



Tom C. Rawlings

Director

**Georgia Division of Family and Children Services
Office of Program and Practice Guidance**

Well-Being Services Section



The **Well-Being Services Section** - through its coordinated collaborations and partnerships - supports the strategic alignment of the Division of Family and Children Service's mission, values and best practices through its engagement with children, families, and communities.

Well-Being Services supports programs and services that interface with local communities to address child, older youth and family well-being issues centering around:

1. **Self-Sufficiency Readiness**
2. **Educational Stability**
3. **Positive Youth Development**
4. **Youth Job Preparation and Career Exploration**
5. **Physical Behavioral Health Services**
6. **Community-based Programs**
7. **Child Welfare Support Services**
8. **Independent Living Support and Transitional Services**



Well-Being Services Leadership Team

Carmen Callaway, Well-Being Services Section Interim Director

Nesha Jairam, Well-Being Services Data Manager

Donjai Calhoun, Early Childhood Collaboration Unit Director

Monica Scott, In-home and Support Services Director

Dr. Tonya Malone, State Child Welfare Education Director

Shemkia Reid-Harris, Wellness Program Manager

Candis Jones, State Chafee Independent Living Program Director

Our main goal within the Well-Being Services Section is to continue to move the needle in ensuring children, young adults and transitioning young adults have what they need to be successful adults who THRIVE.

Well-Being services, programs, and initiatives are centered around:

- Program staff having what they need to perform successfully.
- Case Managers having what they need to support fully.
- Youth, families and young adults having what they need to thrive completely.



Well-Being Outcome 1:

Families have enhanced capacity to provide for their children's needs

Well-Being Outcome 2:

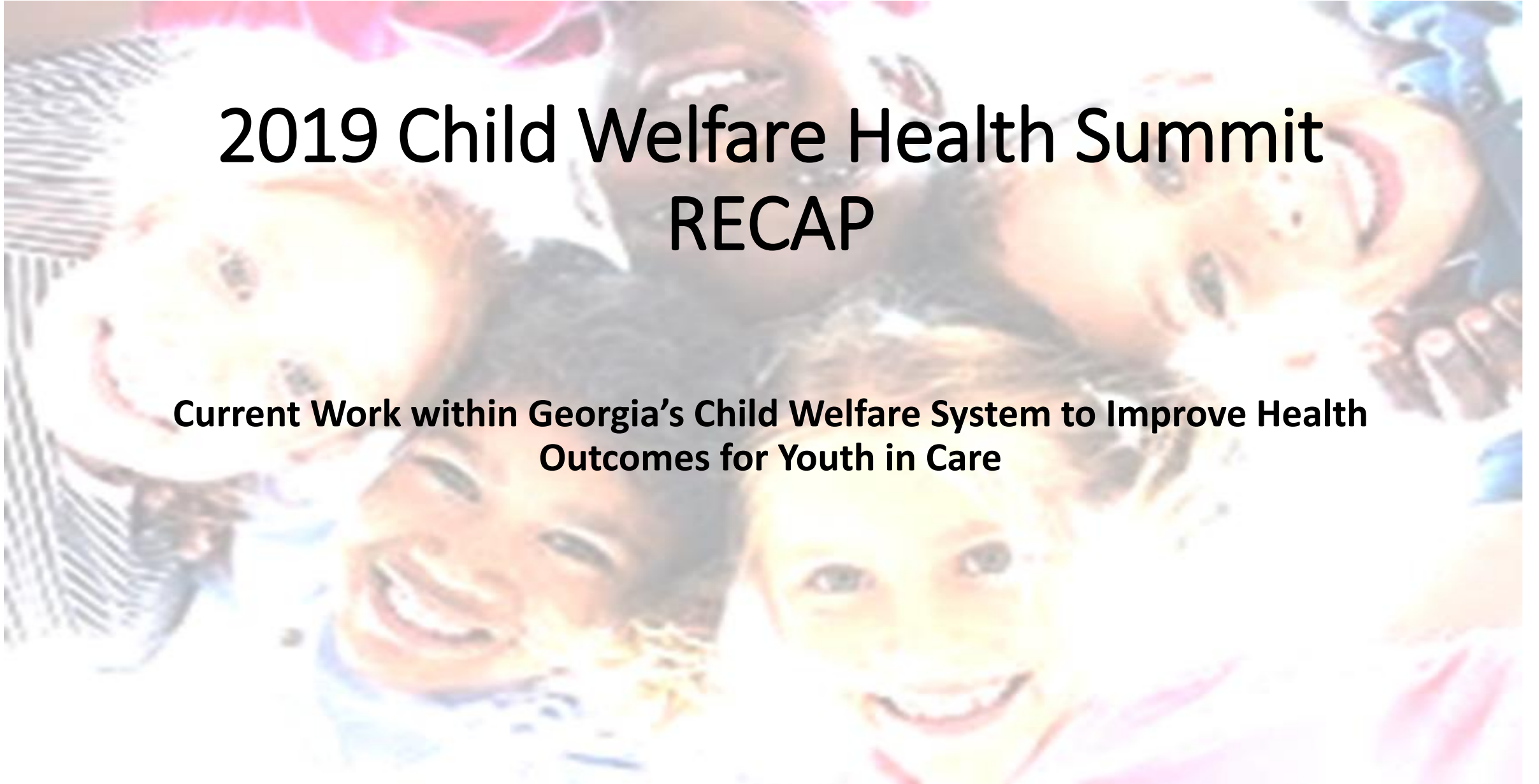
Children receive appropriate services to meet their educational needs

Well-Being Outcome 3:

Children receive adequate services to meet their physical and mental health needs.

2019 Child Welfare Health Summit RECAP

**Current Work within Georgia's Child Welfare System to Improve Health
Outcomes for Youth in Care**



WHAT CAN WE ALL LEARN FROM KIDS?

- Empathy for others
- Communication is the key
- If you always shine alone, you won't shine forever
- CHILL OUT! you are not Kobe or Serena
- Kids know best!!!

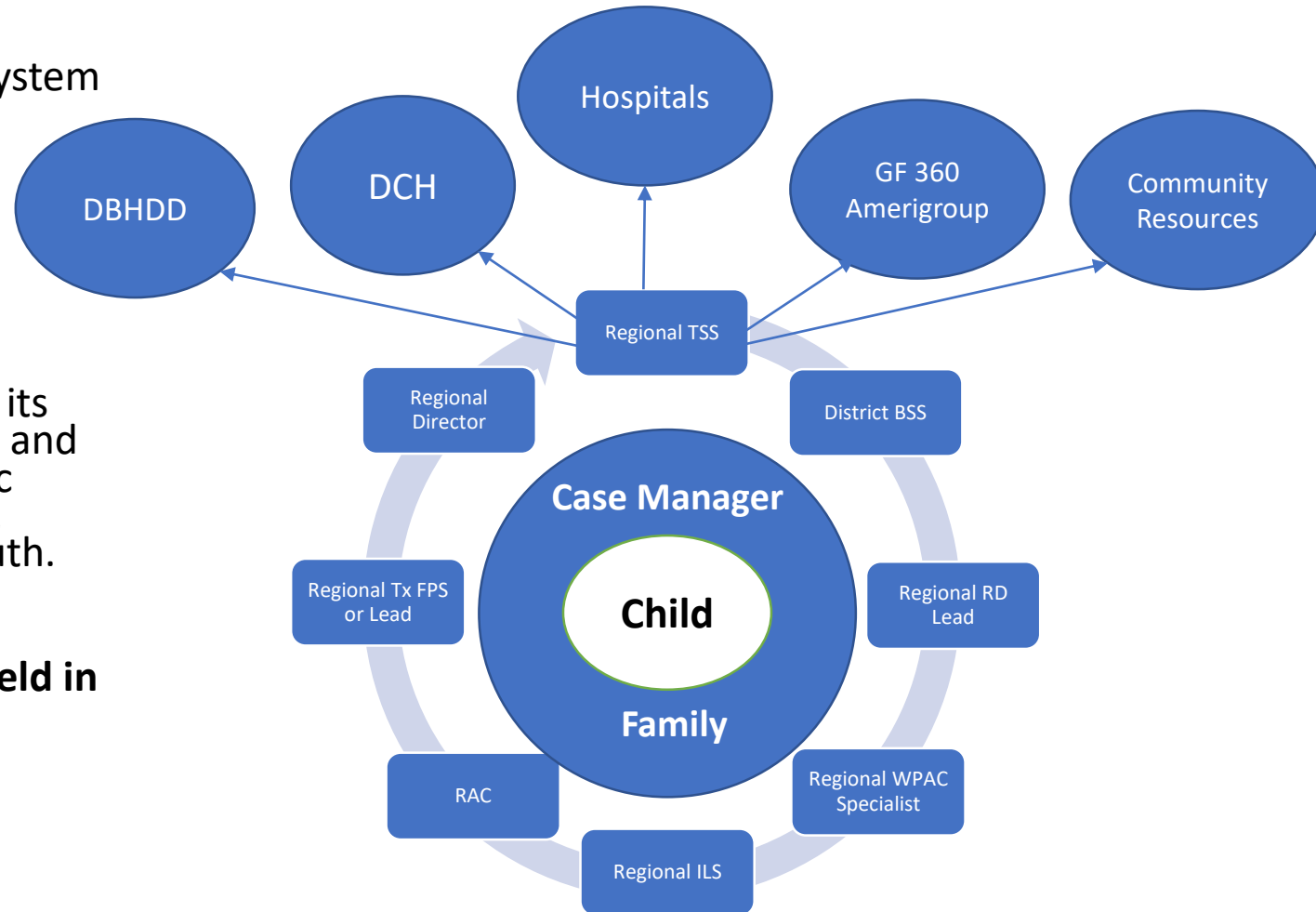


Care Coordination Treatment Unit (CCTU)

Who are we: The Care Coordination Treatment Unit (CCTU) formerly known as PRO is a State Office function responsible for the facilitation and management of high-end, complex cases and system navigation of youth in foster care.

What we do: CCTU is to empower the Division, its youth, families and partners through education and collaboration; ensuring a holistic and systematic approach to address the behavioral, emotional, medical and therapeutic needs of Georgia's youth.

Build an SOC framework that will assist the field in navigating the states complex systems





The AIM

CCTU aims to become creative problem solvers through a solution-based approach of collaboration and partnership.

Wellness Programming, Assessment, and Consultation (WPAC)

- **Who are we:** The WPAC Unit through its regionally assigned Wellness Specialists, partner with frontline staff, county and regional leadership to provide support, assessment, consultation, tracking, and quality monitoring to ensure the wellbeing needs of youth are being met.



- **What we do:** Wellness Specialists work in partnership with Amerigroup, Department of Public Health, Department of Community Health, Children 1st and other external partners to bridge the gap of communication, ensure quality/timely services, and aid in staff professional development through training.



THE FUTURE IS OURS TO CREATE.

Forward in Care

- Ongoing engagement and partnerships with CHOA (Children Healthcare of Atlanta), DCH (Department of Community Health), DPH (Department of Public Health), DBHDD (Department of Behavioral Health and Developmental Disabilities)
- Participation in IDT (Interagency Directors Team)
- Collaboration with DHS Medical Director
- Monitoring of Psychotropic Medication Use of Children in Foster Care
- Implementation of Psychotropic Medication Consultation and Medication Monitoring Staffing
- Case Collaborations between CCTU, WPAC, RevMax, Amerigroup, CHOA, DCH, and DBHDD

Forward in Care

- Common Language to Care Workgroup
- QRTP Analysis Project
- Human Trafficking Summit
- DFCS Young Adult (18-21) Behavioral Health Status Project
- Hoteling Case Reviews/Assessment
- Executive Healthcare Leadership Oversight Meeting
- Developing relationship with local Universities, Healthcare Associations, Out of State Agencies, and other Community Partners
- Various workgroup in the regions (Region 14 Decision Point Analysis/Region 4 Hoteling)

Other Well-Being Work

- GA C.R.E.W (Cultivating the Rising Employment Worker)
- Afterschool Care Program Statement of Need – January/February 2020
- Grad Nation Work In Fulton and Dekalb County (model for expansion)
- Continued work in education (EPAC)
- Updated Policies for Assessments (Behavioral and Trauma) and Referrals (Children's 1st)



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How to Utilize Georgia's Division of Family and Children Services' Education Unit

Presented by
Georgia Division of Family and Children Services
Educational Programming, Assessment and Consultation Services



Learning Outcomes

This presentation is designed to increase your knowledge of the Education Service Delivery Model of Georgia's Division of Family and Children Services by improving your understanding of:

Why is Educational Programming, Assessment & Consultation Unit (EPAC) Important?

EPAC Overview

Challenges Foster Youth Face

Every Student Succeeds Act

How to Utilize EPAC's Education Support Monitors

How Systems Can Promote Foster Care Education

**Why is Educational Programming,
Assessment and Consultation Unit
Important?**

National Demographic Data of Youth in Foster Care

Number of Children and youth in foster care on September 30, 2016	437,465
% of youth in foster care who change schools when first entering care	31%-75%
% of 17-18 year-old youth who experienced 5 or more school changes	About twice that of other students
Likelihood of a 17-18 year-old in foster care being expelled	About 3 times that of other students
% of youth in foster care receiving special education services	35.6%-47.3%
% of 17-18 year-old foster youth who want to go to college	70%-84%
% of foster care alumni who attain a bachelor's degree	3-10%

*Source: National Factsheet on the Educational Outcomes of Children in Foster Care-Revised April 2018

*These data come from the most recent report from the Adoption and Foster Care Analysis and Reporting System (AFCARS) released November 30, 2017.



Because Our Youth Matter

What is the Education, Programming, Assessment and Consultation Unit?

Education Service Delivery Model

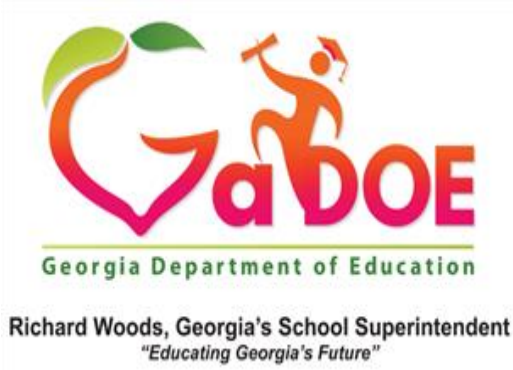
To address the critical need of providing education support services to youth in foster care, the Division created the **Educational Programming, Assessment and Consultation (EPAC)** services unit in 2010.

EPAC provides education support services to all school-aged youth in care between the ages of 5-17 years old.

Education Service Delivery Model

EPAC collaborates with several strategic partners to ensure we provide quality educational services and coordinate resources for youth who may need additional supports.

Some of our strategic partners include the Georgia Department of Education, Georgia Appleseed, Georgia REACH, Georgia CASA and Multi-Agency Alliance for Children.



Challenges Our Foster Youth Face

Enrollment

Identification of Foster Youth
within the LEA Setting

**Common
Challenges**

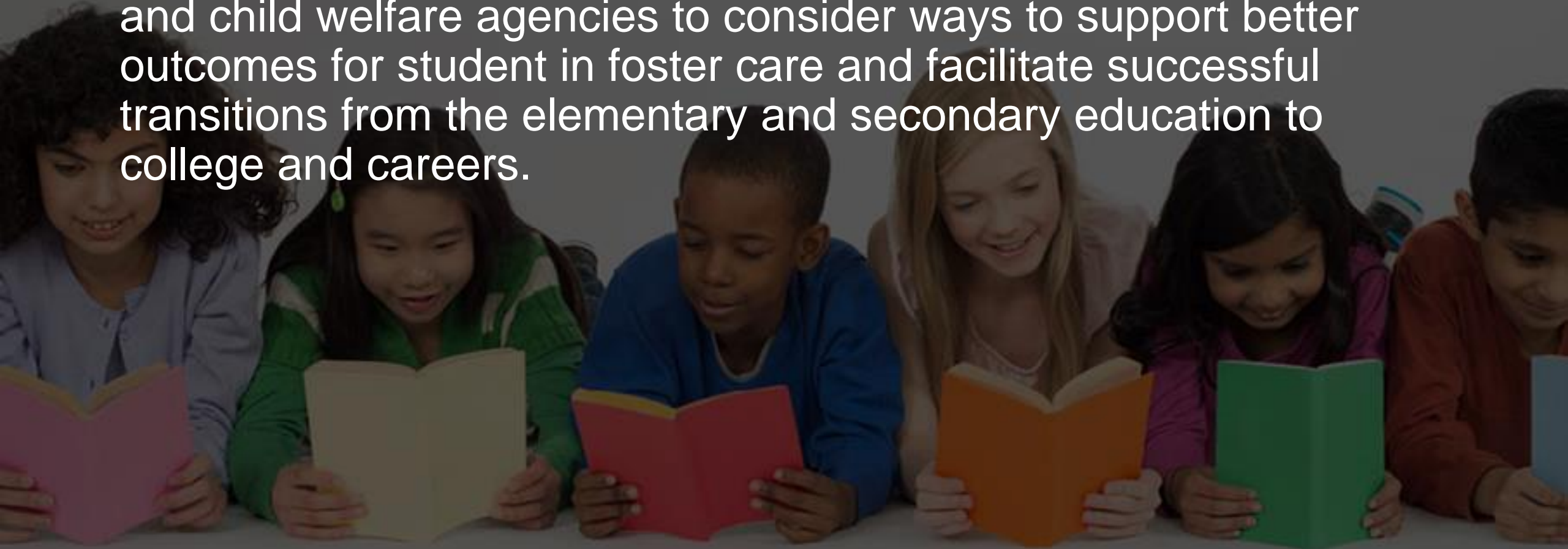
Disciplinary Procedures

Inappropriate Classroom
Setting

Every Student Succeeds Act and the Implications for Foster Youth

Every Student Succeeds Act (ESSA) Key PROVISIONS

Every Student Succeeds Act guidance encourages educational and child welfare agencies to consider ways to support better outcomes for student in foster care and facilitate successful transitions from the elementary and secondary education to college and careers.





How You Can Utilize Education Support Monitors

Education Support Monitor's

Responsibility

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____



How Systems Can
Promote Foster
Care Education

Foster care youth consistently underperform in school compared to their general population peers and are far less likely to complete high school or college. The challenges foster youth and former foster youth face academically are very likely to translate into increased difficulty in finding and holding gainful employment when they enter the workforce.

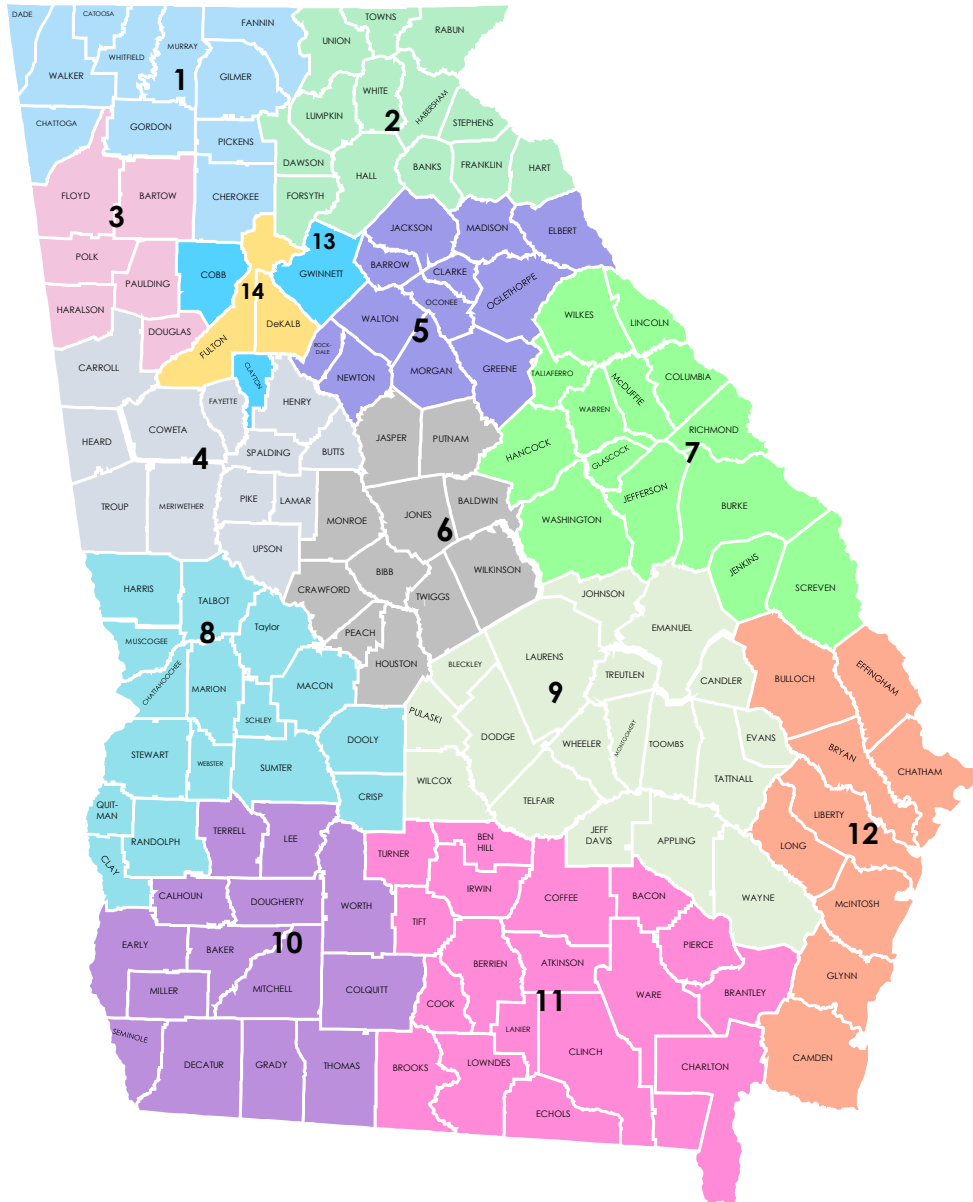


Remember our youth need as much support, early intervention and documentation as possible. Their future depends on US!

Thank you for your time.



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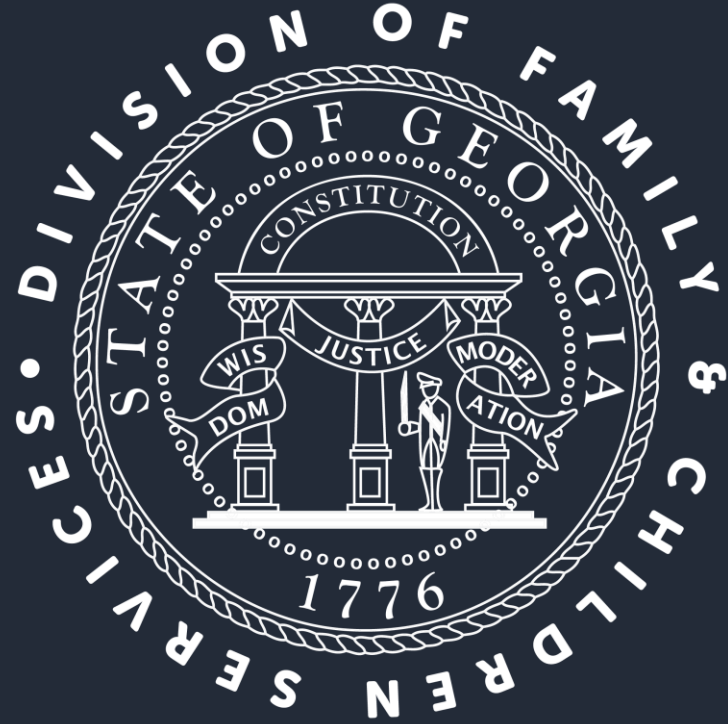
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GEORGIA RESILIENT. YOUTH-CENTERED. STABLE. EMPOWERED.

JOHN H. CHAFEE PROGRAM FOR SUCCESSFUL TRANSITION TO ADULTHOOD

The GRACE Period

Presented by:
Candis L. Jones, LAPC – Program Director

To ensure youth are stable,
healthy, connected,
employed, and educated.



**OUR
VISION**



THE GRACE PERIOD



What is The GRACE
Period...

**Getting
Ready for
Adult-like
Challenges and
Expectations**

What are we to do during the GRACE Period?

- Extend Grace – young people mess up, it's okay to normalize it
- Identify and meet the young person where they dream – not where they behave, speak, or think
- Acknowledge the ACE's – don't excuse them - just acknowledge, validate, and help mitigate
- Hear their voices, as loud and distorted they may be
- Tap into their resources
- Help them identify their real enemy (inner-me) with compassion
- Give them tools and resources not to just sustain the current, but prepare for what's ahead

The BIG 6

You, and your neighbor, are vital in supporting our young people for life after foster care.

The six outcome areas that we should focus our attention most are:

- financial self-sufficiency
- Housing security
- educational attainment
- positive connections with adults
- Reducing the potential engagement in high-risk behavior
- access to health insurance

Eligibility Requirements:

Young people in foster care ages 14-21 may be determined eligible for the Independent Living Program when the following criteria are met:

- The youth has been adjudicated as dependent or as a child in need of services (CHINS) by a Georgia Juvenile Court; and
- The youth is or was in foster care for at least (6) months prior to reaching the age of 18;
 - *All eligible youth must be in care at some point on or after their 14th birthday. A youth could accumulate the six months prior to 14 years old and be eligible for some after care services.*
- Youth 18-21 is a citizen and/or permanent legal resident of Georgia.



THANK YOU