

Module 1: Why is Building Life Skills Important?

1. Intro

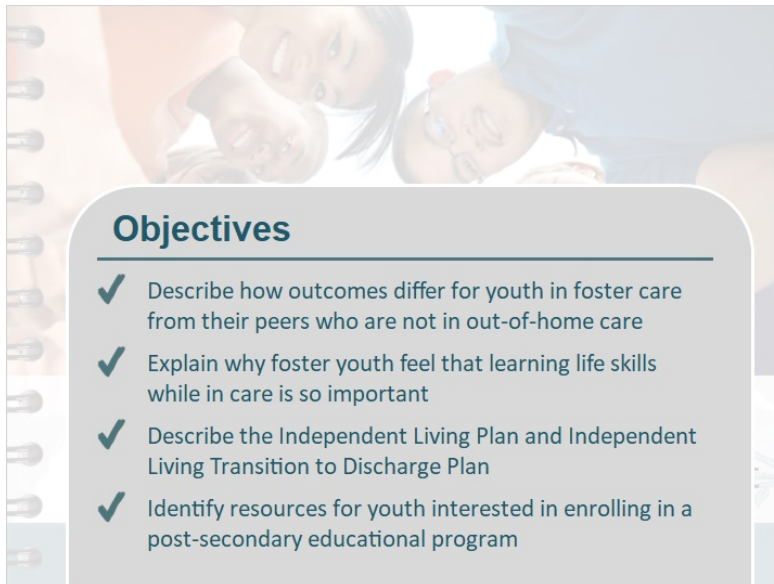
1.1 Key Ideas



Notes:

In this module, you will learn about why it is so important for you as a foster parent to help the children in your home build life skills, which you'll also hear us refer to as independent living skills. You've probably also heard social workers or caseworkers talk about life skills, and how important they are for children in out-of-home care. As a foster parent, you have a responsibility to help the children and youth in your home build these skills. You may remember hearing about this in the Pre-Placement or Foundation Training.

1.2 Objectives



Objectives

- ✓ Describe how outcomes differ for youth in foster care from their peers who are not in out-of-home care
- ✓ Explain why foster youth feel that learning life skills while in care is so important
- ✓ Describe the Independent Living Plan and Independent Living Transition to Discharge Plan
- ✓ Identify resources for youth interested in enrolling in a post-secondary educational program

Notes:

Upon completion of this module, you should have the knowledge and skills to:

- Describe how outcomes differ for youth in foster care from their peers who are not in out-of-home care
- Explain why foster youth feel that learning life skills while in care is so important
- Describe the Independent Living Plan and Independent Living Transition to Discharge Plan, and how one builds upon the other
- Identify resources for youth interested in enrolling in a post-secondary educational program

Let's start by learning about some independent living statistics and outcomes, and how you can make a difference for the children and youth in your care.

1.3 Independent Living Statistics and Outcomes

The infographic features a document titled "John H. Chafee Foster Care Independence Act" with the subtitle "In the Senate of the United States, November 19, 1999." The document text states: "Resolved, That the bill from the House of Representatives (H.R. 1802) entitled 'An Act to amend part E of title IV of the Social Security Act to provide States with more funding and greater flexibility in carrying out programs designed to help children make the transition from foster care to self-sufficiency, and for other purposes.', do pass with the following" followed by an "AMENDMENT:" section. The amendment includes: "Strike out all after the enacting clause and insert: 1 SECTION 1. SHORT TITLE; TABLE OF CONTENTS. 2 (a) SHORT TITLE.—This Act may be cited as the 'Foster Care Independence Act of 1999'. 3 4 (b) TABLE OF CONTENTS.—The table of contents of this 5 Act is as follows: Sec. 1. Short title; table of contents. TITLE I—IMPROVED INDEPENDENT LIVING Subtitle A—Impaired Independent Living Program Sec. 101. Impaired independent living program." A blue callout box on the right states: "In 2018, renamed: John H. Chafee Foster Care Program for Successful Transition to Adulthood. Outlines requirements and provides funding to meet needs of youth aged 15-21. Youth age 14.5 must have an Independent Living Assessment and youth age 17.5 must have a Transition to Discharge Plan." A green box at the bottom right says: "This led to the National Youth in Transition Database (NYTD)". A link at the bottom left says "Link to complete document".

John H. Chafee Foster Care Independence Act
In the Senate of the United States,
November 19, 1999.

Resolved, That the bill from the House of Representatives (H.R. 1802) entitled "An Act to amend part E of title IV of the Social Security Act to provide States with more funding and greater flexibility in carrying out programs designed to help children make the transition from foster care to self-sufficiency, and for other purposes.", do pass with the following

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Sec. 1. Short title; table of contents.

TITLE I—IMPROVED INDEPENDENT LIVING

Subtitle A—Impaired Independent Living Program

Sec. 101. Impaired independent living program.

[Link to complete document](#)

In 2018, renamed:
John H. Chafee Foster Care Program for Successful Transition to Adulthood

Outlines requirements and provides funding to meet needs of youth aged 15-21.

Youth age 14.5 must have an Independent Living Assessment and youth age 17.5 must have a Transition to Discharge Plan.

This led to the **National Youth in Transition Database (NYTD)**

Notes:

We have told you that life skills are important, and that as a foster parent, you have a role in building those skills, but you might be wondering how you can make a difference in building life skills. Let's first take a brief look at some history and then at some data that has been gathered for youth in foster care. We'll then talk about how you can help improve these outcomes for the children and youth in your home.

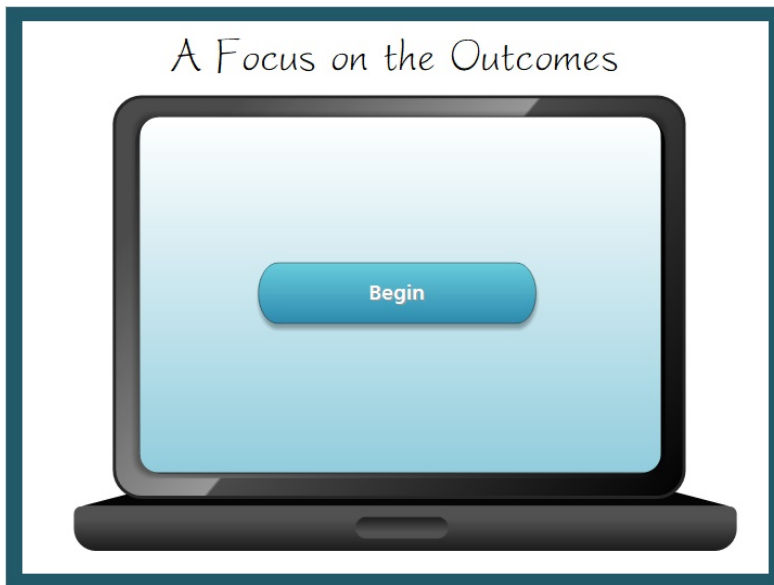
In 1999, Congress established the John H. Chafee Foster Care Independence Act. In 2018, this was renamed the John H. Chafee Foster Care Program for Successful Transition to Adulthood. This Act requires states to assist youth in transitioning from out-of-home care to self-sufficiency. The Chafee Act outlines requirements and provides funding to meet the needs of youth aged 14-21 who are in or who have aged out of foster care, and increased funding for transitioning youth up to age 21 who are leaving foster care. Wisconsin law states that youth aged 14 and a half and older must have an Independent Living Assessment. Youth age 17 and a half must have a Transition to Discharge Plan. Together, these identify the knowledge and skills the youth will need to make a successful transition to living on their own.

The Chafee Act also led to the development of the National Youth in

Transition Database, or NYTD, which collects data on services and training that youth are receiving as well as their outcomes.

We'll start by understanding some current statistics and how you can impact positive outcomes of the youth in your care as they become adults.

1.4 Focus on Outcomes

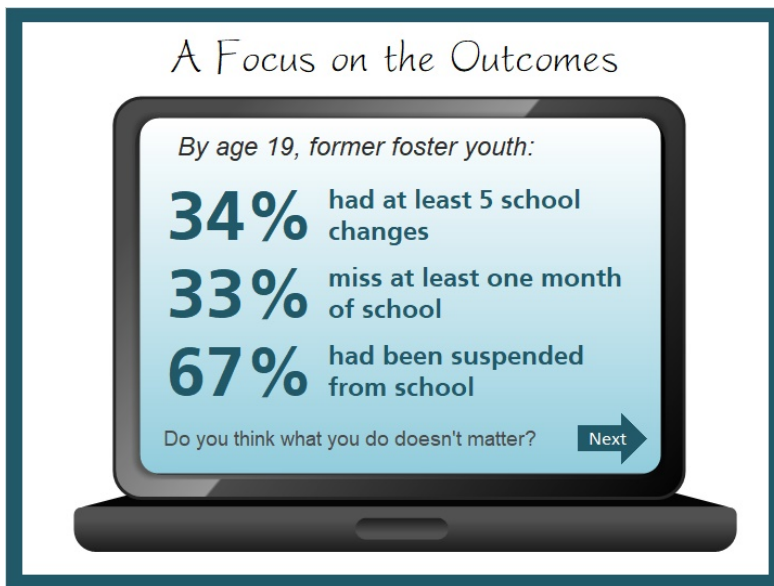


Notes:

Let's look at some of the outcomes that the research has found in comparing foster youth with their same-age peers.

Click the "Begin" button when you're ready.

1.5 School Outcomes



Notes:

By age 19, former foster youth:

34% had at least 5 school changes

33% miss at least one month of school

67% had been suspended from school

College attendance:

Roughly one-third of former foster youth enroll in a 2- or 4-year college, compared to the national college enrollment rate of 69%

Fewer than 3% of former foster youth graduate from a 4 year college

Many former foster youth are still enrolled and pursuing a degree program at age 25

Foster youth have the same aspirations and academic aptitude as their peers

National data shows that:

The greater the number of out-of-home care placements a young adult experiences, the less likely they are to have academic and economic success

65% of young adults in foster care complete high school, compared to 86%

among all young adults

47%-69% of foster care alumni are unemployed, compared to about 10%

among all young adults

Up to 80% of children in foster care experience significant mental health issues, compared to 18%-22% of the general population

Males have been arrested: Former foster youth: 81% Youth not in foster care: 17.4%

Females have been pregnant: Former foster youth: 70% Youth not in foster care: 40%

Wisconsin NYTD Data:

31% of foster care alumni are neither working nor in school at age 19; 32% are neither working nor in school at age 21

45% of foster care alumni are not working at all at the age of 21

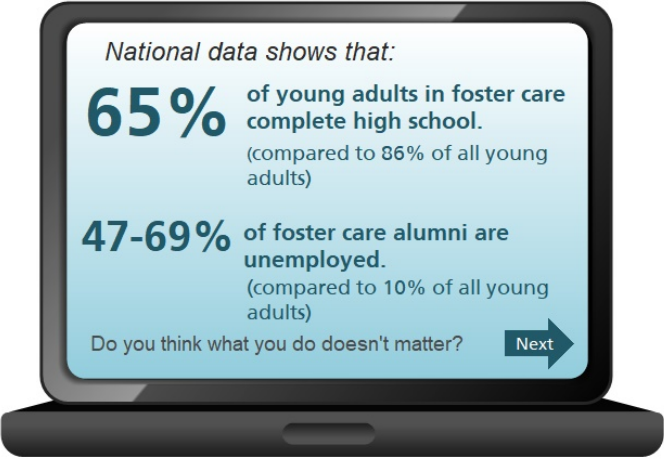
74% of foster care alumni completed high school requirements by age 21

25% of foster care alumni at age 19 report being homeless within the previous two years; by age 21 this increases to 35%

Roughly 30% of foster care alumni were incarcerated within two years of exiting care

National Data: High School GED (Slide Layer)

A Focus on the Outcomes



National data shows that:


65% of young adults in foster care complete high school.
(compared to 86% of all young adults)

47-69% of foster care alumni are unemployed.
(compared to 10% of all young adults)

Do you think what you do doesn't matter? [Next](#)

National Data: mental health (Slide Layer)

A Focus on the Outcomes



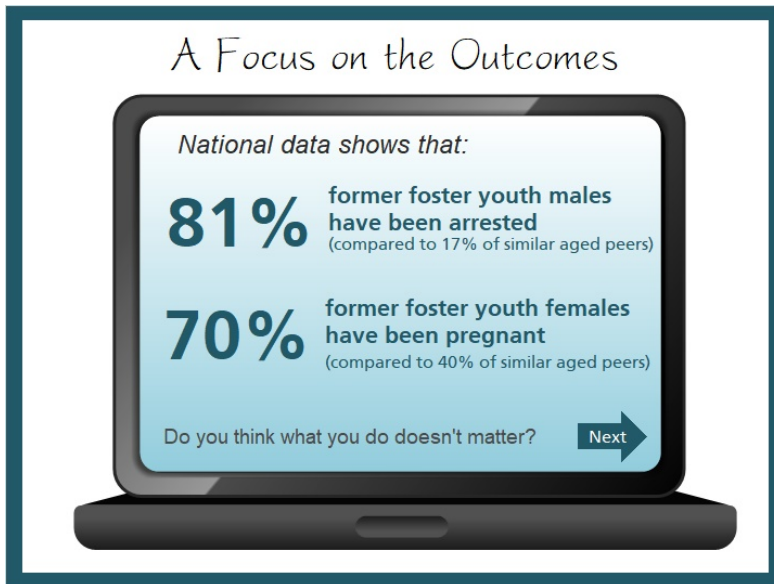
National data shows:

80% of children in foster care experience significant mental health issues
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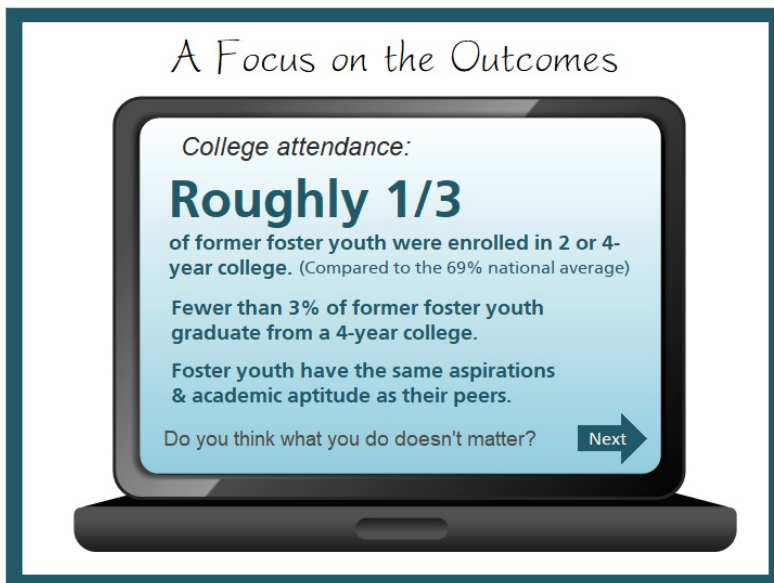
The greater the number of out-of-home care placements a young adult experiences, the less likely they are to have academic and economic success.

Do you think what you do doesn't matter? [Next](#)

National Data: arrests and pregnancy (Slide Layer)

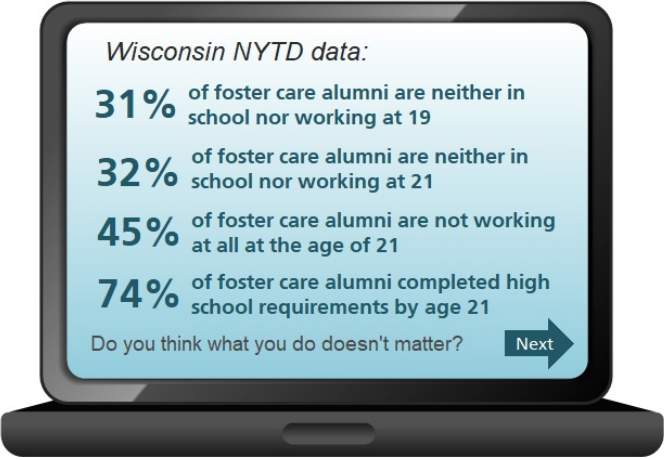


College attendance (Slide Layer)



Wisconsin data part 2 (Slide Layer)

A Focus on the Outcomes




Wisconsin NYTD data:

- 31%** of foster care alumni are neither in school nor working at 19
- 32%** of foster care alumni are neither in school nor working at 21
- 45%** of foster care alumni are not working at all at the age of 21
- 74%** of foster care alumni completed high school requirements by age 21

Do you think what you do doesn't matter? [Next](#)

Wisconsin data part 3 (Slide Layer)

A Focus on the Outcomes

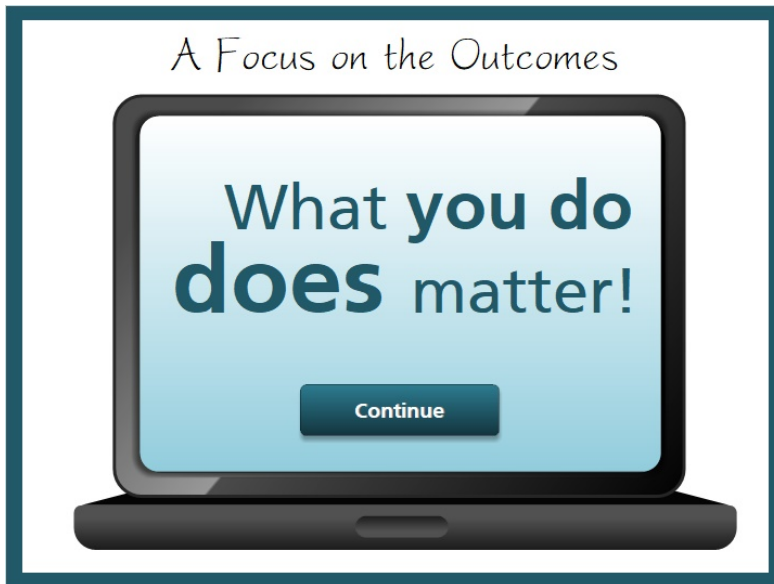


Wisconsin NYTD:

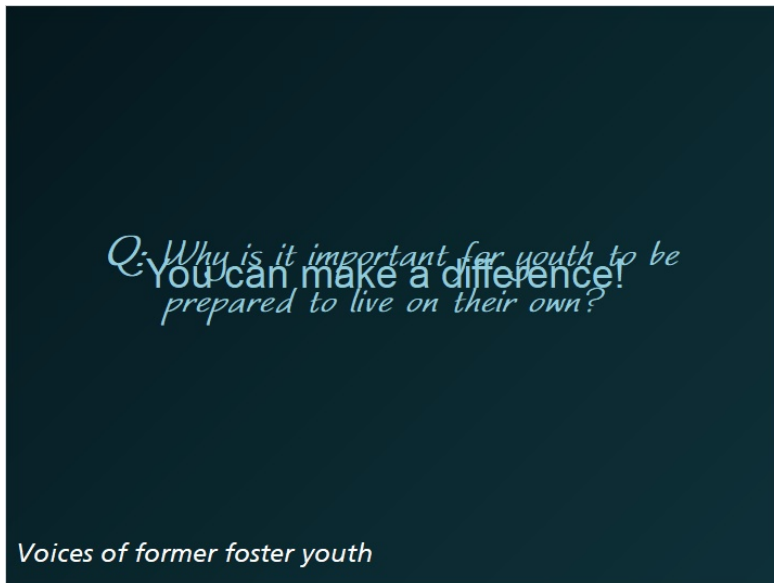
- 25%** of foster care alumni at age 19 report being homeless within the previous two years and by age 21 this increased to 35%
- 30%** of foster care alumni were incarcerated within 2 years of exiting care

Do you think what you do doesn't matter? [Next](#)

What you do does matter (Slide Layer)



1.6 Independent Living Statistics and Outcomes



Notes:

While these statistics may seem overwhelming, you can make a difference to improve them!

Listen as current and former foster youth describe why it is important for

youth to become prepared to live on their own, and how you can help the youth in your home to feel more prepared.

Voices of former foster youth: Why is it important for youth to be prepared to live on their own?

>> A huge reason that it's important for youth to be prepared to live on their own comes from the statistics. We know that a large population of the homeless and the incarcerated are former foster youth. It's important for people to understand that you're investing in futures, especially foster children. We've got some great kids that are in foster care with some extremely intelligent ideas of changing the world. And they're just as important to invest in as any other person.

So to prepare those youth for the future and to be on their own is extremely important for society's sake.

>> If they're not, they can be evicted, become homeless, bankrupt, get into drugs. That's a really big problem with aged out foster kids.

>> It is important because they can't depend on someone forever. I mean if you don't help the youth or the foster child, you know, transition into being independent and living on their own, then it's almost like you're setting them up to fail.

>> It's important for youth to be prepared to live on their own because you can't always rely on case workers or foster parents to take care of you. Eventually you will be on your own and expected to fend for yourself either by choice or by necessity. And you have to know how you're going to survive because no one can do it for you. If you have people doing things for you, for your whole life and then suddenly you are thrown out into the world with no skills and no idea how to make it on your own, there's no way you'll ever be able to be successful.

1.7 NYTD Survey

NYTD Survey

DEPARTMENT OF CHILDREN AND FAMILIES
Division of Safety and Permanence

[Link to survey](#)

**National Youth in Transition Database (NYTD) Survey
for Wisconsin Youth Age 19**

The questions on this survey should be answered from YOUR perspective. In other words, there is no need for you to try to track down the information to complete the survey. Don't worry about getting the answers based on what you know... answers based on what you know...

However, if you don't know some of these answers, FosterClub encourages you to do your best. If you are unsure, ask your caseworker, foster parent, or another supportive adult. They can help you find the resources that are available to you.

Another note: any questions you leave unanswered will be reported as DECLINED TO ANSWER. For more information, visit http://www.dcf.wisconsin.gov/programs/cb/systems/nytd/fac/data_elements/outcomes.htm

Personal information you provide may be used for secondary purposes (Privacy Law, s. 19.35, Wis. Stats.)

Foster Club Profile ID _____ Date of Survey (mm/dd/yyyy) _____

Name – Youth (First, MI, Last) _____

Telephone Number – Youth _____

Completed at ages 17, 19, 21

Asks about:

- financial self-sufficiency
- experience with homelessness
- educational attainment
- positive adult connections
- high-risk behavior
- access to health care

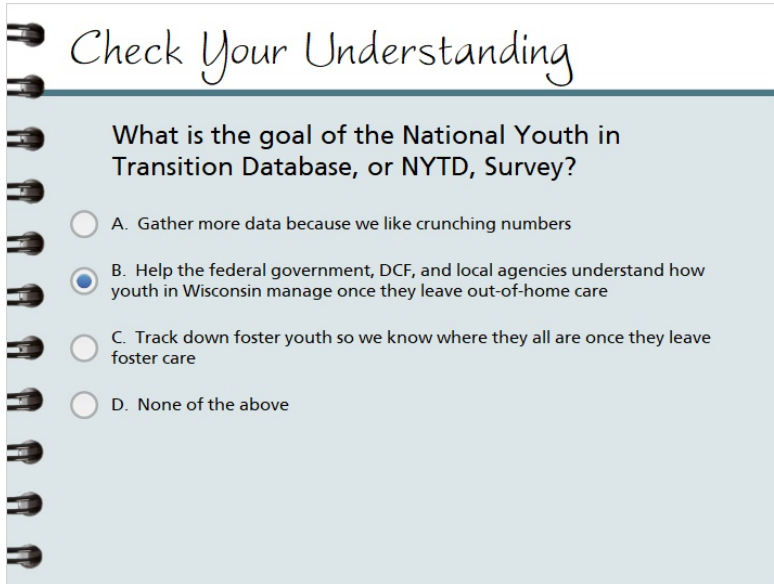
Encourage youth in your care to stay in touch with the independent living program to participate in the NYTD survey at age 19 and 21.

Notes:

As you heard earlier, “NYTD” stands for National Youth in Transition Database. It is the means by which the Administration of Children and Families and Wisconsin Department of Children and Families will learn how our older youth are faring as they transition to adulthood and independence. Youth who are placed in out-of-home care must first complete the NYTD survey within 45 days of their 17th birthday. Youth who complete the survey will take it again at age 19 and 21 so that the child welfare system as well as educators, health providers, and other systems, may learn about the areas young people exiting care struggle in and what areas they are successful in, in order to better support them in transitioning. Answers to questions are confidential and contribute to the national database and statistics on aging out youth.

The NYTD survey asks questions about financial self-sufficiency, experience with homelessness, educational attainment, positive adult connections, high-risk behavior and access to health care. This survey data is gathered into a nationwide information-gathering project and is meant to help the federal government, DCF, and local agencies understand how youth in Wisconsin manage once they leave out-of-home care.

1.8 Check Understanding: NYTD Survey

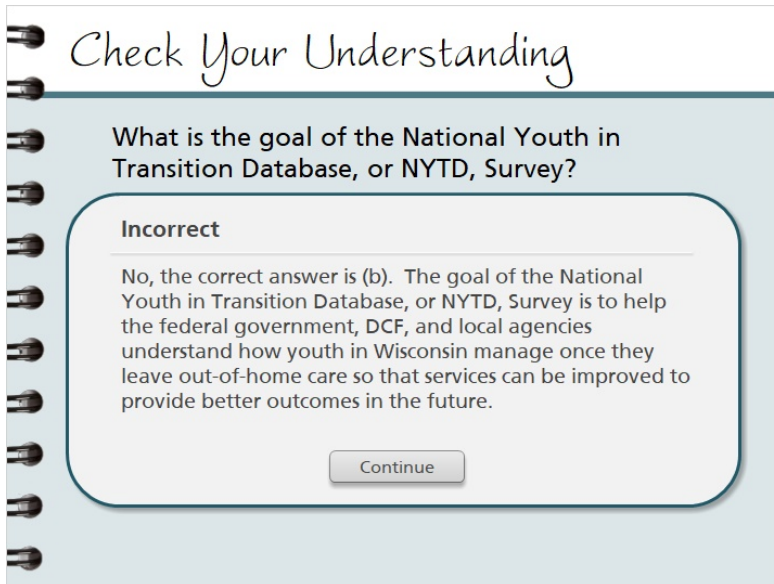


Check Your Understanding

What is the goal of the National Youth in Transition Database, or NYTD, Survey?

- ☐ A. Gather more data because we like crunching numbers
- ☒ B. Help the federal government, DCF, and local agencies understand how youth in Wisconsin manage once they leave out-of-home care
- ☐ C. Track down foster youth so we know where they all are once they leave foster care
- ☐ D. None of the above

A. Gather more data because we like crunching numbers (Slide Layer)



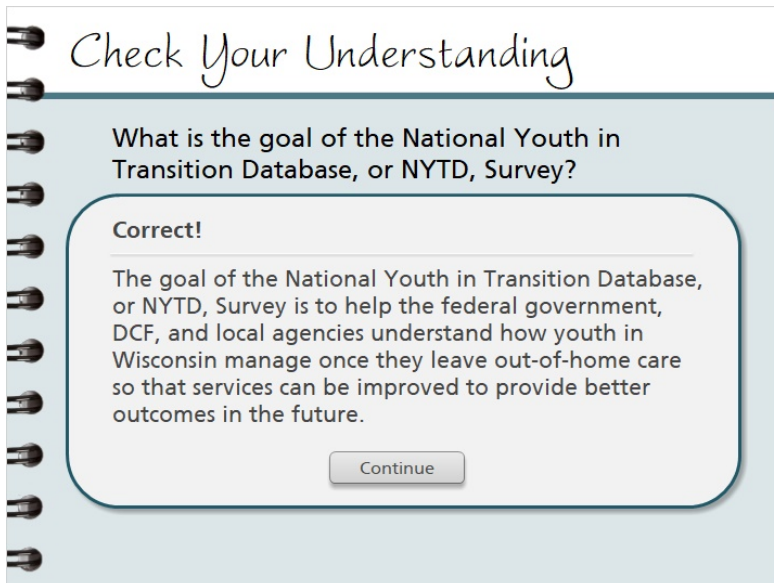
Check Your Understanding

What is the goal of the National Youth in Transition Database, or NYTD, Survey?

Incorrect

No, the correct answer is (b). The goal of the National Youth in Transition Database, or NYTD, Survey is to help the federal government, DCF, and local agencies understand how youth in Wisconsin manage once they leave out-of-home care so that services can be improved to provide better outcomes in the future.

Continue



Check Your Understanding

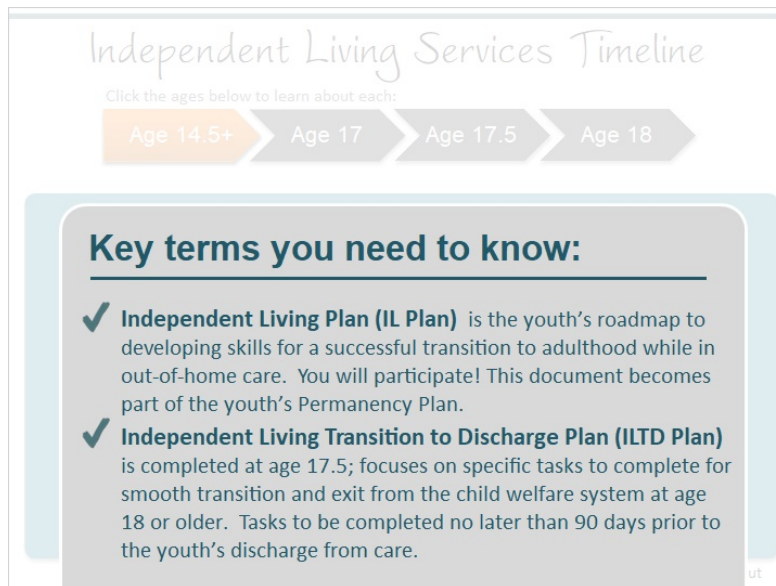
What is the goal of the National Youth in Transition Database, or NYTD, Survey?

Correct!

The goal of the National Youth in Transition Database, or NYTD, Survey is to help the federal government, DCF, and local agencies understand how youth in Wisconsin manage once they leave out-of-home care so that services can be improved to provide better outcomes in the future.

Continue

1.9 IL Services Timeline



Notes:

As a foster parent, you will play a critical role in preparing youth to leave care and live on their own. Child welfare agencies are also responsible for ensuring that youth placed in out-of-home care are participating in activities commensurate with their age and developmental level. Focus is placed on developing skills for a successful transition to adulthood for youth aged 14 and a half and older while they are in out-of-home care, or who are adopted after the age of 16, or go to subsidized guardianship from out-of-home care after age 16. DCF creates the policies for these programs and oversees the delivery of the services to the youth, which focus on providing the experience and skills necessary for adulthood. Agencies have specific responsibilities to youth at certain ages, which you can see on the flowchart on this slide.

Before you begin, let's define a couple of terms you'll see and hear about on these slides:

The Independent Living Plan, or IL Plan, is the youth's roadmap to gaining skills and independence. You'll be invited to participate in planning and asked to identify activities to do with and model for youth. This becomes part of the youth's Permanency Plan.

The Independent Living Transition to Discharge Plan, or ILTD Plan, is

completed at age 17 ½, and is different from the IL Plan as it focuses on the specific tasks that need to be completed for a smooth transition and exit from the child welfare system at age 18 or older. Once identified, tasks should be completed no later than 90 days prior to the youth's discharge from care. Regional Transition Resource Agencies (or TRAs) will participate in the development of the ILTD Plan. The TRA will also assume responsibility for supporting the youth's independent living needs after the youth exits out-of-home care.

Please click on the age at the top of the screen to see the eligibility criteria and agency responsibility for each age group.

This is a lot of information to remember, so we encourage you to download the handout.

Age 14.5 (Slide Layer)

The slide is titled "Independent Living Services Timeline" in a light blue font. Below the title, it says "Click the ages below to learn about each:". There is a horizontal timeline with four arrows pointing right, labeled "Age 14.5+", "Age 17", "Age 17.5", and "Age 18". The "Age 14.5+" arrow is highlighted in orange. Below the timeline, there is a grey box with a light blue border containing the text "Key terms you need to know:". Under this heading, there are two bullet points, each starting with a checkmark. The first bullet point defines the "Independent Living Plan (IL Plan)" as the youth's roadmap to developing skills for a successful transition to adulthood while in out-of-home care, noting that the youth will participate and it becomes part of the youth's Permanency Plan. The second bullet point defines the "Independent Living Transition to Discharge Plan (ILTD Plan)" as being completed at age 17.5, focusing on specific tasks for a smooth transition and exit from the child welfare system at age 18 or older, with tasks to be completed no later than 90 days prior to discharge. A small "ut" logo is visible in the bottom right corner of the slide.

Independent Living Services Timeline

Click the ages below to learn about each:

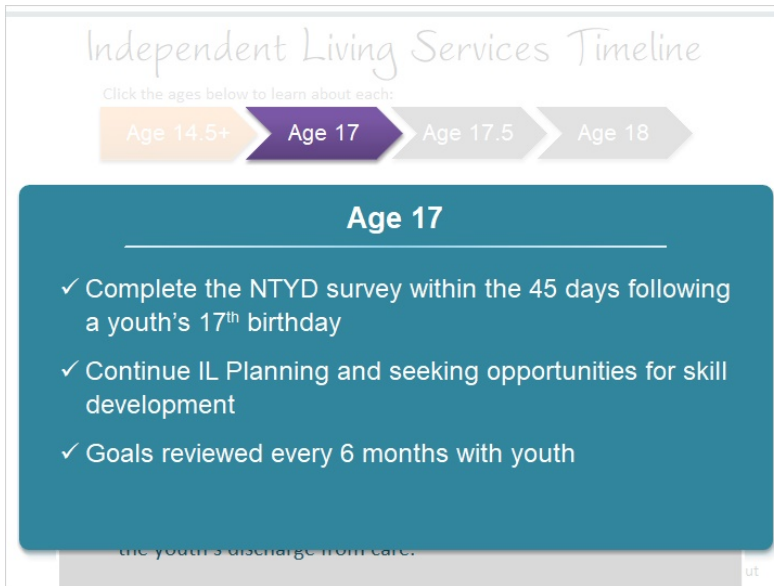
Age 14.5+ Age 17 Age 17.5 Age 18

Key terms you need to know:

- ✓ **Independent Living Plan (IL Plan)** is the youth's roadmap to developing skills for a successful transition to adulthood while in out-of-home care. You will participate! This document becomes part of the youth's Permanency Plan.
- ✓ **Independent Living Transition to Discharge Plan (ILTD Plan)** is completed at age 17.5; focuses on specific tasks to complete for smooth transition and exit from the child welfare system at age 18 or older. Tasks to be completed no later than 90 days prior to the youth's discharge from care.

ut

Age 17 (Slide Layer)



The slide features a title 'Independent Living Services Timeline' in a light grey font. Below it, a subtitle reads 'Click the ages below to learn about each:'. A horizontal timeline consists of four chevron-shaped boxes: 'Age 14.5+' (orange), 'Age 17' (purple, highlighted), 'Age 17.5' (grey), and 'Age 18' (grey). The main content area is a dark teal box with the title 'Age 17' and a list of three bullet points. At the bottom, a partial sentence 'the youth's discharge from care.' is visible, followed by a small 'ut' logo.

Independent Living Services Timeline

Click the ages below to learn about each:

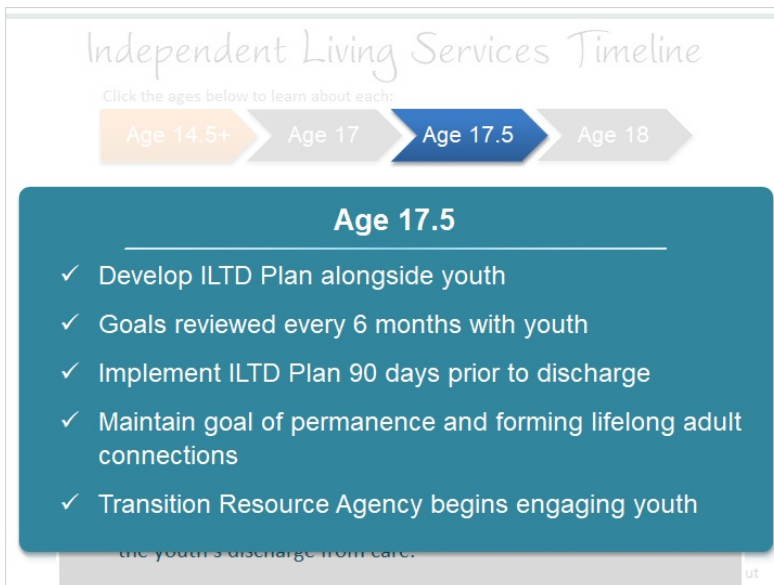
Age 14.5+ Age 17 Age 17.5 Age 18

Age 17

- ✓ Complete the NTYD survey within the 45 days following a youth's 17th birthday
- ✓ Continue IL Planning and seeking opportunities for skill development
- ✓ Goals reviewed every 6 months with youth

the youth's discharge from care. ut

Age 17.5 (Slide Layer)



The slide features a title 'Independent Living Services Timeline' in a light grey font. Below it, a subtitle reads 'Click the ages below to learn about each:'. A horizontal timeline consists of four chevron-shaped boxes: 'Age 14.5+' (orange), 'Age 17' (grey), 'Age 17.5' (blue, highlighted), and 'Age 18' (grey). The main content area is a dark teal box with the title 'Age 17.5' and a list of five bullet points. At the bottom, a partial sentence 'the youth's discharge from care.' is visible, followed by a small 'ut' logo.

Independent Living Services Timeline

Click the ages below to learn about each:

Age 14.5+ Age 17 Age 17.5 Age 18

Age 17.5

- ✓ Develop ILTD Plan alongside youth
- ✓ Goals reviewed every 6 months with youth
- ✓ Implement ILTD Plan 90 days prior to discharge
- ✓ Maintain goal of permanence and forming lifelong adult connections
- ✓ Transition Resource Agency begins engaging youth

the youth's discharge from care. ut

Age 18 (Slide Layer)

Independent Living Services Timeline

Click the ages below to learn about each:

Age 14.5+ Age 17 Age 17.5 **Age 18**

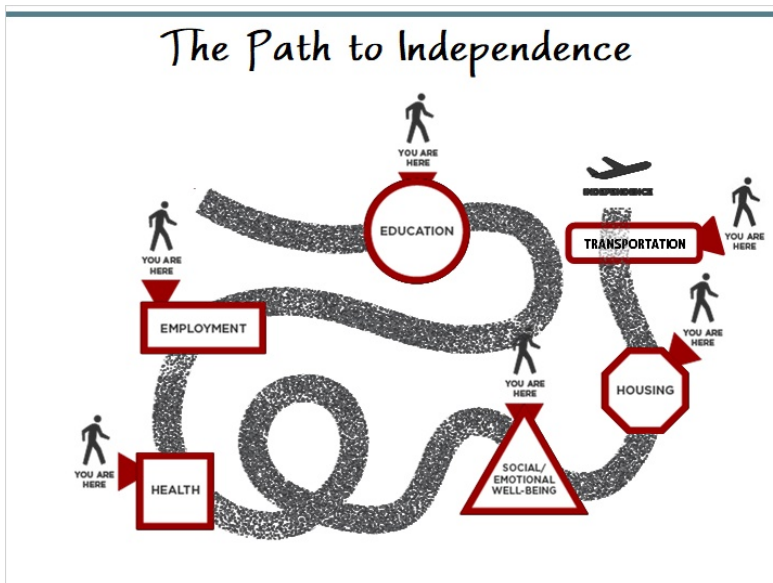
Age 18

- ✓ Transition Resource Agency assumes responsibility for IL services for youth who have exited out-of-home
- ✓ Eligibility for post OHC IL services: Youth aged 18 until their 21st birthday. Also, youth who go to Ch. 48 Guardianship or adopted after 16th birthday as limited by Chafee Act
- ✓ Youth participate voluntarily
- ✓ Youth who is now adult sign release & consent forms
- ✓ Develop ITLD Plan with youth goals
- ✓ Youth enrolled in post-secondary education may qualify for post-secondary education funds to age 23
- ✓ Additional NYTD surveys are to be completed at ages 19 & 21

the youth's discharge from care.

ut

1.10 The Path to Independence



Notes:

We like to think of providing independent living services and life skills development opportunities as helping youth navigate their path to independence. As they walk their path, they will go through many ups and

downs along the way, maybe get turned around, and it may be a bumpy road from time to time, but it is our job to help them negotiate this path by providing them with a road map. This map contains the skills they need to become independent adults. As our youth move toward independence, the services that are provided ensure that youth receive training and assistance in:

- Education
- Employment
- Health
- Social-Emotional Well-Being
- Housing, and
- Transportation

We'll be discussing these five main areas throughout the rest of this training, and this map will guide our conversation.

1.11 Fostering Connections: Independent Living Transition to Discharge Plan

Fostering Connections and the Independent Living Transition to Discharge Plan

DEPARTMENT OF CHILDREN AND FAMILIES
Division of Safety and Performance

[Link to ILTD Plan document](#)

Key points:

Fostering Connections to Success and Increasing Adoptions Act (2008)

Requires ILTD Plan during **90-day** period prior to aging out date.

Note:
In Wisconsin, requirement is to begin the ILTD Plan **six months** prior to aging out.

Housing	Healthcare
Education	Mentoring
Workforce Support / Employment Services	Supportive Services

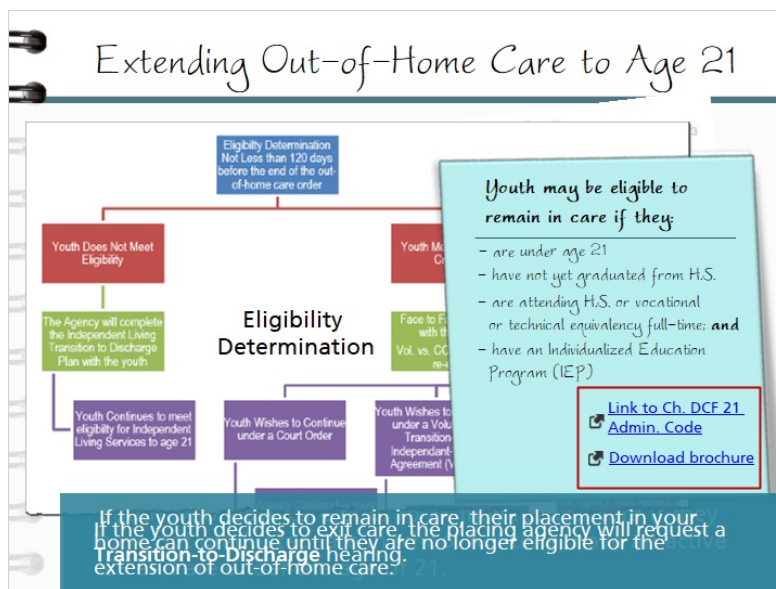
Notes:

In addition to requirements at the state level, there are federal requirements as well. The Fostering Connections to Success and Increasing Adoptions Act of 2008 requires that during the 90-day period immediately prior to the date on which a youth is expected to age out of foster care, the Independent Living Transition to Discharge Plan must be developed for making the transition to independent living.

The Independent Living to Discharge Plan must be personalized at the youth's direction, and has six main areas of focus:

- Housing
- Healthcare
- Education
- Mentoring
- Workforce support and employment services, and
- Supportive services after leaving out-of-home care.

1.12 Extending Out-of-Home Care to Age 21



Notes:

Legislation was passed in Wisconsin in 2014 allowing for the extension of out-of-home care. Youth may be eligible to remain in care if they: 1) Are

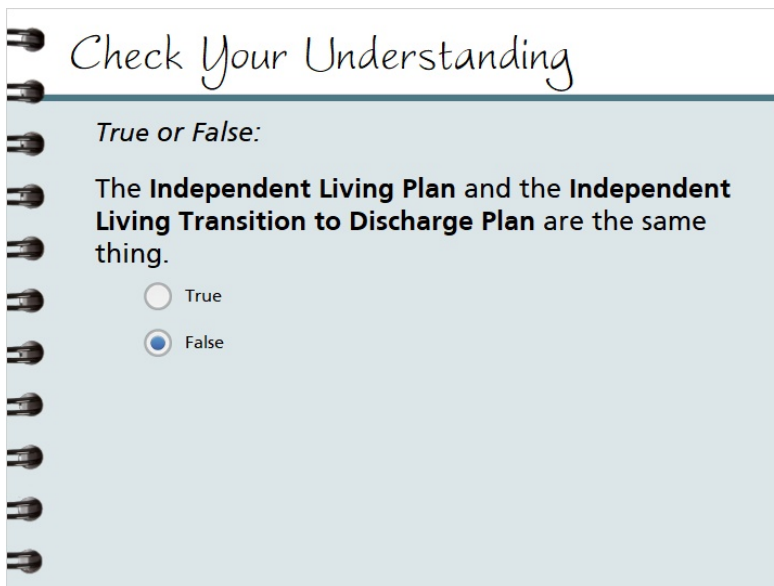
under age 21; 2) Have not yet graduated from high school; 3) Are attending high school or its vocational or technical equivalency full-time; and 4) Have an Individualized Education Program (IEP).

In addition, under this legislation, any youth who leaves care prior to age 21 may decide to reenter care if they have not yet graduated, are in school full-time, have an active IEP and are under the age of 21.

The youth's caseworker will talk to the youth about their eligibility for the extension of out-of-home care at least 120 days before they exit care, and the youth will decide if they wish to remain in or exit care. If the youth decides to remain in care, their placement in your home can continue until they are no longer eligible for the extension of out-of-home care. If the youth decides to exit care, the placing agency will request a Transition-to-Discharge hearing. During this hearing the court will review with the youth the options available through extending care. The youth will again have the option to decide to remain in care or exit care at the time of the hearing.

If you have any questions about extension of out-of-home care, please discuss them with your worker. You may also read more about the extension of out-of-home care in [Ch. DCF 21 Administrative Code](#).

1.13 Check Understanding: ILP vs. ILTDP



Check Your Understanding

True or False:

The **Independent Living Plan** and the **Independent Living Transition to Discharge Plan** are the same thing.

☐ True

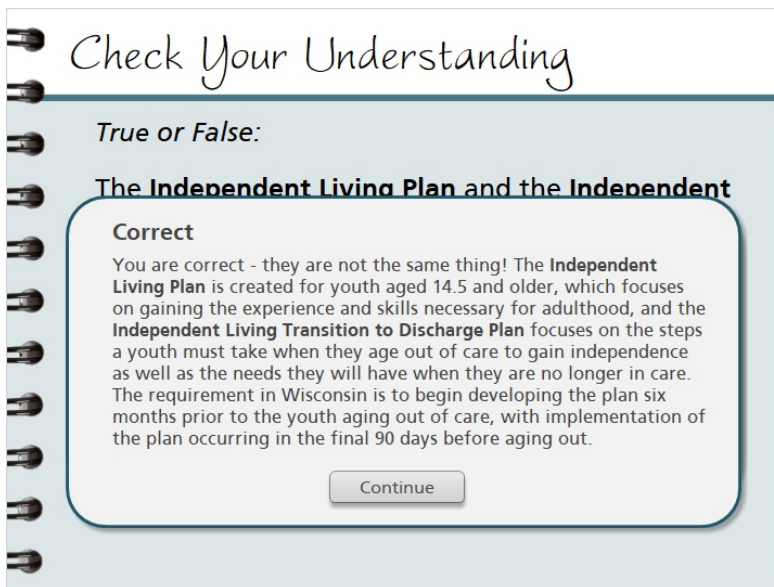
☒ False

Notes:

Check Your Understanding:

True or false: the Independent Living Plan and the Independent Living to Discharge Plan are the same thing.

Correct (Slide Layer)



Check Your Understanding

True or False:

The Independent Living Plan and the Independent

Correct

You are correct - they are not the same thing! The **Independent Living Plan** is created for youth aged 14.5 and older, which focuses on gaining the experience and skills necessary for adulthood, and the **Independent Living Transition to Discharge Plan** focuses on the steps a youth must take when they age out of care to gain independence as well as the needs they will have when they are no longer in care. The requirement in Wisconsin is to begin developing the plan six months prior to the youth aging out of care, with implementation of the plan occurring in the final 90 days before aging out.

Continue

Incorrect (Slide Layer)

Check Your Understanding

True or False:

The Independent Living Plan and the Independent

Incorrect

No, the correct answer is false. The **Independent Living Plan** is created for youth aged 14.5 and older, which focuses on gaining the experience and skills necessary for adulthood, and the **Independent Living Transition to Discharge Plan** focuses on the steps a youth must take when they age out of care to gain independence as well as the needs they will have when they are no longer in care. The requirement in Wisconsin is to begin developing the plan six months prior to the youth aging out of care, with implementation of the plan occurring in the final 90 days before aging out.

Continue

1.14 Wisconsin Independent Living and Education and Training Voucher Program

Wisconsin Postsecondary Planning and Education and Training Voucher (ETV) Program

- ✓ Available to all eligible youth enrolled in a postsecondary educational program
- ✓ Application varies by region - Discuss with IL Coordinator

ETV funding includes:

- ✓ Funding up to cost of attendance
- ✓ Resources to help with tuition, transportation, school supplies, tutoring, etc.
- ✓ Continuation until 23rd birthday

More information about postsecondary funding:
<https://dcfwisconsin.gov/youthservices/college>

Notes:

For youth who enroll in a postsecondary educational program, there is

funding available called Educational and Training Vouchers, often called “ETV” funding. ETV funding is available to all eligible youth who are enrolled in a postsecondary educational program. The application for ETV funds varies by region and is handled on a case by case basis through a discussion with the Independent Living Coordinator. In order to be eligible for ETV funding, youth need to have aged out of a court-ordered out-of-home placement, have been adopted, or have gone into a court-ordered subsidized guardianship anytime after their 16th birthday.

The program includes:

- Funding up to \$5000 per academic year, but not to exceed the cost of attendance, with an upper limit of \$5,000
- Funding to cover direct academic costs such as tuition, fees, books, tutoring, and equipment needs such as a laptop, but also other potential barriers to postsecondary success such as transportation, school supplies, childcare; and
- Continuation until the 23rd birthday provided the youth is enrolled at an approved academic institution and is making good academic progress.

More information about this postsecondary funding is available at <https://dcf.wisconsin.gov/youthservices/college>.

1.15 Wisconsin Educational Opportunity Programs; Postsecondary Planning and Supports

Wisconsin Department of Public Instruction
WISCONSIN EDUCATIONAL OPPORTUNITY PROGRAMS (WEOP)
STUDENT APPLICATION
PI-WEOP-1000 (Rev. 01-14)
Formerly PI-5000

INSTRUCTIONS: Complete and return application to the DPI-WEOP location nearest you. Locations are listed on the final page of this application. Applications will not be accepted without signatures.

PLEASE TYPE OR PRINT

The WEOP application form shall be used to apply for the Talent Incentive Program (TIP) Grant, the GEAR UP Scholarship Program, the GEAR UP Program, the Early Identification Program (EIP), the Federal TRIO Talent Search and Upward Bound Programs, and the State Talent Search Program.

☐ If you are currently enrolled in grades 6, 7, 8, 9, 10, or 11, complete Sections I, II, IV, and V only.

☐ If you are a high school senior or older, complete Sections I, II, and III only.

I. STUDENT INFORMATION

Student's First Name Middle Initial Last Name Social Security Number* Gender
☐ Male ☐ Female

Date of Birth Mo./Day/Yr. Home Phone Area/No. Cell Phone Area/No. E-Mail Address

Mailing Address Street City County State ZIP Student's School ID No.

School District of Residence If enrolled in Middle or High School, Current Grade Attending
☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12

Name of ☐ Middle School ☐ High School School Address Street, City, County, State, ZIP Year of Graduation
Currently or Last Attended

Is this student Choose one
☐ Hispanic/Latino ☐ Not Hispanic/Latino

Choose one or more
☐ American Indian/Alaska Native
☐ Asian
☐ Black or African American
☐ Native Hawaiian or Other Pacific Islander
☐ White

Respondents are asked to respond to this question and

II. HOUSEHOLD INFORMATION

☐ Foster Parent(s)
☐ Other Specify

<https://dpi.wi.gov/weop>

Find links to the WEOP map & other websites under the Resources tab

Notes:

Sometimes foster youth need extra encouragement and assistance to begin thinking about what they want to do after high school, such as career planning or postsecondary education, or both. One former foster youth told us: “I had a foster parent who took interest in me, pushed me to apply for college even though I didn’t think it was for kids like me.”

There are programs, called Wisconsin Educational Opportunity Programs (WEOP), offered through the Department of Public Instruction which seek out and encourage students to attend higher education institutions. These programs help educationally and economically disadvantaged students explore options and continue onto higher education.

Wisconsin Educational Opportunity Programs provide students with educational counseling to raise their career aspirations, provide follow-up services after students begin college to enhance their adjustment to college, encourage higher education institutions to provide for the unique needs of WEOP students, and provide bilingual counseling.

WEOP can be of assistance to foster youth and foster parents, as these programs provide students and parents support with: academic counseling,

financial aid information, increase early awareness of educational opportunities, clarify vocational and education goals, selecting an appropriate college or career training program, completing admission forms and arranging for college entrance exams, applying for pre-college programs, and providing scholarship information, college catalogs, brochures, admissions applications, and financial aid forms.

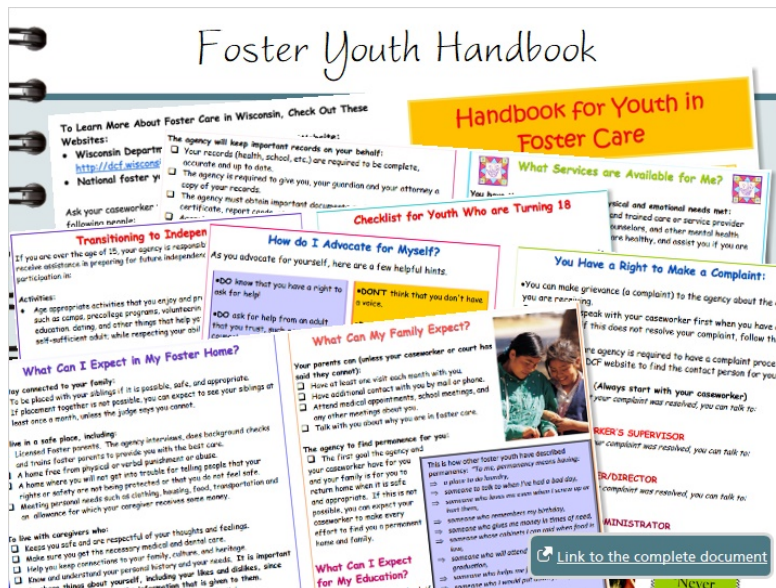
There are various State and Federal programs through WEOP, some that begin as early as sixth grade. In addition, WEOP has statewide offices in Ashland, Eau Claire, Green Bay, Madison, Milwaukee, Racine, and Wausau. To begin the process and apply to be part of WEOP, foster youth should complete the WEOP Student Application Form, which can be found at the address shown. You can help youth complete this form and encourage enrollment in the program.

For more information about WEOP go to the [Department of Public Instruction](#) website.

Photo source:

http://www.weop.net/weop_doc/WEOP_Highlights_2012.pdf

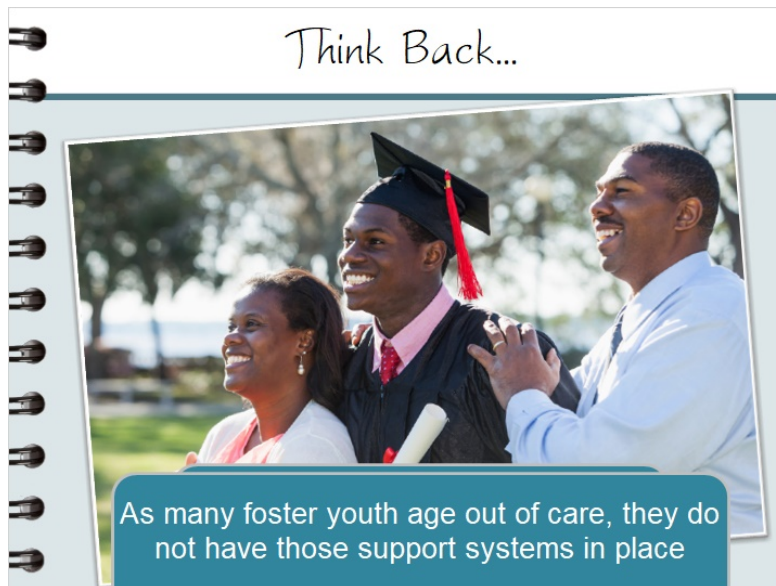
1.16 Foster Youth Handbook



Notes:

The Foster Youth Handbook was designed to help youth better understand foster care and what they can expect while they are in out-of-home care, based on Wisconsin laws and policies. The goal was to create a youth-friendly way of communicating important information. The handbook provides youth with information on confidentiality, participation in court, available services, preparation for independence, tips on self-advocacy, and expectations they can have of the child welfare agency, foster home and education system.

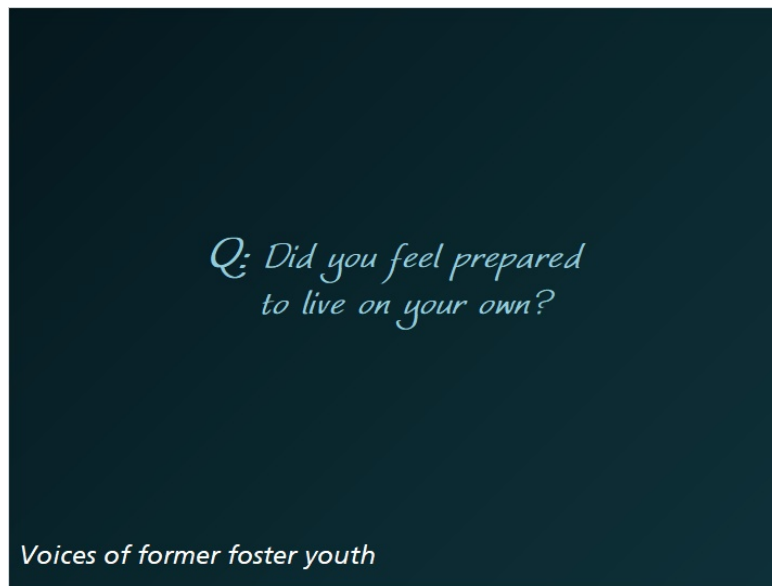
1.17 Think Back...



Notes:

Think back to when you were 18 and graduating from high school...were you planning to get a job? Attend college or other postsecondary education? Did you feel prepared to live on your own as soon as you turned 18? As you think about that, consider the ways that your family may have prepared you to live independently. Now think about the foster children and youth in your home and the skills that they have not necessarily been taught as they have grown up. How would you have felt if you had not been taught those life skills that you had as a young adult? Would you have felt prepared? Would you have felt confident without a support network or a home to go back to for help when you needed it? As many foster youth age out of care, they do not have those support systems in place and often do not have those skills developed. We asked former foster youth if they felt prepared to live independently when they left foster care. Let's hear what they had to say...

1.18 Voices of Foster Youth



Notes:

Voices of former foster youth: Did you feel prepared to live on your own?

>> Well, when I left foster care to live independently, I actually did feel prepared. I had a good group of independent living workers who not only invested their time to make sure that I was going to be successful living on my own but they actually showed me the ropes. I feel that if you show teens or kids who are aging out of care how to do it, not only verbally speaking but physical show them because they don't really know how to possibly open a bank account which I didn't at that age. So I felt really prepared to live on my own independently.

>> No, I didn't know how to do a lot of things such as making doctor's appointments or filling out applications the correct way because my foster parents had done that all for me. And just told me that they did it and assumed that I would know how to do that.

>> Yes and no. I felt that there wasn't the right supports set in place such as housing, looking for housing or knowing places where to get the necessary things I was going to need such as meds or you know, certain grocery stores because I wasn't familiar with the area. Yes because I knew how to cook and clean. I knew how to job hunt. I knew how to build a resume. So yes

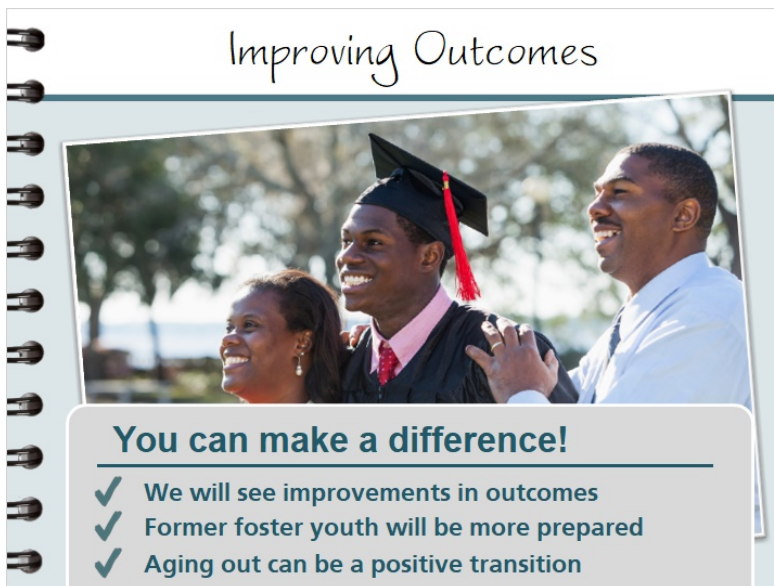
and no.

>> No, I didn't feel prepared. For I felt like my foster parents had done most everything for me. And it became overwhelming when I went off to college and lived on my own. When I had to pay my own bills and schedule appointments.

>> I felt prepared in the sense that I had built strong relationships with my foster parents and I knew that I had them to utilize throughout my adulthood when I had issues about car insurance or student loans or different scholarships and things like that.

>> Initially I did. I was ready to be on my own. And I thought I knew everything there was to know but after I almost failed my first semester of college, I realized there was a lot I didn't know. And as I got older I continued to encounter situations that made me realize just how unprepared I really was for living on my own because I wasn't given the chance to learn the skills I needed.

1.19 Improving Outcomes



Improving Outcomes

You can make a difference!

- ✓ We will see improvements in outcomes
- ✓ Former foster youth will be more prepared
- ✓ Aging out can be a positive transition

Notes:

As we said at the beginning, you can make a difference! If we work to build these skills in our children and youth, we will see improvements in these outcomes and we will see our former foster youth be more prepared for living on their own. If we work together, we can make the aging out process a positive one for our foster youth and give them the life skills they will need to be successful adults.

Watch one family's story in this Foster Care and Adoption Resource Center recruitment video to see how you can truly make a difference!

1.20 Video



Notes:

View this video at: <http://www.youtube.com/watch?v=pl79tfx4M0s#t=11>

1.21 Reflect

Reflect

Click to print your reflections.

Module 1

Think back to what you heard from former foster youth about why they feel it is important for youth to be prepared to live on their own. What are some ways you can help the youth in your home to prepare to live on their own?

Click to type your thoughts here

Continue after you have printed your thoughts.

Notes:

Think back to what you heard from former foster youth about why they feel it is important for youth to be prepared to live on their own. What are some ways you can help the youth in your home to prepare to live on their own?

1.22 Conclusion

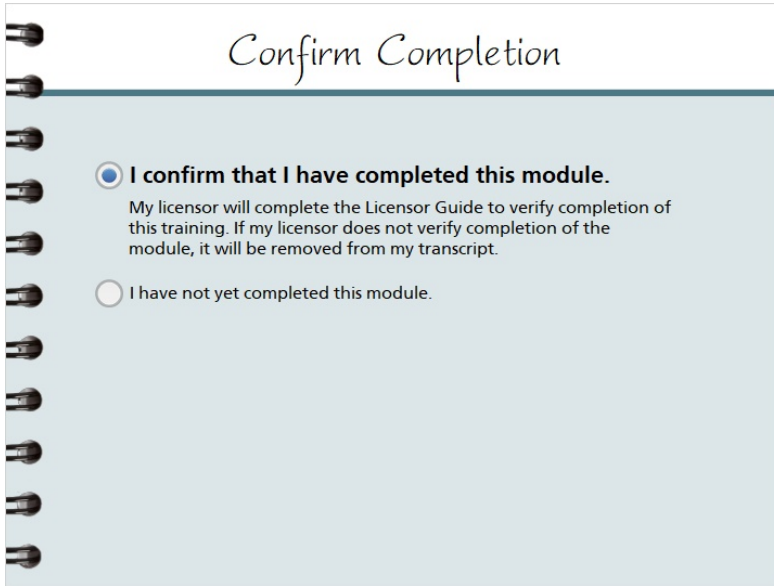


Notes:

In this module, you have learned about statistics and outcomes regarding independent living both in Wisconsin and across the country; the National Youth in Transition Database; state and federal policies and laws; the Independent Living Transition to Discharge Plan and the requirements associated with the plan; funding for postsecondary education; and the importance of building life skills for the children and youth in your home. Write down any questions that you might have about this information to share with your licensing worker.

2. LMS Completion

2.1 Confirm Completion

A graphic of a spiral-bound notebook with a light blue cover and a white page. The page has the title "Confirm Completion" at the top. Below the title, there are two radio button options. The first option is selected, indicated by a blue dot. The second option is unselected, indicated by a white dot. The text for the first option is "I confirm that I have completed this module." followed by a paragraph: "My licensor will complete the Licensor Guide to verify completion of this training. If my licensor does not verify completion of the module, it will be removed from my transcript." The text for the second option is "I have not yet completed this module.".

Confirm Completion

☒ **I confirm that I have completed this module.**
My licensor will complete the Licensor Guide to verify completion of this training. If my licensor does not verify completion of the module, it will be removed from my transcript.

☐ I have not yet completed this module.