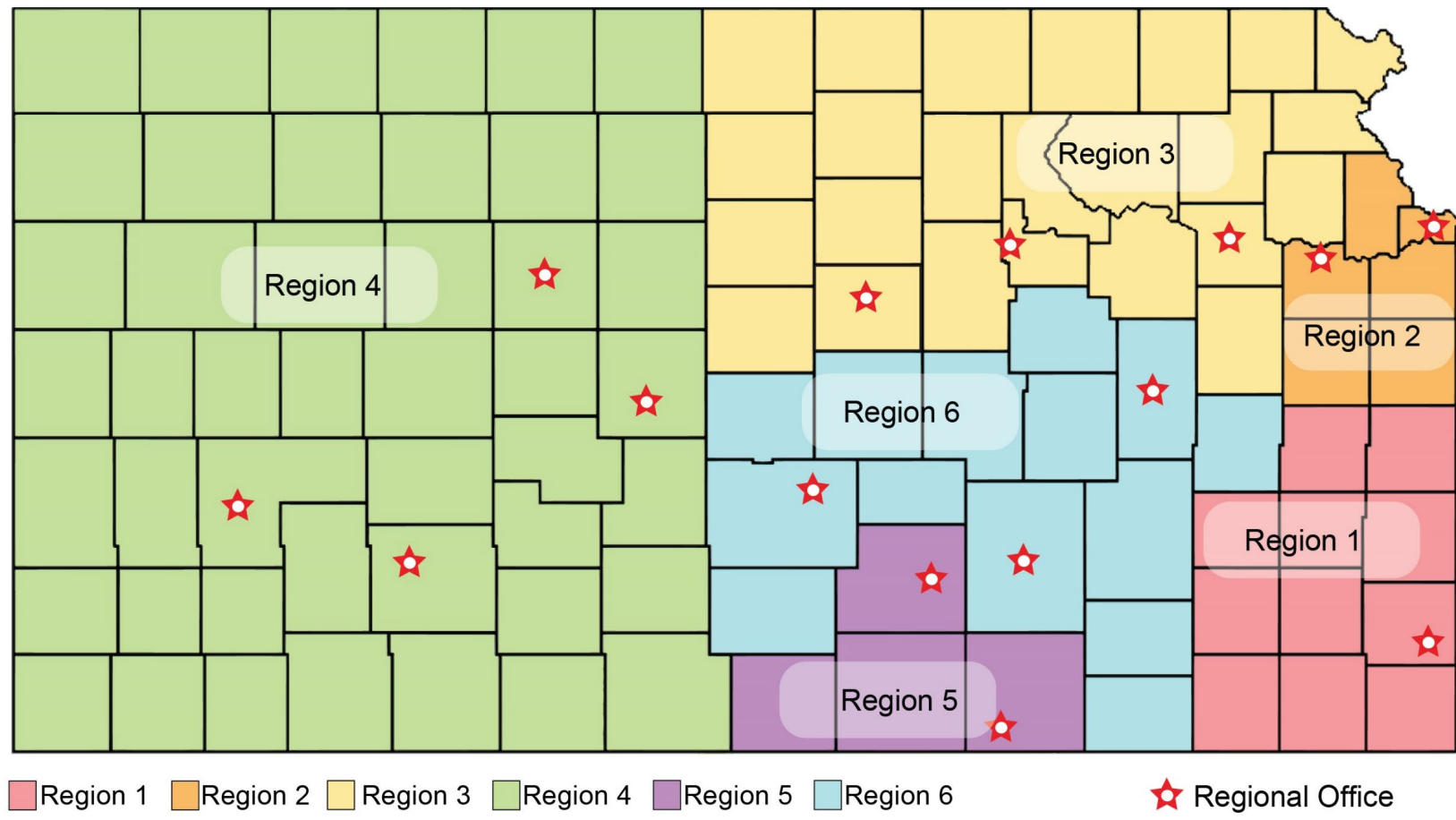
**College Enrollment**  
**62% Students**

**Scholarship**  
**2,862 Students**  
(2016-2022)

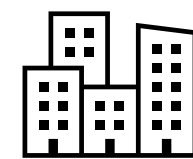




# Kansas Kids @ GEAR UP offices and regions

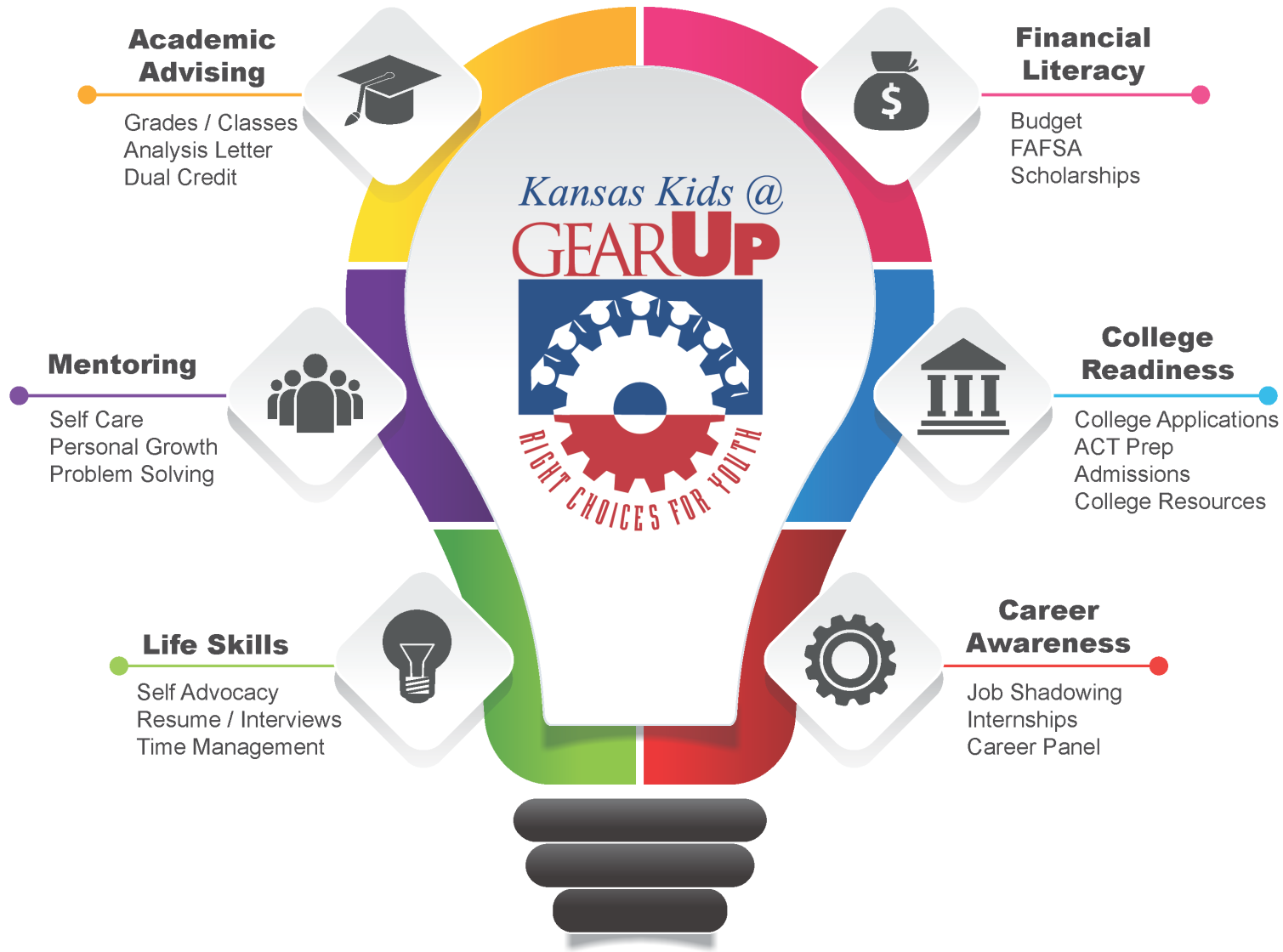


**406 Schools**



**15 Offices**

# KKGU – Student Services



# Community Partners

## USD Schools

Staff Support  
Student Access  
Classroom/facility space  
Equipment and Materials

## Colleges & Universities

Admissions  
Financial Aid  
Housing  
Student Resources

## Professionals

Job Shadowing  
Career Awareness  
Resume & Interviewing



## DCF & Foster Care Agencies

Staff Support  
Student Referrals and information  
Office Space and Supplies  
Equipment and Material

## Non-profit and Profit Businesses

Guest speakers  
Supplies and Materials  
Professional Development

## Community Resources

Libraries  
Faith-based organizations  
Community based organization

Kansas Kids @ GEAR UP

# Q&A



## Office Locations

Wichita State University, 1845 Fairmount St,  
Campus Box 110, Wichita, KS 67260

**Region 1:** Department for Children and Families  
(DCF), 320 S Broadway, Pittsburg, KS 66762

**Region 2:** Washington High School, 7340  
Leavenworth Rd, Kansas City KS 66109  
Juvenile Detention Center, 920 West Spruce St,  
Olathe, KS 66061

**Region 3:** Department for Children and Families  
(DCF), 500 SW Van Buren, Topeka, KS 66603  
Department for Children and Families (DCF),  
901 Westchester, Salina, KS 67401

**Region 4:** Dodge City High School, 2201 Ross  
Blvd., Dodge City KS 67801  
Barton County Academy, 5220 10th Street,  
Great Bend, KS 67530  
Great Bend High School, 2027 Morton Street,  
Great Bend, KS 67530  
Big Brothers Big Sisters of Finney County, 1312  
North 7th, Garden City, KS 67846

**Region 5:** Meritrust Credit Union, 2900 S. Oliver  
St., Wichita, KS 67210

**Region 6:** Department for Children and Families  
(DCF), 600 Andrew Ave., South Hutchinson, KS  
67505  
Thomas Transfer, 906 E. 6th Ave., Emporia, KS  
66801  
Department of Health, *Independent Living Self-Sufficiency Program*  
El Dorado, KS 67042

## Our Partners

Kansas Kids @ GEAR UP works to expand existing efforts to enhance student achievement by partnering with other agencies.

- TRIO Programs
- Department for Children and Families
- Kansas Board of Regents
- Private Foster Care Agencies
- Wichita State University
- Kansas State Department of Education

*Providing College Readiness,  
Career Exploration and College  
Access Services to Low-Income  
and Students In Foster Care*

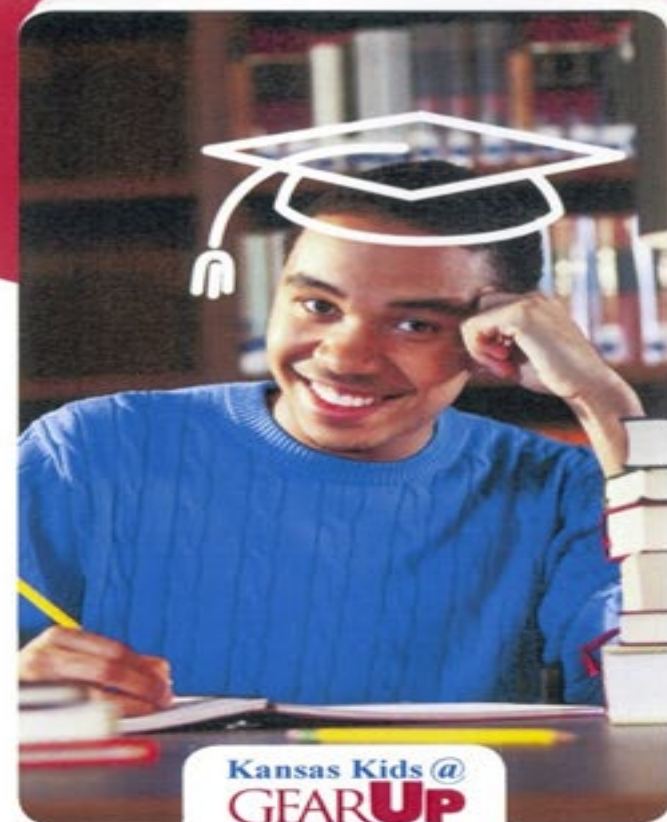
1-866-815-5404

[www.wichita.edu/gearup](http://www.wichita.edu/gearup)

Kansas Kids @ GEAR UP is a state-wide, 50%  
federally funded program hosted by WSU



 WICHITA STATE  
UNIVERSITY



**Gaining Early Awareness  
and Readiness for  
Undergraduate Programs**

# Kansas Jobs for America's Graduates JAG-K

BEVERLY MORTIMER | Sr. Vice President of  
Programming

**Jobs for America's Graduates - Kansas**

[jagkansas.org](http://jagkansas.org)

[www.Facebook.com/JAGKansas](http://www.Facebook.com/JAGKansas)



# PREPARING STUDENTS FOR SUCCESS

August 2023

# WHAT IS JAG-K?

JAG-K partners with public schools to ensure students graduate and are on a pathway to success.

Students explore career opportunities and learn the skills necessary to successfully transition to post-secondary education, military service, or into the workforce following their graduation.





# HOW IS JAG-K DIFFERENT?

- ★ Class on the master schedule
- ★ Competency-based curriculum
- ★ Project-based learning
- ★ Career exploration
- ★ Employability skills
- ★ Student leadership
- ★ Authentic work-based learning
- ★ Trauma-informed awareness
- ★ 12-month programming and follow-up services



# JAG-K **Traditional** Model

- Class on the master schedule
- Career Association
- Workplace and post-secondary visits
- Individual Development Plans (Barriers, Career, Work)
- 10 hours of service learning
- Year-round program & 12-month follow-up (after graduation)
- Data reporting in JAGForce (electronic national management system)
- Funding for JAG-K through TANF Grant – DCF
  - Employer partners – John Deere, AT&T, ADM, Walmart
  - Meet criteria for At-Risk and ESSER funding



# Special Events

- Fall Leadership Development Conference
- JAG-K Day at the Capitol
- Local Career Development Competitions
- Regional Career Development Conference
- State Career Development Conference
- National Career Development Conference



# BY THE NUMBERS

- ★ 104 programs in 46 school districts in Kansas (MY, AE, MS)
- ★ **8 pilot programs to serve system-involved youth**
- ★ 94% graduation rate (Class of 22)
- ★ 83% positive outcomes (Class of 22, includes employment, post-secondary education, military)
- ★ 86% full-time employment rate (Class of 22)
- ★ 96% connectivity rate (Class of 22)



# JAG-K System-Involved Youth Pilot Programs

- Career Specialist at the Kansas Juvenile Correctional Complex (expanding to 3)
- Career Specialist in the 12<sup>th</sup> Judicial District (JCAB)
- 4 Regional Career Specialists to serve system-involved youth during school placement changes



# JAG-K Transition Services



## 1. Graduation rate - IPS/IDP & immediate credit recovery

Passing 9<sup>th</sup> grade core classes is a strong predictor of HS graduation

Local control determining local graduation requirements (Kansas State Statute #38-2285)

## 2. Employment – provide authentic work-based experiences & volunteering

JAG graduates are:

230 percent more likely to be employed full-time than their non-JAG peers

2x as likely to go on to postsecondary education as their non-JAG peers

Chances of earning a living wage increase from 20% to 80% for youth who receive targeted services and supports to prepare them for employment, address employment barriers, and help them secure and maintain employment

Internship and apprenticeship opportunities, (prior to age 18) allow youth to earn money, develop work skills, be mentored by professionals, and reach higher levels than just working a job.



# JAG-K Transition Services



## 3. Mobility – Specialist(s) follow the students

Low-income minority children's odds of graduating from high school on-time are reduced by 12-19% with each school change.

60% of Students who change schools 2 or more times between grades 8-12 earn a high school, compared to peers who do not change schools (2)

Interruption in academic progress

Disparities in curriculum and instruction

Changes in school culture and systems

Youth in Kansas foster care older than 13 years of age experiencing three or more moves in a 12-month period climbed from 54% in 2019 to 61% in 2023.

## 4. School connectedness – Accelerate connection of resources

Students experience loss of social capital, peer relationships during crucial development of identity and belonging

Students who have specific career goals felt more connected to school

Partner w/schools vs. full-time virtual school



# JAG-K Transition Services

## LIFE SKILLS

- \*Food & Nutrition
- \*Finding Housing
- \*Utilities
- \*Personal Documentation  
& Identity
- \*Transportation
- \*Other

## EDUCATION

- \*Diploma or GED
- \*Post Secondary &  
Certifications
- \*Financial Literacy

## HEALTH & WELL-BEING

- \*Personal Hygiene
- \*Mental Wellbeing
- \*Physical Wellbeing
- \*Community Engagement
- \*Positive Personal Connections

## CAREER DEVELOPMENT

- \*Career Exploration
- \*Job Attainment
- \*Job Survival
- \*Retaining the Job
- \*Employment





# Contact

Chuck Knapp, President/CEO

Beverly Mortimer, Vice President of Program Development  
[bmortimer@jagkansas.org](mailto:bmortimer@jagkansas.org) 785-243-0836

Jobs for America's Graduates-Kansas  
1420 SW Arrowhead Rd, Ste 300  
PO Box 4199  
Topeka KS 66604  
785-478-5650

[www.jagkansas.org](http://www.jagkansas.org)



Questions  
&  
Feedback



Thank you!

# Poll Question

What agency is Pre-ETS part of?

- KDHE
- KDADS
- DCF
- MCO's



# Poll Question

- What State University administers the grant for Kansas Kids @ Gear Up?
  - Kansas State University
  - Emporia State University
  - Wichita State University
  - Fort Hays State University



# Breaktime

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# Poll Question

At what age do Chafee services and funding end?

- 17
- 18
- 21
- 23



# Poll Question

To access vehicle repair and maintenance funds, young people engaged in the DCF Independent Living program must provide documentation of which of the following?

- Driver's license
- Current insurance
- Completion of driver education
- Registration in their name



# DCF Independent Living

---

Stacy Tidwell, Deputy Director of Youth Services, [Stacy.Tidwell@ks.gov](mailto:Stacy.Tidwell@ks.gov)

Amy Ervin, Independent Living Program Manager, [Amy.Ervin@ks.gov](mailto:Amy.Ervin@ks.gov)

Erin Hamm, Kansas City Region Independent Living Supervisor,  
[Erin.Hamm@ks.gov](mailto:Erin.Hamm@ks.gov)



# About the Independent Living Program

The Independent Living (IL) Program in Kansas provides services and supports to youth in foster care as they transition into independence. Services and supports are available to youth upon request and may include:

- Locating safe/stable housing
- Obtaining a GED or high school diploma
- Career and post-secondary education planning
- Maintaining employment
- Accessing community resources
- Budgeting and money management

*Independent Living Self-Sufficiency Program*







# Basic Chafee

- Assistance with completion of high school or GED
- Training in daily living skills
- Budgeting and money management
- Assistance with funds to provide clothing for interviews or uniforms
- Transportation for education/employment purposes
- Youth in an out-of-home placement for any length of time after their 14<sup>th</sup> birthday may be eligible. Eligibility ends when a youth attains 21 years of age.

*Independent Living Self-Sufficiency Program*





# Vehicle Repair and Maintenance

Must be approved by the Prevention and Protection (PPS) Independent Living Supervisor or designee. Cumulative payments may not exceed \$1,000. Available transportation options must be explored prior to authorizing a vehicle repair or maintenance.

## Eligibility

- Youth in an out-of-home placement for any length of time after their 14<sup>th</sup> birthday may be eligible. Eligibility ends when a youth attains 21 years of age.
- The vehicle is currently registered in the youth's name.
- The vehicle is currently insured.
- The youth has a valid driver's license.
- Other resources available to meet the youth's transportation needs.
- Documentation from authorized/certified mechanic of repairs or maintenance and itemized costs.



# Independent Living (IL) Subsidy

- Custody of DCF, Kansas Department of Corrections- Juvenile Services (KDOC-JS) or Tribal Authority (TA) and in an eligible out-of-home placement at time of release on or following the youth's 18<sup>th</sup> birthday.
- Eligible until 21<sup>st</sup> birthday.
- Marital status does not impact eligibility for subsidy.
- Youth must be financially responsible for maintenance and expenses. May be living alone, with a roommate(s) or in a family setting.
- Requires plan for education to obtain high school diploma or GED or full-time employment.
- May have a mentor to assist with financial management.

*Independent Living Self-Sufficiency Program*



# Independent Living (IL) Subsidy

(continued)

Tiered approach

Tier 1	Months 1-12	100% of subsidy based on need
Tier 2	Months 13-18	90% of subsidy based on need
Tier 3	Months 19-24	80% of subsidy based on need
Tier 4	Months 25-36	70% of subsidy based on need

*Independent Living Self-Sufficiency Program*



# Start Up Funds

## Start Up Costs – not including rent or room and board

- May include utility deposits, necessary furniture, household supplies, or other items as deemed appropriate. Cumulative payments may not exceed \$600.

## Start Up Costs – rent or room and board

- Includes rent/room and board costs, including deposits. Room and board are considered to be lodging and meals, often provided for a set fee. Cumulative payments may not exceed \$600.



# Start Up Funds

(continued)

## Eligibility

- Custody of DCF, Kansas Department of Corrections- Juvenile Services (KDOC-JS), or Tribal Authority (TA) and in an eligible out-of-home placement on or after their 18<sup>th</sup> birthday.
- Youth who are likely to attain 18 years of age while in an eligible out-of-home placement.
- Youth who have already attained 18 years of age while in an eligible out-of-home placement.
- Youth who meet the above criteria and are receiving Education Training Voucher (ETV) support continue to be eligible.
- Eligibility ends when the youth attains 21 years of age.





# Aged Out Medical Program

- Custody of DCF, Kansas Department of Corrections-Juvenile Services (KDOC-JS) or Tribal Authority (TA) and in any out-of-home placement on the day the youth turns 18.
- Coverage until the last day of the month the youth turns 26.
- Must reside in Kansas.
- Apply through the KanCare Clearinghouse.

# Senate Bill 23

- High school diplomas are available to students in DCF or Kansas Department of Corrections-Juvenile Services (KDOC-JS) custody. The board of education of a school district must award a high school diploma to any person requesting a diploma if such person:
  - Is at least 17 years of age;
  - Is or has been a child in the custody of DCF or KDOC-JS at any time on or after such person's 14<sup>th</sup> birthday; and
  - Has achieved at least the minimum high school graduation requirements adopted by the state board of education.
    - Four credits of English Language Arts, three credits of History and Government, three credits of Science, three credits of Mathematics, one credit of Physical Education, one credit of Fine Arts, and six credits of Electives.
- Districts are highly encouraged to allow students to participate in all graduation activities.
- Students should be awarded a regular high school diploma.



# Education and Training Voucher

(ETV)

Youth in the custody of DCF, Kansas Department of Children- Juvenile Services (KDOC-JS) or Tribal Authority (TA) must meet the following criteria:

- Aged out of foster care from an eligible placement after attaining age 18.
- High school graduate or GED completion while in eligible foster care placement.
- Finalized adoption from foster care at or after age 16.
- Permanent order or guardianship/permanent custodianship from foster care after age 16.
- Out-of-home placement, any length of time after 14<sup>th</sup> birthday may be eligible.

*Independent Living Self-Sufficiency Program*



# ETV

- Youth who left a foster care placement subject to permanent custodianship or guardianship or who were adopted before the youth's 16<sup>th</sup> birthday are **not** eligible for ETV.
- Youth are eligible until they turn 26 years of age as long as they are enrolled in a post-secondary education program and are making good progress toward completion of the program.
- Youth may only participate in the ETV program for a total of five years, whether or not those years are consecutive.
- Youth may receive up to \$5,000 in ETV funds per year. Receipt of funds is based on need and availability.



# ETV – Services and Supports

- **Tuition and fees:** Post-secondary educational institutions and certified training programs (i.e. educational institutions and programs not governed by the Kansas Board of Regents, computer/technical programs and cosmetology programs)
- **Room and board:** related to post-secondary education or certified training program
- **Books, materials, special fees:** for education/training programs
- **Childcare**
- **Technical equipment:** special calculators, computers or other technical equipment to aid in post-secondary education or training program



# ETV – Services and Supports

- **Tutoring**
- **Transportation costs:** related to post-secondary education and/or training
- **Clothing:** related to post-secondary education and/or training
- **Medical policies, prescription and medical services:** purchased to assist youth in post-secondary education and/or training (cannot be used for youth eligible for Aged Out Medical Program)

*Independent Living Self-Sufficiency Program*





# Tuition Waiver

Waives tuition and fees through the semester the youth turns 23 at Kansas Board of Regents vocational-technical schools, community colleges, and all state universities listed on KBOR website: [www.kansasregents.org](http://www.kansasregents.org)

## Eligibility

- In **DCF custody** in an eligible out-of-home placement at age 18
- High school graduation/GED completion while in DCF custody and out-of-home placement
- Adoption from foster care at/after age 16
- Guardianship from foster care at/after age 16

## How to Apply

Youth completes the application for the Foster Child Assistance Program and submits it to post-secondary institution.

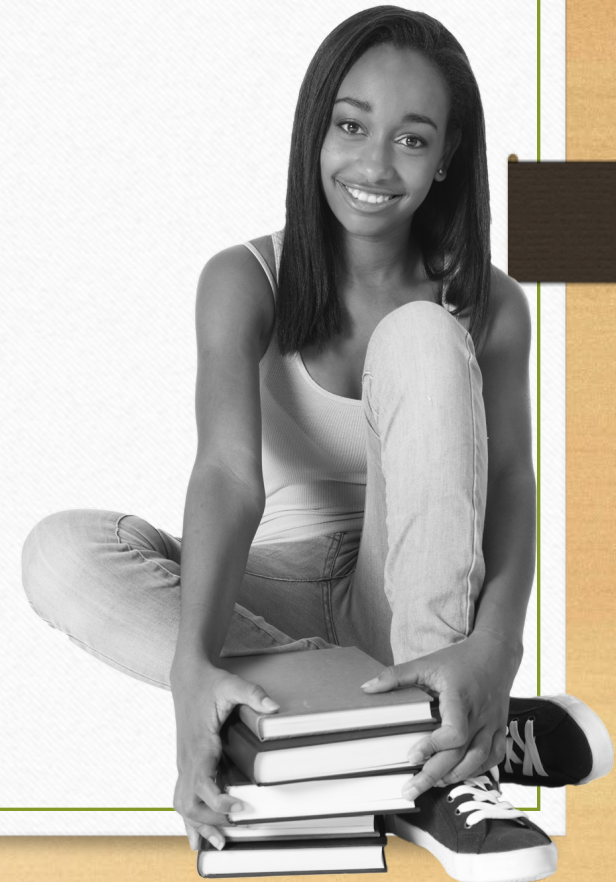
*Independent Living Self-Sufficiency Program*

# National Youth in Transition Database

(NYTD)

The only people who truly know what it's like to be in foster care are the youth who have been there. NYTD is a national effort to obtain youth input and provide it to policy makers by sharing basic information about the services received while in care.

**Kansas Independent Living NYTD Contact Information:**  
[DCF.NYTD@ks.gov](mailto:DCF.NYTD@ks.gov)





# Kansas Youth Advisory Council

(KYAC)

Older youth in foster care and alumni of foster care participate in our Kansas Youth Advisory Council (KYAC) and the Regional Youth Advisory Councils (RYACs) until attaining 26 years of age. Members of KYAC/RYAC advocate for themselves, future foster youth and youth who have transitioned to self-sufficiency.

## Eligibility

- 14 to 26 years of age in foster care for any length of time
- Demonstrated maturity in school and other activities
- Participates in Regional Youth Advisory Councils
- Case Manager/IL Coordinator recommends participation in KYAC

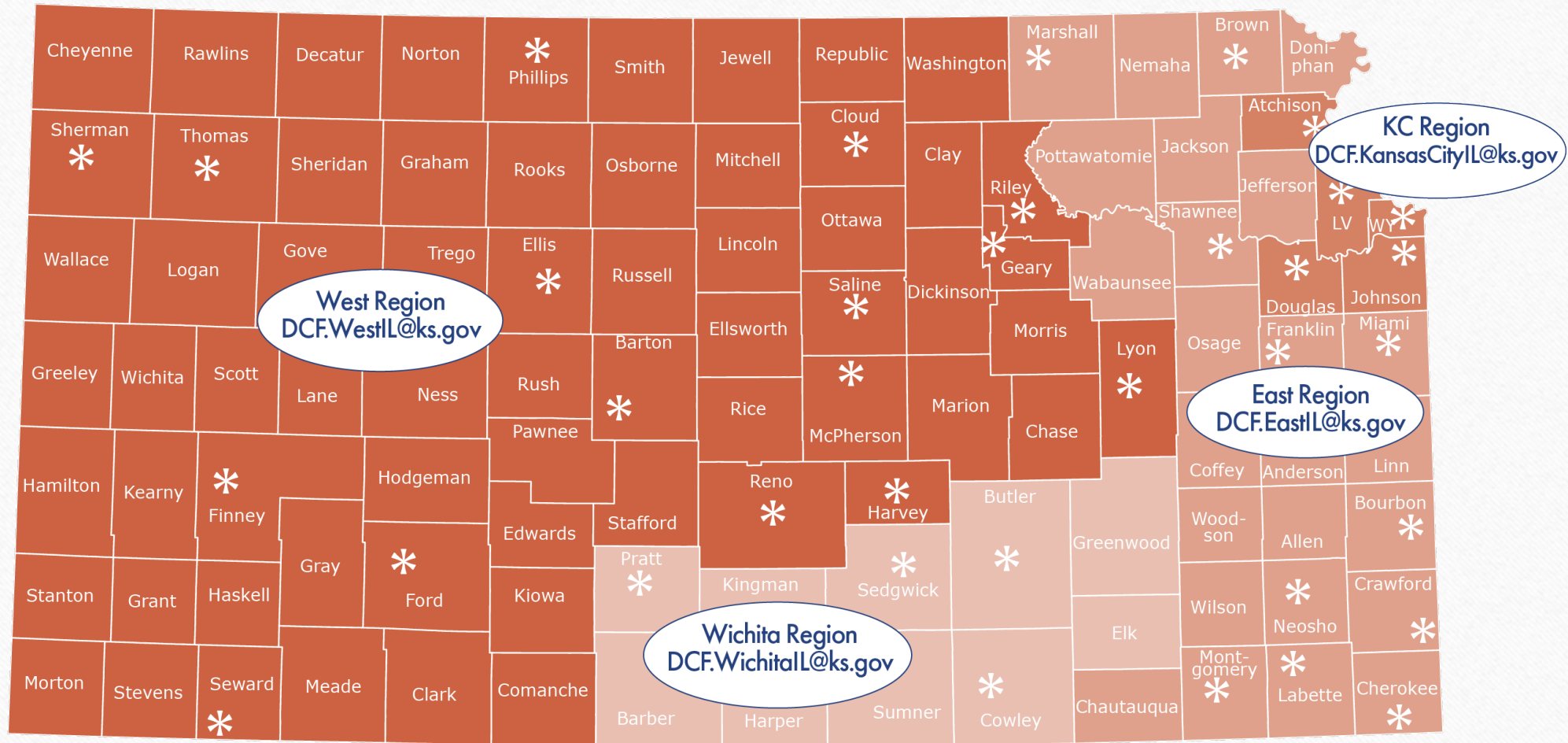
### Kansas Youth Advisors

Hannah Gremillion  
[hgremillion@pfsks.org](mailto:hgremillion@pfsks.org)

Mackenzie Watson  
[mwatson@tfifamily.org](mailto:mwatson@tfifamily.org)

# DCF Regional Independent Living Supervisors

Statewide Independent Living Contact - 785-296-4653



\* DCF Service Center

# Poll Question

At what age do Chafee services and funding end?

- 17
- 18
- 21
- 23



# Poll Question

To access vehicle repair and maintenance funds, young people engaged in the DCF Independent Living program must provide documentation of which of the following?

- Driver's license
- Current insurance
- Completion of driver education
- Registration in their name



# Breaktime

---

# Poll Question

How long do Aftercare services last?

- 2 months
- 3 months
- 6 months
- 1 year



# Poll Question

Daily contact is required in Aftercare?

- True
- False



# Questions about DCF Independent Living?

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# AFTERCARE

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## Post-Release from Custody

# Aftercare Services

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- Aftercare services are provided by Foster Care Grantee staff
  - Cornerstones of Care
  - KVC
  - St. Francis Ministries
  - TFI Family Services

# Cornerstones of Care

---

Laura Walters

Director of Client Support Services

[laura.walters@cornerstonesofcare.org](mailto:laura.walters@cornerstonesofcare.org)

# What we do

- Case Management for approximately 130 children monthly AND 15 Emancipated Youth
- Crisis intervention and Mediation
- Monitoring UAs for applicable families
- Assisting youth and families with documentation: DL, SS, BC
- Encouraging families toward stability, resourcefulness and self-reliance while developing informal supports
- Hotlines if necessary



# AFTERCARE REQUIREMENTS FOR VISITS

- **We are required by DCF to see all youth/families at a minimum of once a month in person for 6 months**
  - That includes adoptive families and after release of custody (ROC)
  - Many families are visited in person once a week or more frequently
  - The family strengths and needs assessment determines how frequently we see the family
  - A barrier after young adults are ROC is maintaining engagement, but we work hard to keep lines of communication open, so they have the support and resources they need. It is much more difficult to see these youth in person.

# Services for Children, Youth, and Families

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- We refer to a tremendous number of services. We continue the work of permanency and assess for family/youth needs to maintain stability. Families who have completed Aftercare at times continue to contact us for assistance.



# Older Youth in Care

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- Every youth age 16.5+ must be staffed QUARTERLY to review and update their readiness for exiting custody
- Review youth's document status, education (IEP/504), job options/readiness, placement/housing, plans for future, benefits, disabilities, supports, connections, etc.

# Kansas Kids @ Gear Up

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- Collaborate with Kansas Kids @ Gear Up to share educational data to ensure youth have every possible educational opportunity
- Work together to plan college and trade school tours
- All youth 12+ can be referred to Gear-Up
- [www.kkgu.org](http://www.kkgu.org)



# College Prep

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- Launch Packs: for youth moving into their FIRST dorm or apartment
- Graduation Gifts
- Senior Photos
- Annual Credit Reports
- Scholarships

# Assessments

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## **Youth Connection Scale:**

Complete with every youth 14+ once a year to monitor connections in youth's lives

## **Casey Life Skills Assessments:**

Complete with every youth 14+ twice a year to monitor needs toward IL skills. Our goal is to use these to drive the classes we have available for youth

# Crisis Management And Prevention

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- We continue to provide acute crisis management and prevention. Families and youth are very vulnerable during this time of transition and some families are seen several times a week to maintain stability
- Youth who age out are at particular risk of homelessness if they do not have a solid plan



# Classes Available

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- Home Maintenance
- Financial planning
- Grocery Planning and Meal Prep
- Applying for jobs
- Laundry Basics
- Professional relationships and  
maintaining a job
- Personal hygiene
- Planning for the future
- Substance abuse
- Purchasing and maintaining an automobile
- Pregnancy prevention
- Public transportation
- Pregnancy and newborn care
- Car maintenance
- Suicide prevention and emotional management
- Navigating child welfare
- Developing/maintaining healthy relationships
- Awareness of sex trafficking

# Exit Interviews

Ensure young adults have a plan for next steps after release from custody that include the following:

- Housing
- Education
- Job options
- Connections
- Benefits/eligibility
- Aged out medical application



## Court and closure of aftercare

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Some families come to Aftercare released of custody (ROC). In order to be ROC, we must provide documentation and evidence to the court that the family is compliant with visits, UAs and other services, just as they had to be with Reintegration.

Once they have been ROC, we continue to monitor and visit them in person until the six months are complete.

At age 18, young adults can ask to be released from care, but must leave care at 21

We have put together an Exit Packet with a certificate for families/young adults documenting their time in Foster Care has come to an end. This also includes listing resources and informal supports/emergency contacts





## Challenges and Needs Of Youth Transitioning From Foster Care Into Adulthood

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- Learning to live on their own
- Medical/insurance access making appointments
- Therapy/Relationships
- Housing and basic life skills
- Budget
- Healthy Habits
- Connect with DCF Benefits
- Education/GED
- Job skills/opportunities

# Thank you

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Team  
work  
MAKES  
dream  
work

Caring for youth and families required collaboration between courts, DCF, the contractor, outside resources and the youth and families themselves.



# KVC

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Kelly Beale

Director In-Home Services

[kbeale@kvc.org](mailto:kbeale@kvc.org)

# KVC Aftercare

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- Exit Interviews
- Needs Assessment
- On Call Services
- Willingness to meet in whatever way the youth chooses

# KVC Aftercare

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- Youth in charge of what they want to work on
- Transportation
- Housing
- Collaboration with DCF
- Beyond the 6 months of Aftercare

# St. Francis Ministries

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Tacarra Caldwell, Independent Living Aftercare Permanency Specialist,  
[Tacarra.Caldwell@st-francis.org](mailto:Tacarra.Caldwell@st-francis.org)

Adrien Schulte, Independent Living Support Services Supervisor, [Adrien.Schulte@st-francis.org](mailto:Adrien.Schulte@st-francis.org)

# St. Francis Ministries Aftercare Services

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- Support in accessing community resources such as housing, employment, education.
- Support in accessing community resources for needs such as food, clothing and emergency shelter.
- Support to address mental health and physical health needs and substance abuse issues

# St. Francis Ministries Aftercare Services

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- Purpose of aftercare services is to assist in gaining skills and supports to become self-sufficient
- Focus on teaching and guiding rather than doing things for the young person
- Help connecting to DCF IL Program for ongoing services and benefits
- Automatically enrolled in Aftercare when released from care
- Young adults contacted weekly/ monthly

# St. Francis Ministries Aftercare Services

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- What's new?
  - Youth Led Meetings
  - Prepping to Launch Meetings
  - In-person visits

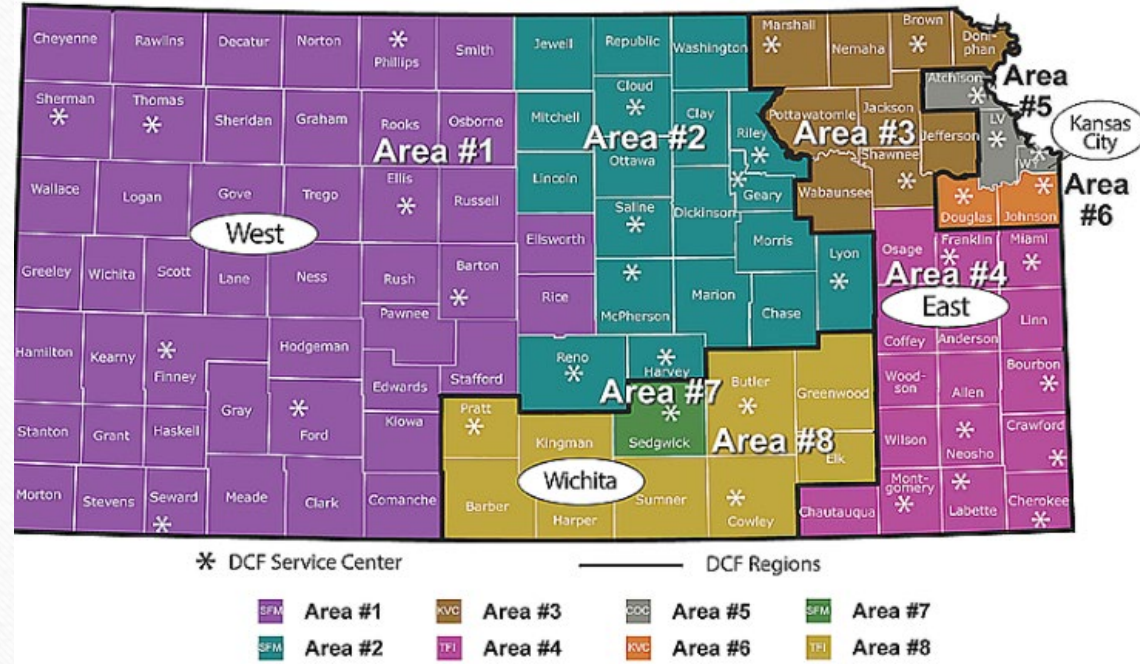
# TFI

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McKenzie Maris, LBSW  
Director of Aftercare and Crisis Services  
[mmaris@tfifamily.org](mailto:mmaris@tfifamily.org)



# Catchment Area Map



# Aftercare Contacts by Catchment Area

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- Cornerstones of Care

Laura Walters, Director of Support Services

816-820-5263

[Laura.Walters@conerstonesofcare.org](mailto:Laura.Walters@conerstonesofcare.org)

- KVC

Kelly Beale, Director of Intensive In-Home Services

913-499-8100, 913-956-5336

[Kbeale@kvc.org](mailto:Kbeale@kvc.org)

- St. Francis Ministries

Adrien R. Schulte, IL Support Services Supervisor

316-217-7265

[Adrien.Schulte@st-francis.org](mailto:Adrien.Schulte@st-francis.org)

- TFI

Mackenzie Maris, Director of AfterCare and Crisis Services

620-440-0143

[mmaris@tfifamily.org](mailto:mmaris@tfifamily.org)

# Poll Question

- How long do Aftercare services last?
  - 2 months
  - 3 months
  - 6 months
  - 1 year



# Poll Question

Daily contact is required in Aftercare?

- True
- False



# Questions?



# Breaktime

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