



From Care to College:

# A Guide for Foster Parents to Help Children Reach their Educational Potentials



VIRES

ARTES

MORES



# Clearinghouse on Supervised Visitation Institute for Family Violence Studies Florida State University

## About the Clearinghouse

The Clearinghouse on Supervised Visitation (Clearinghouse) is a project of the Institute for Family Violence Studies (IFVS) at Florida State University's College of Social Work. The research conducted at the IFVS helps to increase the knowledge base on effective interventions. The IFVS also provides technical assistance and training for service providers and serves as a resource for professionals and the general public. The Clearinghouse provides technical assistance to all of Florida's supervised visitation and monitored exchange programs with a grant from the Florida Department of Children and Families.

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## Introduction

In this E-book, foster parents, case managers, and child welfare and educational professionals will learn how to support foster care children in their educational activities at each stage of development. This E-book explains the unique educational challenges faced by youth who have been in foster care, and presents a college planning checklist to help youth prepare for college admissions.

The structure of this E-book is divided into sections. Part I provides the introduction, overview, and objectives of the E-book. Part II presents basic information of educational challenges, tips for success, and legal support. Part III charts a child's developmental stages from birth to middle school, looking at normal development, foster family-child interaction, and positive outcomes. Part IV provides information ways to have a successful high school experience, along with some tips to prepare students for college. Information about financial aid and college testing is also included. Part V gives information on the different categories of colleges and universities and what to expect from different types of colleges and universities. Part VI reviews what Financial Aid is and lists different types of aid a student can receive. Part VII presents an article and resources on the topic of children "aging out" of the foster care and/or child welfare system. The Appendices provides suggested materials by age group for children in the form of books, games, musical activities, and T.V. shows.



## Overview

Research shows that children who spend time in the foster care system are at risk of having trouble succeeding in school and continuing on to college, university, or vocational school after they graduate. Foster care parents have the unique opportunity to be an advocate and help these children reach their full academic potential. Starting at birth, foster care parents can take an active role in helping these children prepare for school and overcome troubles in school by becoming involved in every stage of their child's development. Parent-child activities, such as reading, playing, and mentoring, will help the child grow and do better in school.

## Objective

After reading this E-book, foster parents will understand:

- Challenges that keep foster youth from succeeding in school.
- Proactive ways to better serve their youth in school settings.
- Federal and state laws that support foster youth and their rights to education.
- How to help children prepare for school at every stage of development.
- Resources to better help foster care children with their educational development.

## Educational Challenges

There are several challenges that are unique to the educational experience of foster care children. Below is a chart that lists common educational challenges and their potential impacts on these children.

Challenges	Potential Impact
50-60% of children in foster care have moderate to severe mental health problems (two times more likely than the general population).	<ul style="list-style-type: none"> <li>• Many problems (PTSD, depression, social phobia, etc...) affect the foster youth's ability to be productive in school, graduate high school, apply for college, or seek higher education.</li> <li>• Youth with emotional problems have the highest high school drop out rate and are the least likely to graduate high school with a regular diploma.</li> <li>• 1/3 of foster youth are in special education, which is three times the rate of students not in foster care.</li> </ul>
Nearly 50% of foster children suffer from long-term health conditions such as: asthma, vision and hearing problems, tooth decay, and malnutrition.	<ul style="list-style-type: none"> <li>• Students may have poor performance in school.</li> <li>• Students may have trouble attending school.</li> </ul>
Frequent and abrupt school changes (on average 1 to 3 times a year) can cause anxiety for the child	<ul style="list-style-type: none"> <li>• Changing schools quickly may cause students to fall behind. Students must adjust to different classes, rules, classmates, and teachers.</li> <li>• Students fall behind an average of 4-6 months of learning with each move.</li> <li>• Students also may not get the services they should get to help them succeed in school.</li> <li>• Confusion may exist between schools and foster parents about the legal rights of who can enroll the child into school.</li> </ul>
Traumatic experiences before, during, or after school placement(s).	<ul style="list-style-type: none"> <li>• Changes may cause the youth to feel insecure and unstable. This sometimes reminds the child of emotional trauma and the loss and separation from important adults.</li> </ul>
Trouble succeeding in school (low Grade point average, attendance, graduation rates, etc...)	<ul style="list-style-type: none"> <li>• 83% of foster children are held back by the third grade.</li> <li>• 75% of foster children perform behind their grade level.</li> <li>• Based on trauma during birth and life challenges, 50% of foster youth experience developmental delays.</li> <li>• Only 50% of foster youth graduate from high school compared to about 70% of their peers.</li> <li>• Less than 1% of foster youth graduate from college.</li> </ul>

You can be an advocate. If your foster child is not getting the help that he/she needs, talk to the case manager. He/she may be able to find new services and help to overcome these challenges. Ask for help.



## Prevention and Solutions: What Foster Parents Can Do!

- Advocate on behalf of the child if he/she needs any mental health counseling.
- Advocate on behalf of the child if he/she needs any intervention
- Give the child a tour of a new school before his/her first day.
- Buy new clothing and shoes for the child so that he/she can be proud of the new supplies. Talk to the case manager about what the child needs for the new school year.
- Reduce interruptions for the child. Ask all professionals working with the child not to schedule visits during school hours, if possible.
- Help meet the foster child's educational needs. Be aware of what is in the child's IEP (Individualized Education Plan) and other important school and medical records. Make sure services happen when they're supposed to happen.
- Attend Parent-Teacher conferences regularly.





- Encourage the child to be involved in school. Through joining clubs/organizations of his/her interest. Support him/her when you can (attend sporting events, cheer-leading events, honors inductions, plays, etc.).
- Volunteer at your child's school. Even if it is just baking cookies for a class party, show your foster youth that you are dedicated in all aspects of his/her learning.
- Buy the foster child's school picture (or even yearbook). Help him/her build memories while in your care. Pictures and yearbooks can be purchased with the foster care subsidy.
- When a child must change schools, try to remove the child during transition times (between school terms).

## Finally...

- Remember the foster child's confidentiality, even at school. Teachers or other school professionals don't need to know everything about the child's case or issues with the birth parents. When in doubt, ask your child's case manager!

## Federal Law:

There are many laws foster parents should know about to help foster youth with their education. Every foster parent helps the Department of Children and Families follow federal law. Below is a summary of two major pieces of federal legislation and how they support the educational health of foster care children (fosteringconnections.org, 2012) (Norm Coleman, 2007) (The Florida Senate, 2011):

- A. Fostering Connections and Increasing Adoptions Act, Public Law 110-351
  - Promoting Educational Stability: States must work with local school agencies to keep a child at the same school at time of placement if possible. If not, the state must place the child in school with appropriate records given to the new school.
  - Ensuring children are enrolled in school: States must have all school-aged foster care children or children receiving adoption assistance or guardianship subsidies



enrolled in school.

- Financial Assistance: Federal funding increases for educational related activities for foster children. This includes transportation costs.
- B. Fostering Adoption to Further Student Achievement Act , S. 1488
- Independent Student: This amendment allows older youth who were in the foster care system and adopted later to be called independent students. This is especially important when applying for federal funding for college!

## Trauma-Informed Care

Even though foster parents should provide normalcy to foster children, they should also remember that children have often been victims and have abuse/neglect histories. When social service counselors talk about helping victims, they use the term trauma-informed care. This means that foster parents should try to be as supportive as possible and understand that foster children are often still grieving and traumatized.

Foster families should first and foremost provide safety for the child. Without safety, the child will be unable or unwilling to change, to think about new ideas, or to accept help. Trauma informed care means that foster parents should also acknowledge the child's trauma, try to be patient with the child, support the child, find ways to get the child counseling and any other help he/she needs, and help the child heal as he/she grows.

## A Word About Child Development

It's okay if your foster child is developing at a different pace.

The section that follows refers to typical child developmental stages. However, every child grows at his /her own pace. Foster parents can care for their foster children and help them succeed whether or not they are developing at a “typical” pace. If a child seems to be developing at a different pace, or if you have concerns about how to support your foster child and help him/her reach full potential, speak to the case manager or counselor about your concerns. You can get the help you and your foster child need. You can also be an ambassador for the Department of Children and Families by ensuring that each child gets the help that he/she needs.

## Medically Fragile Children

There are services available to medically fragile children and children with complex medical problems. A directory of Medical Foster Care services is included in the appendix of this document.

## Preparing Children for Success in School: At Every Stage of their Growth

There are important things that parents and foster parents can do to help a child grow up to be healthy, happy, and successful. Planning for a child to be able to succeed in school starts at birth. Foster parents can set the foundation for a child's educational growth by learning about child development and doing activities that help a child learn and grow.

# Birth to Two Month Old



## Normal Development

The baby will sleep between 16-18 hours per day with no recognizable pattern. But most babies don't stay asleep for more than two to four hours at a time, day or night, during the first few weeks of life.

## Foster Family-Child Interaction

The caregiver should let the baby sleep when he/she seems tired. Be sure that where the baby sleeps is safe, with no toys or pillows in the baby's bed.

## Positive Outcomes:

The caregiver helps the baby know his/her needs will be met.



## Normal Development

The baby will become hungry every 2-4 hours. It is recommended to feed the baby two ounces of formula every 2-3 hours, around 8-12 times each day. It is important for the caregiver and baby to be looking at each other for the feeding.

## Foster Family-Child Interaction

The baby should either be fed breast milk or formula when he/she seems hungry. The baby will slightly open his/her mouth, or cry, when he/she is hungry,

## Positive Outcomes:

Feeding the baby regularly helps the baby trust the caregiver.



## Normal Development

The baby looks at the caregiver when he/she talks. The caregiver should hold the newborn close, because the baby has the best vision around about 8 to 12 inches away.

## Foster Family-Child Interaction

The caregiver should talk and sing to the baby and watch him/her respond to voices.

## Positive Outcomes:

The baby feels secure and bonds with the caregiver.



## Normal Development

The baby can see objects 30-40 inches away from his/her face. The baby begins to know how far to reach for something to grab it.

## Foster Family-Child Interaction

When holding, reading to, or talking to the baby, a caregiver should make sure he/she is in the baby's eyesight.

## Positive Outcomes:

The baby starts to recognize familiar faces.



## Two to Four Months Old

### Normal Development

The baby sleeps about 4-6 hours at a time. The baby stays sleeping for larger periods of time: 5-6 hours at night, 2-4 hours during the day.

### Foster Family-Child Interaction

The baby should do age-appropriate, high-energy activities during the day and quieter activities at night. See the Appendix for suggested activities.

### Positive Outcomes:

By organizing gentle play during the day, and being quiet at night, caregivers help the baby's body establish regular sleeping times.

## Normal Development

The baby uses body movement such as wiggling to express feelings. The baby shows emotions through facial expressions and body posture.

## Foster Family-Child Interaction

The caregiver should provide a safe space where the baby can move freely to express him/herself. The caregiver should encourage the baby's play by making eye contact with and talking to the baby.

## Positive Outcomes:

The baby and caregiver bond when the baby can express him/herself. The baby trusts the caregiver more and expresses happiness.



## Normal Development

The baby grabs and kicks objects such as toys.

## Foster Family-Child Interaction

The caregiver should let the baby play with toys on his/her own with supervision. The caregiver should watch as the baby learns about shapes and how things move.

## Positive Outcomes:

The baby starts to learn through interactive playing with people and toys.



## Normal Development

The baby starts to use hands and eyes together.

## Foster Family-Child Interaction

The baby should touch and play with safe toys.

## Positive Outcomes:

The baby develops hand-eye coordination.



## Four to Six Months Old

### Normal Development

The baby can reach for and grab objects with hands and can coordinate movements better than before.

### Foster Family-Child Interaction

The caregivers should let the baby play with and touch his/her hands, face, and toys. The caregiver can also place some items far away so the baby has to reach for them. Congratulate the baby when he/she grabs something and calm the baby if he/she gets frustrated.

### Positive Outcomes:

The baby and caregiver bond when playing. When the baby stretches to reach and grab objects he/she strengthens his/her muscles.



## Normal Development

The baby uses verbal and nonverbal communication to express needs. The baby will also use sounds (other than crying) to get attention and express feelings.

## Foster Family-Child Interaction

The caregiver can learn what the baby needs by listening and watching the baby. Try to teach the baby words that describe those needs.

## Positive Outcomes:

The baby starts learning how to speak through listening to the caregiver, but can't say words yet.



## Normal Development

The baby starts to show interest in and smiles at mirrors. The baby realizes his/her hands and feet belong to him/her. He/she begins to explore face, eyes, and mouth.

## Foster Family-Child Interaction

The caregiver and the baby should spend time in front of a mirror while the caregiver points out the baby's reflection in the mirror.

## Positive Outcomes:

When playing in front of a mirror, the baby starts to learn about the world around him/herself.



## Six Months to One Year Old

### Normal Development

The baby starts saying single (hard) consonants, like “ma,” “da,” and “ba.” He/she begins to babble and imitate language sounds.

### Foster Family-Child Interaction

The caregiver should talk to the baby often and respond to the baby babbling with eye contact and encouragement.

### Positive Outcomes:

The baby starts learning how to speak and communicate, although he/she can't say words yet.

## Normal Development

The baby listens and enjoys hearing longer stories. He/she responds to different voice tones and volume.

## Foster Family-Child Interaction

The caregiver should read to the baby often and tell the story with details.

## Positive Outcomes:

The caregiver and the baby bond during reading, and the baby starts to build reading skills, even though he/she won't be able to read words for a few years.



## Normal Development

The baby starts to appreciate music and rhythm.

## Foster Family-Child Interaction

Foster parents and the child should sing and gently dance together. Not too loud or fast!

## Positive Outcomes:

Music and dancing will help the baby develop a love for the arts and also help in brain development.



## Normal Development

The baby begins to recognize words. He/she understands a few words that are repeated often and is learning what words mean, usually around 10-15 frequently used words.

## Foster Family-Child Interaction

The caregiver should show and name different objects to the baby. This teaches the baby new words.

## Positive Outcomes:

The baby will learn new words when they are introduced in conversation, even though he/she can't say them yet.



# One Year Old

## Normal Development

The toddler usually starts to speak single words during this year. The toddler understands the meaning of up to 50 words and common phrases at this age, but can't say them all yet.

## Foster Family-Child Interaction

The caregiver and the toddler look at books together while the caregiver reads out loud. The caregiver should include the toddler in the reading process by pointing at pictures and words while reading.

## Positive Outcomes:

Reading aloud to the toddler will help him/her learn more vocabulary and associate words with pictures. This improves a toddler's language skills that are important for early learning.

## Normal Development

The toddler can hold larger objects such as crayons and markers, and starts to scribble. He/she may use both hands at the same time for two different reasons. The toddler can feed him/herself finger foods, drink from a covered container, and wash his/her own hands.

## Foster Family-Child Interaction

The caregiver should encourage the toddler to draw and scribble.

## Positive Outcomes:

Encouraging drawing will help the toddler develop hand movements and help in school tasks in the future.



## Normal Development

The toddler begins to understand patterns and order of certain objects. He/she can solve a simple problem and develops new ways to solve problems.

## Foster Family-Child Interaction

The caregiver and family can help the toddler notice patterns by establishing regular habits at home.

## Positive Outcomes:

Understanding patterns will prepare the toddler for classroom activities.



## Normal Development

The toddler enjoys listening and hearing stories for longer periods of time. The toddler remembers sequences and details in stories. He/she becomes excited over guessing what comes next.

## Foster Family-Child Interaction

The caregiver should read with the toddler for longer periods of time. When reading, the caregiver can explain things in more detail than before.

## Positive Outcomes:

The toddler develops an interest in reading, which helps build the foundation for reading comprehension.



## Two Years Old

### Normal Development

The toddler helps with dressing and other small daily activities. He/she starts to show independence and pride in accomplishments.

### Foster Family-Child Interaction

The caregiver can help the toddler learn to get dressed, eat, and play with more complicated toys. Read the packaging to be sure that it is meant for a two year old. The toddler can also learn to put toys away. Encouraging words like “big boy/girl” should be used during this process.

### Positive Outcomes:

The toddler learns a sense of responsibility.



## Normal Development

The toddler will go through books as if he/she is actually reading, going through each book page by page from beginning to end. He/she will stay focused on a task for longer periods of time.

## Foster Family-Child Interaction

When reading with the toddler, the caregiver should have the toddler use his/her pointer finger to identify colors, shapes, and sounds on different pages.

## Positive Outcomes:

The toddler further learns reading and writing skills.



## Normal Development

The toddler starts rolling, walking, running, jumping, and climbing. With supervision, he/she can walk up and down stairs using one foot then the other and start learning to ride a tricycle.

## Foster Family-Child Interaction

The caregiver must make sure the home is safe for the toddler. Never let the toddler explore alone!

## Positive Outcomes:

The toddler improves his/her motor skills and develops more hand-eye coordination, which will help with both writing and drawing.



## Normal Development

The toddler starts to learn time, such as 'today' and 'tomorrow,' with a slight understanding of what that means. He/she can talk about the past.

## Foster Family-Child Interaction

The caregiver should create a daily schedule for the toddler. Review the days of the week and certain times of day like, 'lunch time' and 'nap time'. Make sure the schedule is similar every day.

## Positive Outcomes:

The toddler learns habits, time, space, and develops healthy habits by scheduling and learning how to self monitor his/her day.



## Normal Development

The toddler starts to understand low numbers like “one” and “two”.

## Foster Family-Child Interaction

The caregiver should start counting with the toddler daily. The caregiver should ask questions that involve counting like, “How old are you?”, “How many ears do you have?” The caregiver should encourage the toddler to count with his/her fingers.

## Positive Outcomes:

The toddler starts a foundation in mathematics and learns to use logic when answering questions.



## Normal Development

The toddler will use his/her motor skills to explore the arts. The toddler will usually dance when asked. The toddler enjoys art play especially if it is messy, so offer materials that he/she can touch, smell, and taste safely.

## Foster Family-Child Interaction

Allow the toddler to make music. Offer pots and pans for the toddler to use while you both sing a nursery rhyme.

## Positive Outcomes:

The toddler starts to control his/her voice. This also allows for the toddler to express him/herself creatively.



## Three Years Old

### Normal Development

The toddler's vocabulary grows quickly; his/her sense of grammar and word pronunciation becomes more developed. He/she uses longer sentences (three or more words) and a growing vocabulary (perhaps 300 to 1,000 words). The toddler is able to answer simple questions and also ask questions of his/her own.

### Foster Family-Child Interaction

Caregiver and family members should let the toddler lead conversation. Ask simple questions about his/her experiences such as, "How was your day?" or "What do you want to drink?"

### Positive Outcomes:

The toddler develops better communication skills. Language is starting to take off!



## Normal Development

The toddler begins to build some drawing and writing skills, usually by copying. A three year old's art begins to include familiar subjects and objects. His/her scribble is starting to look like letters. The toddler becomes aware of the many uses for writing and may ask caregiver to write things down.

## Foster Family-Child Interaction

Write, draw, and remember together! The caregiver should encourage the toddler to write and draw whatever he/she wants, and then ask what he/she drew. The toddler can also practice writing his/her name.

## Positive Outcomes:

The toddler learns the basics of writing and how it works to help him or her communicate with others.

## Normal Development

The toddler learns to group objects (one characteristic at a time). The toddler will keep working to complete a task even if it is moderately difficult. This means that a toddler can group all red things, if he/she knows the color red.

## Foster Family-Child Interaction

Provide the toddler with puzzles for this age group to solve.

## Positive Outcomes:

The toddler starts to learn reasoning through play.

## Normal Development

The toddler usually can count up to five and can recognize numbers from 0-9. The toddler realizes that the fingers he/she holds up really have meaning.

## Foster Family-Child Interaction

Use numbers around the house and count them with your toddler. Count items in a group and individually.

## Positive Outcomes:

The toddler learns logical and mathematical reasoning skills.



## Four to Five Years Old

### Normal Development

The child develops more self-control and can follow directions with multiple steps. The child can also make plans and complete tasks.

### Foster Family-Child Interaction

Allow the child to plan and complete tasks by him/herself (making the bed, choosing outfits, feeding pets, etc.). Give him/her praise and encouragement for completing the tasks.

### Positive Outcomes:

The child feels independent and develops decision making skills.



## Normal Development

The child speaks with complex sentences with good pronunciation. He/she can also write some clear letters, count, and recognize shapes. Child understands 2500 to 3000 words and learns around 2000 new words during the year. He/she also becomes more precise in the words he/she uses to speak.

## Foster Family-Child Interaction

Begin having the child write his/her full name. Practice reciting colors, shapes, and new age-appropriate vocabulary.

## Positive Outcomes:

The child develops his/her language and writing skills. This helps the child build a foundation for literacy.



## Normal Development

The child can solve more abstract problems and shows more imagination when solving problems. The child is better at thinking of different possible answers to problems.

## Foster Family-Child Interaction

Allow the child to do thoughtful activities and have measurable outcomes. For example, play card games like Memory.

## Positive Outcomes:

The child develops analytical skills to solve life and social problems. These skills are important in mathematics, science, and technology.



## Normal Development

The child starts reading and writing, along with speaking. He/she knows many uppercase and lowercase letters, and understands different sounds for specific letters. Most children can create some well-formed letters and other letter-like imitations.

## Foster Family-Child Interaction

Continue to read and write. When reading, ask the child to read some of the words to you. If he/she has trouble, help him/her with the word or letter sounds. Praise the child at the end of each page.

## Positive Outcomes:

The child develops phonics skills. He/she understands that combining two letters makes a different sound than one letter alone. He/she can say 'brrr' and 'shhhh'.



## Normal Development

The child can count up to 20. He/she uses words related to position, such as “under” and “behind”. Some children can use repeating patterns to count up to 42.

## Foster Family-Child Interaction

Count money! Ask your child to collect and gather all the coins that look the same. Allow him/her to stack them and describe where certain coins are stacked using position words like “top” and “bottom”.

## Positive Outcomes:

The child continues to build mathematic thinking skills and begins to learn about time, direction, and spacing in sequences.



## Normal Development

The child begins to wonder how things work. He/she is interested in the “how” and “why” in daily interactions. Some children may deliberately take risks when learning new skills.

## Foster Family-Child Interaction

Ask simple questions and use tools like thermometers and scales to find the answer. Test things like the weight of a pencil or the temperature of water.

## Positive Outcomes:

The child learns how to use words to describe things when asking and answering questions.



## Six to Seven Years Old

### Normal Development

The child can read independently and might choose to do it frequently. Because of frequent reading, children begin to know the structure of stories.

### Foster Family-Child Interaction

Offer your child age-appropriate books and encourage him/her to read by him/herself. Designate time at home just for reading.

### Positive Outcomes:

The child's language and communication skills improve and are a foundation for future learning.

## Normal Development

The child develops writing skills and might write short notes or stories. The child thinks in complex sentences and adds details and opinions to his/her writing. Children use descriptive words to communicate details in their stories.

## Foster Family-Child Interaction

Suggest the child keep a journal or diary of his/her thoughts. Ask him/her to share a journal entry, and enjoy that time by simply listening to him/her.

## Positive Outcomes:

The child builds important writing and reading comprehension. He/she can express emotions through writing.



## Normal Development

Typically the child can count up to 200 and he/she can also count backwards. The child understands odd and even numbers and can find numbers on a number line.

## Foster Family-Child Interaction

Practice more advanced addition and subtraction problems with your child. Add two digit numbers to math problems.

## Positive Outcomes:

The child develops complex mathematics skills.



## Normal Development

The child can recognize words by sight and can read easier and faster. The child develops vocabulary quickly, with about 3,000 new words learned.

## Foster Family-Child Interaction

Continue to read and write. When reading, ask the child to read some of the words to you. If he/she has trouble, help him/her with the word or letter sounds. Praise the child at the end of each page.

## Positive Outcomes:

The child improves literacy skills (reading and writing).



## Normal Development

The child develops a stronger ability to estimate and measure things. The child understand terms related to estimation: about, almost, near.

## Foster Family-Child Interaction

Use a ruler to measure household objects like the width of pillows, height of a soda bottle, etc.

## Positive Outcomes:

The child develops measuring skills and his/her ability to estimate size and distance.



## Normal Development

The child develops interest in the arts. He/she might perform or act. The child begins to love working in a variety of mediums and types of art.

## Foster Family-Child Interaction

Take your child to the library to see puppet shows or to other performing arts events in the community.

## Positive Outcomes:

Given experience and practice, the child can create art with more realistic ideas and show his/her personal experiences.



## Eight to Ten Years Old

### Normal Development

The child solves problems independently. The child uses his/her own resources before seeking help from an adult and/or caregiver.

### Foster Family-Child Interaction

Play games that require some problem-solving skills, such as Monopoly or Clue. Praise your child when he/she tries to solve problems on his/her own.

### Positive Outcomes:

The child improves his/her problem solving skills.



## Normal Development

The child can count to 1,000 and understand smaller and larger three- and four-digit numbers. He/she can also translate mathematical word problems into number sentences. The child begins to understand multiplication and decimals.

## Foster Family-Child Interaction

Have your child make his/her own multiplication flash cards. Practice them nightly for homework.

## Positive Outcomes:

The child learns some early multiplication and begins to use more analytical thinking and logic when solving problems with addition and subtraction.



## Normal Development

The child learns by observing and measuring using tools such as calculators, microscopes, and cameras. The child also becomes familiar with using rulers and thermometers.

## Foster Family-Child Interaction

Allow your child to use different measuring tools around the house. Post his/her written findings around your home.

## Positive Outcomes:

The child becomes more observant, notices details, and takes in information from all senses.



## Normal Development

The child can better remember information and learns information from multiple sources (e.g. textbooks, direct experience, and the Internet). The child can read maps and graphs, use a dictionary, and make outline.

## Foster Family-Child Interaction

Review charts and graphs with your child. If possible, subscribe or check out library science/social science magazines (National Geographic and Science Nature).

## Positive Outcomes:

The child develops interest in scientific study and investigative research.



## Normal Development

The child may want to keep a collection (baseball cards, dolls, insects, etc.). He/she shows physical and vocal pleasure when exploring objects and other things.

## Foster Family-Child Interaction

Encourage your child to participate in an organized club or youth group that supports his/her developing interest or hobby.

## Positive Outcomes:

Many of these groups help the child develop teamwork and organizational skills.



## Normal Development

The child enjoys planning and organizing tasks. He/she becomes more focused on goals. The child can understand that unforeseen things, like the weather, may interfere with plans.

## Foster Family-Child Interaction

Provide opportunities for your older, school-age child to build life skills. Encourage him/her to cook, sew, or do certain chores.

## Positive Outcomes:

This helps the child with finishing and managing projects, as well as communicating.



## Middle School

Foster parents can help students begin to prepare for high school and plan for college as early as the sixth grade! Teachers in middle school will begin asking students to start thinking about their career interests. Foster parents can help students with this new responsibility! The student's educational goals are discussed below.



## Sixth and Seven Grade

### Educational Goals for Student

Develop good study habits.

### Foster Parent Involvement

Foster parents can help the student discover good study habits by learning how the student organizes best. Foster parents can also help students manage homework, projects, and exams. There are planners and calendars that can help students see upcoming due dates and allow them to prepare for their assignments.

Foster parents should schedule quiet time in the home when the student can work to get schoolwork done. Limit all distractions in the home, like television, radio, and phone conversations when the student is working.



## Educational Goals for Student

Maintain good grades in school.

## Foster Parent Involvement

Go to your child's Open House for his/her new school! Parent-teacher conferences and Open Houses are great opportunities for foster parents to get to know the student's teacher. During these events, you will learn tutoring times given by the teacher and other ways to support the student in having a positive, supportive learning experience in the classroom.

Be sure your student attends class and is on time for school. Important instructions and announcements are usually given at the beginning of the school day. Additionally, make sure the student knows bus times for pick up and drop off, especially if this is a new school for the student.

Foster parents should sign and return all progress reports, report cards, and any other document needing a signature on time. If there is a grade that needs to be talked about, schedule a meeting with the teacher and student. Try not to wait until the end of the semester to talk about poor grades.

Remember to praise the student for good effort and grades!

## Educational Goals for Student

Start to learn and explore career interests.

## Foster Parent Involvement

Foster parents should schedule or invite the student to participate in career-focused events like Take Your Child to Work Day and other career events that allow the student to explore different career interests.

Foster parents should support and encourage the student to participate in community service. These experiences are also important when applying to college.

## Educational Goals for Student

Start to research and learn about college.

## Foster Parent Involvement

Foster parents and students should attend community college fairs. These events provide information about multiple colleges, programs, and scholarships.

## Educational Goals for Student

Start getting involved in extracurricular activities and volunteering opportunities at your school, church, and/or community. These will be part of your child's resume when you apply for college!

## Foster Parent Involvement

Foster parents and family members can support the student by attending events like sporting matches, musical concerts, and academic competitions in which the student participates.

Membership in school clubs and organizations is an important way for students to gain skills and experience. For example, organizations like Future Business Leaders of America (FBLA) and Future Teachers of America tend to have programs that focus on certain career interests. Encourage the student to join organizations that the student is interested in, as well as academic clubs (Math Club, Science Olympiad, Literary Society, etc.).





## Eighth Grade

### Educational Goals for Student

Study hard.

### Foster Parent Involvement

By the eighth grade, the student should have developed a study pattern. Foster parents should remember to keep study time at home quiet. If your child needs advice about developing good study habits, make an appointment with him/her to see a counselor or teacher at school.



### Educational Goals for Student

Tour and attend open houses of high schools in the community if the student has a choice of schools.

### Foster Parent Involvement

Foster parents should attend open houses for ninth graders at local high schools and learn about all high school options. Foster parents and students should decide on high school classes together.



## Educational Goals for Student

If the student has demonstrated strong academic ability, he/she should look into Advanced Placement (AP) and other honors courses and/or programs the student can take during high school.

## Foster Parent Involvement

Before the eighth grade ends, the foster parent and student should meet with the high school counselor of the school the student will attend. During this meeting, talk about how to register for challenging courses and what college preparatory courses are offered at the school.



## Educational Goals for Student

Begin planning, learning, and talking about the college process.

## Foster Parent Involvement

The foster parents and student should start touring local college campuses during the eighth grade year. This will help the student become excited about college. Seeing campus life early may encourage and motivate the student to attend college.

If he/she would like, a student can speak with an admission representative or financial aid officer of a college. When touring colleges, foster parents should schedule these meetings to help the student learn more about higher education choices and financial aid.



## Educational Goals for Student

Start saving for college.

## Foster Parent Involvement

The student should start learning about how much college costs and the amount of money that is required to attend. The foster parent and student should open an account where a portion of the student's subsidy is saved for college. Include the student in the process of saving for college.

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## High School

Foster parents can be the greatest supporters for foster care youth entering high school. Only 52% of Florida's foster care teens are reported to be on grade level and enrolled in school. Nationally, less than 1% of foster care youth attend college and graduate with a degree.

Foster parents can help the student beat these odds by following the checklist on the next page.



## College Planning Checklist: Freshmen

Meet with student's counselor to learn about the high school curriculum and make sure the student is supported academically. If an Individualized Education Program is a part of the student's learning plan, make sure services are provided on time. Websites such as [CollegeBoard.org](http://CollegeBoard.org) help students and parents by providing information about planning for college.

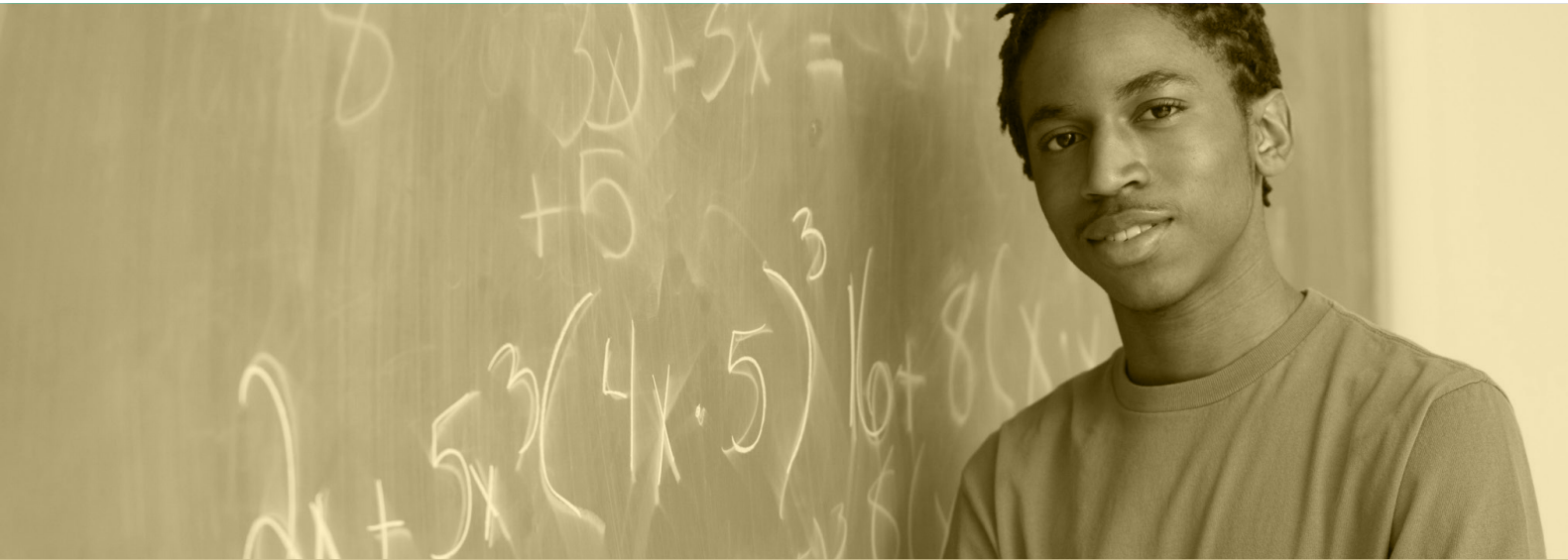
The student's high school coursework should include the following if he/she plans to attend a 4 year college/university:

- 4 years of English
- 4 years of math (through Algebra II, Trigonometry or higher)
- 2-4 years of foreign language
- 3-4 years of laboratory science
- 2-4 years of history/social studies
- 1 year of fine arts
- 1 year of electives

## To Do:

- Create a file of important documents and notes such as report cards, list of awards, school/community activities, and paid/volunteer work. Include a description of everything!
- Get the student involved with academic enrichment programs, summer workshops, and camps with concentrations in the arts, technology, math, or science. Learning happens everywhere!
- Have the student explore career and job opportunities in his/her areas of interest. Attend college fairs and gather information.
- Sign and review progress reports and report cards. Seek help for the student if he/she is struggling in a certain class. Praise the student for good grades.





# College Planning Checklist: Sophomore

## Fall:

- Meet with the student's academic counselor at the beginning of the sophomore year. Learn the student's current GPA, state testing requirements, and classes needed for this school year.
- Collect college materials, such as newsletters, catalogs, and college websites. Create an email account and subscribe to websites like the College Board ([collegeboard.org](http://collegeboard.org)) to learn about colleges and receive electronic updates and information by email.
- Begin college searches and visits. Create a list of schools the student would like to visit and schedule tours. Try to meet college admissions counselors and learn more about the admissions requirements for the schools you are visiting.
- Have the student study and practice the PLAN and PSAT. Register the student for the test and ask for a fee waiver if there is a cost for the test.
- Start having the student work on a résumé—a record of his/her achievements, activities, and work experiences. This will be an important piece of the student's college application.



## Spring:

- The student will take at least one academic test (usually the ACT PLAN or the Preliminary SAT, PSAT, test) this year. Review the student's PLAN and/or PSAT scores. Help the student work on areas of weakness and build on areas of strength. Meet with the student's counselor and talk about what the score means in college admissions.
- Talk to the student's counselor about registering for Advanced Placement (AP) courses next year. AP or honors courses may give credit toward a college degree if the student passes the test at the end of the year.
- Encourage the student to be active in in clubs, activities, and sports. Encourage the student to become involved in leadership within clubs and organizations. Colleges care about more than academics.



## College Planning Checklist: Junior

### Fall:

- Meet with the student's academic counselor at the beginning of the sophomore year. Learn the student's current GPA, state testing requirements, and classes needed for this school year.
- Meet with the student's counselor and set graduation and college goals for the school year. Make sure the student takes challenging courses to show colleges that he/she can handle college coursework.
- Get the student to take the PSAT (Preliminary SAT) or ACT PLAN in October or whenever available. His/Her score may qualify him/her for the National Merit Scholarship Program.
- Get the student to update his/her resume. Make sure the resume is current.
- Know the test dates for college entrance exams, such as the SAT and ACT. Create online accounts and help the student register to take these tests. Use the study guides on these websites to prepare for the tests.

## Continue:

- Attend college fairs with the student and try to speak with representatives from schools the student is interested in attending.
- Start looking for sources for financial aid. Be aware of scholarship deadlines and plan accordingly.
- Have the student prepare for the testing that may occur in the next semester. Consult the high school academic counselor about preparing the student for college.

## Spring:

- Have the student look more at colleges and universities he/she is interested in attending. Have him/her make a file and learn more about academics, financial aid, and campus life that fits his/her needs and interests.
- Go on college visits with the student. Spring break is a good time for the high school student because he/she can see an active campus without missing any classes.
- Encourage the student to take AP exams if he/she has done well in school. There is a cost, but remember to speak with the student's counselor about fee waivers.
- Take a look at some college applications with the student and consider all the different pieces of information you will need to gather for next year.
- Help the student create a list of teachers, counselors, employers, and other adults who might write letters of recommendation for college applications.
- If the student is an athlete, talk with coaches about playing college sports. Make sure you go over NCAA rules and regulations with the student. When in doubt, speak with the student's counselor or coach.



# College Planning Checklist: Senior

## Fall:

- Meet with the student's counselor and review graduation requirements. Make sure he/she is on track to successfully graduate high school. Look over the student's transcripts with him/her and learn his/her current GPA and class standing.
- At the beginning of the academic year, create a calendar and checklist of the following:
  - Standardized test dates, registration deadlines, and fees
  - College application due dates
  - Financial aid application forms and deadlines
  - Other materials the student will need for college applications (recommendations, transcripts, essays, etc.)
  - The high school's application processing deadlines

## Further Important Steps:

- Register the student for the SAT and/or ACT if he/she did not take either test as a junior, or if the score was not satisfactory.
- Help the student to start applying for college! Make sure that you give yourself, the student, the school, and the persons writing letters of recommendation time to complete any part of the application.
- Take every opportunity to get to know colleges by meeting with college representatives who visit the student's high school, attending local college fairs, and visiting campuses (if possible). Ask the counselor about special campus visit programs.
- Narrow down the list of colleges and help the student begin applying. Make sure the student has the application and financial aid information for each school. Find out if he/she qualifies for any scholarships at these schools.
- Have the student request personal recommendations from teachers, school counselors, or employers. Follow the process required by the high school for requesting letters of recommendation or provide a stamped and addressed envelope and a resume to each person writing a recommendation.
- Research different scholarships. Ask the counselor, college representative, church, and/or civic groups about scholarship options. Remember, there should never be a cost for scholarship information.

## Spring:

- Review fall term grades and test scores. Register the student for the ACT/SAT, if needed.
- Ask the high school guidance department in January to send first semester transcripts to schools where the student applied.
- Keep track of application deadlines for paying fees and sending in paperwork.



**IMPORTANT:** FAFSA (Free Application for Federal Student Aid) is available starting January 1st! Foster care students are able to declare themselves as independent when completing this form. No income information is needed. All students should fill out a FAFSA as soon as possible after January 1st of their senior year in high school. By filling out this application, a student is now eligible for federal and state financial aid. Different types of Financial Aid are discussed later in Part VI, page 52.

Below are some helpful tips for foster care parents and youth when completing this application:

- First, decide if the student is independent or dependent. All foster care students should be listed as independent and adopted students need to check with their case manager about their status.
- Be sure to complete all required forms by the deadlines. Remember, when applying out of state, students must follow the deadline for that state.
- Students should not wait until after they are admitted to file the FAFSA. Practice with the worksheet online.
- The name on the student's application must match the name on his/her social security card.
- The student should use his/her full legal name -- no nicknames -- on all applications.
- The student should take time to gather information and complete the form. This application is not a one day process!
- Please contact a financial aid officer with FAFSA at [www.fafsa.ed.gov](http://www.fafsa.ed.gov) for more information.

## Choosing a School:

May 1st (unless otherwise noted) is typically the date when student must choose the school he/she plans to attend. The student typically must send in a commitment and deposit. Help the student make a decision on what college he/she wants to attend and notify the high school counselor.

**IMPORTANT:** The admissions representative at the student's college must know the foster care student in order for the student to receive any type of tuition waiver. Talk to the admissions representative as soon as the student chooses a college.

If the student is "wait listed" by a college he/she really wants to attend, then visit, call, and write the admissions office to make his/her interest clear. Ask how the student can strengthen his/her application.

Make sure the student's final transcript is sent to the school he/she will be attending.



## Summer:

- Encourage the student to get a summer job to help pay some of the student's college expenses and help him/her prepare for a future career.
- Make a list of what the student will need for the dorm room. The suggested list of items, room and furniture sizes, and many other suggestions can usually be found by visiting the college's website and searching under "Housing" or "Residence Life" for further information.
- Many colleges will offer summer orientation. Make sure the student attends in order to meet other students, important people on campus, and to learn more about the new school. This is also the time the student will sign up for his/her fall courses.

## More About College Testing: SAT, ACT, & FPERT

For four year universities and colleges, either the SAT and/or ACT is required. In Florida, if a student wants to go to a technical school, he/she must take an entrance exam called the FPERT. Below are the differences and how to determine which test to take. Talk to the high school academic counselor to decide which test your student should take!

## SAT vs. ACT: Key differences you need to know!

SAT	vs	ACT
Reasoning test	Type of Test	Content-based test
Critical Reading: Two 25-min sections and one 20-min section; Math: Two 25-min sections and one 20-min section; Writing: One 25-min essay, one 25-min section, and one 10-min section	Test Format	English: One 45-min section; Math: One 60-min section; Reading: One 35-min section; Science: One 35-min section; Writing: One 30-min essay (optional)
Reading, vocabulary, grammar & usage, writing, and math	Content Covered	Grammar & usage, math, reading, science reasoning, and writing (optional)
Tricky questions can be phrased in ways that make them difficult to understand	Test Style	Straightforward questions may be long, but are usually less difficult to understand



SAT	VS	ACT
Math, critical reading, and writing scores will each range between 200-800; total SAT score ranges between 600-2400	Scoring	English, math, reading, and science scores will each range between 1-36. Composite ACT score is the average of scores on the four sections; ranges between 1-36
Yes – ¼ of a point is lost for incorrect answers (except on the grid-in math questions)	Penalty for Wrong Answers?	No – no points are lost for incorrect answers
Yes – which set(s) of SAT scores to submit to colleges can be chosen	Score Choice?	Yes – which set(s) of ACT scores to submit to colleges can be chosen
Questions become more difficult through that question type in a section (except reading passage questions, which progress chronologically through the passage)	Difficulty Levels	Difficulty level of the questions is random
Arithmetic, data analysis, algebra I and II, functions, geometry; formulas are provided in the test booklet	Math Levels	Arithmetic, algebra I and II, functions, geometry, trigonometry; no formulas are provided
With private schools and schools on the east and west coasts; however, every four-year college in the US accepts SAT scores	Tends to be more popular?	With public schools and schools in the Midwest and south; however, every four-year college in the US accepts ACT scores
Seven times per year: January, March or April, May, June, October, November, December	Offered when?	Six times per year: February, April, June, September, October, December (note that some states offer the ACT as part of their state testing requirements; these tests are not administered on the national test dates)
Typically about four weeks before the test date	Registration deadline?	Typically about five to six weeks before the test date
<a href="http://www.collegeboard.com">www.collegeboard.com</a>	More Information	<a href="http://www.act.org">www.act.org</a>

## FPERT: Florida's Postsecondary Education Readiness Test

The FPERT tests a student's academic ability in mathematics, reading, and writing. It is the standard test used for admission to most technical colleges in Florida. The scores of this test are used to determine a student's placement into appropriate courses in college (McCann Associates, 2011).

### The FPERT is:

- A computer-adaptive test. Question difficulty is based on previous questions the student answered.
- An assessment test. A student does not pass or fail the FPERT. It is only used to determine which courses are best suited for him/her.
- Not timed. The student has as much time as he/she need to successfully complete the exam!

More Information: <http://www.fldoe.org/cc/pert.asp>

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# Selecting a College or University

# PART V

## College Categories:

Before applying to college, the student must know some basic details about the college. To avoid fraud and other cases of academic dishonesty, research whether the student's college of choice has its accreditation. After learning the status of the school, understand that colleges/universities fall under two main categories: Non Profit and For Profit (National Association for College Admission Counseling, 2012).

All public and private accredited colleges are linked to the College Board website:  
[www.CollegeBoard.org](http://www.CollegeBoard.org)

## Non-Profit:

### Private Colleges and Universities:

- Funded primarily from private donations and student tuitions. Private colleges and universities are generally more expensive.
- Many are connected to religious and community groups.
- Usually report to a Board of Directors.
- Most have a traditional campus model (gated, cafeteria instead of restaurants, no/few apartment-style dorms).
- Average cost of room and board is \$29,492, significantly higher than public colleges and universities.
- Offer more financial assistance and scholarships which can lower the cost of tuition for student! Do not be afraid to apply to private colleges. A student may receive multiple scholarships or financial awards to lower college cost!

(National Association for College Admission Counseling, 2012)



## Public Colleges and Universities:

- A large part of public schools' funding comes from state and local taxes.
- Most public colleges and universities are state-run, which lowers tuition for in-state students.
- Public schools are "regional comprehensive programs" which offer different areas of study for students.
- Public schools are typically categorized as two-year, four-year, research, comprehensive, or community colleges.
- All must follow state and federal laws.
- Some community colleges have an open access policy. Students who have successfully graduated high school or earned their GED can gain easy admission into these schools.

## For Profit:

There are no categories of For Profit schools. Below are some general details about these schools:

- Proprietary (For Profit) institutions are funded by for-profit companies that work under the demands of investors and stockholders. For example, the University of Phoenix is wholly owned by the Apollo Group, Inc.
- Proprietary institutions attract adult learners and part-time students that want specific professional training opportunities.

For Profit institutions usually have a non-traditional format; many for profits also have classes solely available online.

**NOTE:** The Government Accountability Office (GAO) has shown questionable and even fraudulent practices during a recent investigation of proprietary schools. It was noted that high pressure recruiting methods (multiple phone calls or withholding access to financial aid information until applicants pay certain fees or enroll in a program) were used to gain student enrollment. Avoid these situations, and gain access to all necessary information before making a decision.



# Selecting a College or University

# PART V

## College Types: Learn What's Right for You!

No two colleges are alike. Please look at the chart below to start learning about different types of colleges. (National Association for College Admission Counseling, 2012). A list of all of Florida's public and private colleges and universities can be found at: <http://www.florida-air.org/flacol.htm>

Types	Degree Offered	Characteristics	Examples in Florida
Liberal Arts College	Bachelors	<p>Students are exposed to a broad variety of classes.</p> <p>Students select at least one area of in-depth study that is their college "major."</p> <p>Generally smaller schools.</p> <p>Many employers look for graduates of liberal arts programs, because they are "well-rounded."</p>	<p>Link to full list online:</p> <p><a href="http://www.liberalartscollegereview.com/liberal_arts_college/stateid/FL">http://www.liberalartscollegereview.com/liberal_arts_college/stateid/FL</a></p>
Universities	Bachelors, Masters, Doctoral & Terminal Degree (Law , Medical, Dental, etc).	<p>Tend to be much larger in class/ physical size.</p> <p>Offer a greater range of academic courses (more major choices for students to choose from).</p> <p>Some have liberal arts colleges on their campuses as well as career-specific colleges.</p>	<p>Link to full list online:</p> <p><a href="http://education-portal.com/list_of_universities_in_florida.html">http://education-portal.com/list_of_universities_in_florida.html</a></p>
Technical Institutes and Professional Schools	Associates, Certificate of Program Completion	<p>Students who enroll know what they want to study in preparation for their careers.</p> <p>Some programs studies include cosmetology, welding, and dental assisting.</p> <p>Very affordable and, depending on the program of study, classes tend to be small.</p>	<p>Link to full list online:</p> <p><a href="http://www.technical-schools-guide.com/florida-technical-schools.html">http://www.technical-schools-guide.com/florida-technical-schools.html</a></p>



Types	Degree Offered	Characteristics	Examples in Florida
Historically Black Colleges and Universities	Bachelors, Masters, Doctoral & Terminal Degree (Law , Medical, Dental, etc).	<p>Minority youth who enroll in HBCUs have a unique opportunity to experience an educational community in which they are a part of the majority.</p> <p>There are both private and public HBCUs.</p> <p>Cost and size vary depending on institution.</p>	<p>Link to full list online:</p> <p><a href="http://www.edonline.com/hbcu/fl.htm">http://www.edonline.com/hbcu/fl.htm</a></p>
All Women/Men Colleges	Bachelors	<p>Same sex liberal arts colleges that leave out or limit the enrollment of one sex.</p> <p>In all-female schools, larger numbers of female faculty and administrators are confidence-building role models for women. In addition, women's colleges graduate a high number of science majors (a field that is dominated by men).</p>	<p>None in Florida</p> <p>Link to national list online: Women's: <a href="http://www.univsource.com/womens.htm">http://www.univsource.com/womens.htm</a></p> <p>Men's: <a href="http://www.univsource.com/mens.htm">http://www.univsource.com/mens.htm</a></p>
Community or Junior Colleges	Associates, Bachelors (few)	<p>Generally offer the first two years of a liberal arts education, in addition to specific occupational training.</p> <p>These schools traditionally are meant to prepare students to enroll in a 4 year institution after graduating.</p>	<p>Link to full list online:</p> <p><a href="http://www.fldoe.org/cc/colleges.asp">http://www.fldoe.org/cc/colleges.asp</a></p>

Please note that some schools fit into multiple categories. For instance, FAMU is a research university but also a public HBCU. Many (but not all) same sex colleges are private and liberal arts colleges!

What is Financial Aid?

Paying for college can be complicated. Financial aid is money from federal, state, community, and private institutions used to pay educational costs. Financial assistance comes in many forms (ACT Corporate, 2012).

## Types of Financial Aid:

**Federal Aid Programs** — Federal programs are based on financial need. They are the largest single source of financial aid for college.

**State Aid Programs** — Most states provide various aid programs (both need-based and merit). Generally, the state need-based programs follow the federal guidelines.

**Grants and Scholarships** — Awards based on merit or merit and need. They do not have to be repaid.

**Loans** — Funds loaned through a lending institution or college. Interest rates vary by program. For some federal loans, qualifying students—based on need—will not have to pay interest while in school. Loan programs also are available to eligible parents to help their children with college expenses.

**Military Programs** —The military offers several options to help pay for college. For more information, refer to this website: <http://www.myfuture.com/military/articles-advice/college-assistance>

**Work-study Programs** — Jobs that allow students to earn money while they are enrolled in school. Students can sometimes get jobs related to their program of study.

**Working and Savings** — As the cost of a college education rises, more students and parents will need to save money for college. Lots of college students have part-time jobs to help make ends meet.



There is also a tuition waiver available for foster children through Florida Statute 1009.25, of which a section is included below:

Florida Statute 1009.25 Fee exemptions.—

(1)

(c) A student who is or was at the time he or she reached 18 years of age in the custody of the Department of Children and Family Services or who, after spending at least 6 months in the custody of the department after reaching 16 years of age, was placed in a guardianship by the court. Such exemption includes fees associated with enrollment in career-preparatory instruction. The exemption remains valid until the student reaches 28 years of age.

(d) A student who is or was at the time he or she reached 18 years of age in the custody of a relative under s. 39.5085 or who was adopted from the Department of Children and Family Services after May 5, 1997. Such exemption includes fees associated with enrollment in career-preparatory instruction. The exemption remains valid until the student reaches 28 years of age.

# Support For Children Who “Age Out”

# PART VII

## Aging out of Foster Care

Children who reach 18 or adulthood in the foster care system without being adopted and/or without a safe, permanent family are considered to “age out” of the system. These youth are expected to succeed on their own much faster than most of their peers.

Foster parents should speak to the case manager to learn of ways to help ease the transition for the young adult. Below are a few of the options that might be available to him or her:

The Chafee Foster Care Independence Program expanded eligibility for independent living services to youth and increased the funding available to states to provide transitional services. This will help current and former foster youth achieve self-sufficiency. It is important to identify that the youth has been, or is currently in foster care. Assistance is available specifically for foster youth to transition to independence.

The Foster Care Independent Living Program offers assistance to foster youth with housing vouchers, training and job placement, higher education and health care. They provide skills for independent living and resources for the transition to independence. This program receives federal funds specifically for youths aging out of the system. Contact the local County Foster Care Independent Living Program for more information.

Medicaid coverage is available for youth who have aged out of care up to the age of 21. Contact the Department of Children and Families for assistance.

Housing funding by the U.S. Department of Housing and Urban Development (HUD). This offers housing assistance and transitional assistance for youth who age out of care. They provide housing vouchers to eligible youth between the ages of 18 and 21 who left foster care after age 16.

HUD’s Hope for Youth Program was established to help high-risk youth between the ages of 16-24 to learn housing construction job skills and to complete their high school education.

Further, case managers at the Department of Children and Family Services can do a screening for youths who want to continue their education. After completing and passing the initial application for scholarship eligibility, the student can complete the Road to Independence application. This grant considers all the student’s needs and allows for living expenses in the monthly allotments. This scholarship must be renewed annually.

Filling out the Free Application for Federal Student Aid (FAFSA) can be challenging. Parents and foster kids can contact their local County Foster Care Independent Living Program for help. The program will help students file the application correctly, answering difficult questions to ensure eligibility of all funds available for kids who have been in foster care. Parents or students who don’t have financial aid counselors can call 1-800-4FED-AID for help. This valuable call can ensure the financial aid application is filled out properly and the student will receive all the funds available to youths who are in, or have



been in, foster care. [www.fafsa.ed.gov](http://www.fafsa.ed.gov)

The particular college a foster youth will be attending may offer additional grants and scholarships for people aging out of the system.

Colleges may also have a waiver program for some of the fees. Check directly with the financial aid office at the campus the foster child will be attending.

Local nonprofit organizations and the County Department of Human Services often provide scholarships to youth in transition. Additional funds may also be available for housing and other living expenses. Some colleges offer special assistance to students who have been in the foster care system. Ask the case manager about local opportunities. For example, the Unconquered Scholar Program at Florida State University is under the Center for Academic Retention and Enhancement Program (CARE).

The Unconquered Scholar Program offers alternative admission to students who have been in foster care. If a student is admitted into the CARE program, he/she is admitted into Florida State University. This program is completely voluntary and offers active members additional financial resources, textbook support, meal plans, and other opportunities for students to succeed academically.

A student in the CARE program is eligible for the First Generation Scholarship and will have counselors in the program available to assist with searches for other scholarships the student may be eligible for. The CARE program also has the Summer Bridge Program (SBP) which provides tuition and housing for the student who attends summer classes.

For more information about the Unconquered Scholar Program at Florida State University visit the CARE website at <http://care.fsu.edu>



# Support For Children Who “Age Out”

# PART VII

The Orphan Foundation has given out \$1.3 million in scholarships to foster youth in 46 states since 1991. To learn more about the Orphan Foundation’s scholarship fund in partnership with Casey Family Programs, visit the Foster Care to Success: America’s College Fund for Foster Youth website at <http://www.fc2success.org/?id=30>

The Casey Family Programs National Center for Resource Family Support has numerous resources for youth in foster care pursuing higher education. Contact them at: <http://www.casey.org>

## Other Resources:

You can do a free scholarship search on the SmartStudent Guide to Financial Aid. <http://www.finaid.org>  
The United Negro College fund offers academic scholarships. All UNCF scholarships are listed on their website at [www.uncf.org](http://www.uncf.org)

## Conclusion and Recommendations:

Foster care youth need to have a strong support system to succeed in school. Foster care parents serve as one of the youth’s allies by supporting high educational goals and minimizing school changes. Taking an active role in the child’s life at any stage of the child’s growth can help the child succeed and make a lifelong, positive difference for the child.

VIRES

ARTES

MORES

A Guide for Foster Parents to Help  
Children Reach their Educational Potentials



## Suggested Supporting Materials

### Birth

#### Books

*All Fall Down* by Helen Oxenbury- The rhyming text and bright illustrations will make this one of the child's favorite books. The child will see the things a group of babies do, from singing to bouncing on the bed over and over again.

*Baby Says* by John Steptoe- The simple, repetitive language and lovely drawings will be an easy "read" for your baby.

#### Games

Hide and Seek: Show your baby a toy, then hide it under a towel or small blanket and help them find it.

#### Musical Activities

*Twinkle Twinkle Little Star* and *Itsy Bitsy Spider*: Sing and do the hand movements for these favorite childhood songs.

## Preschool & Kindergarten

#### Books

*26 Letters and 99 Cents* by Tana Hoban- Your child will enjoy this book of numbers, money, and alphabet letters. Bright photographs of numbers paired with coins will help your young one learn that there is more than one way to make 99 cents.

*A Baby Sister for Frances* by Russell Hoban- Life just isn't the same after Frances's sister Gloria is born. How will Frances ever survive? Any child with siblings will relate to this timeless story and its fun drawings.

#### Games

Puzzles: Peg puzzles that involve matching objects, such as shapes.

Matching Games (Memory): Simple matching games help children find objects as well as improve memory skills.

#### T.V Shows

*Sesame Street*: A friendly cast of puppets combines education and entertainment by teaching literacy and mathematics, as well as physical health, self-esteem, and tolerance.

*Little Einstein*: The cast of four children take preschoolers on an adventure while learning to listen, respond, collaborate, and create their own music.



## Elementary School

### Books

*Freckle Juice* by Judy Blume- Andrew wishes he had freckles and gets tricked into paying fifty cents for a freckle juice recipe. Read and find out what Andrew does with his freckle juice!

*Love to Mama* by Pat Mora- Various Latino poets write about their mothers and grandmothers in this touching collection. Each poem celebrates and honors the influence of a mother figure with graceful verse and colorful illustrations.

*All About Sam* by Lois Lowery- Children will love meeting spunky Sam Krupnik. Told from Sam's point-of-view, this book follows him from the moment of birth to grade school. Your child will love finding out about Sam's zany adventures and his mischief-filled plans.

### Games

Junior Scrabble: This game is both fun and educational. It helps children practice and expand their vocabulary.

Connect Four: This classic game is a cross between checkers and tick-tack-toe, except that it is played vertically which makes game playing that much more exciting!

### T.V Shows

*Zoom*: This educational show features a cast of children that promote learning in a variety of areas, such as science, math, nutrition, and physical health.

*Cyberchase*: This show gets children involved in an adventure while also promoting mathematic skills.

## Middle School

### Books

*Millicent Min, Girl Genius* by Lisa Yee- In a series of journal entries, eleven-year-old child prodigy Millicent Min records her struggles to learn to play volleyball, tutor her enemy, deal with her grandmother's departure, and make friends over the course of a difficult summer.

*Blitzcat* by Robert Westall- During World War II, a black cat journeys all across war-torn England in an effort to track down her beloved master.

### Games

Monopoly: This game allows children to use problem-solving and strategy skills, as well as an introduction to budgeting and mathematics skills involved in handling money.

Scrabble: This game focuses on literacy skills, such as spelling and vocabulary building.

# Appendix

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## T.V Shows

*Animal Planet* and *History Channel*: Documentaries featuring subjects of interest that can be geared to each child's personal interest, such as animals and historic events, are educational and, at the same time, entertaining for the child.

## High School

### Books

*To Kill a Mockingbird* by Harper Lee- A child's-eye view of racial prejudice and weird neighbors in thirties Alabama.

*The Catcher in the Rye* by JD Salinger- Expelled from a "phony" prep school, an adolescent anti-hero goes through a difficult phase that leads to self-discovery.

### Games

**Scattergories**: This game draws on your teen's vocabulary skills and encourages him/her to use words he/she may not have used before. It also encourages individuality and creativity by rewarding those who come up with a word no one else wrote down. It is best to keep a dictionary handy, though, for those "loosely based" answers that are up for debate!

**Balderdash**: This bluffing game is a recipe for laughter. Players earn points by guessing or bluffing answers to weird questions with unbelievable, but true answers.

## T.V Shows

*How It's Made* (Science Channel): This show engages the high schooler by explaining how ordinary things are made in extra-ordinary ways.

*Dirty Jobs* (Discovery Channel): With host Mike Rowe, teenagers will learn about American laborers who make a living in the most unthinkable, yet vital ways.



## Resources for Care to College

A Guide to Child Development, Positive Parenting, and Community Resources.

Pinwheels for Prevention (2011). Parent Resource Booklet. Florida.

This booklet provides information about child development from birth through teen years and addresses different tips for creating successful environments and managing everyday family concerns.

Afzal, N. A., Atkinson, P.I., & Martin, D.L. (2001). Missing milestone.

Early Child Development and Care, 167.

Retrieved from <http://search.proquest.com/docview/57464531/13AEB93E7CF459002A5/24?accountid=4840>

This article describes a study where the affects of children “missing” a developmental milestone are measured. Missing developmental milestones are not uncommon and have different affects and/or consequences.

American Academy of Child and Adolescent Psychiatry (2011). Normal adolescent development part I.

Retrieved from <http://aacap.org/page.wv?name=Normal+Adolescent+Development+Part+I&section=Facts+for+Families>

This website refers to developmental aspects of middle school and early high school aged youth. It includes information to help parents understand the phases of development, and the feelings and behaviors of the middle and high school adolescent who is moving toward independence, future interests, cognitive changes and sexuality.

American Academy of Pediatrics (2012). Healthychildren.org.

Retrieved from <http://www.healthychildren.org/English/ages-stages/toddler/pages/Hand-and-Finger-Skills-1-Year-Olds.aspx>

The website includes information about stages from birth to 21 years of age. Information is divided into seven stages: prenatal, 0-12 months, 1-3 years, 3-5 years, 5-12 years, 12-18 years and 18-21 years. The information for earlier stages highlights physical and social skills and cognitive thinking, and the information on later stages includes academic progress, discipline, social interactions and leaving home for college.)

American Speech-Language-Hearing Association (2012). Speech and language milestones.

Retrieved from [http://www.aapd.org/media/Policies\\_Guidelines/RS\\_HearingUnderstanding.pdf](http://www.aapd.org/media/Policies_Guidelines/RS_HearingUnderstanding.pdf)

This website contains a chart showing when a child, between birth and five years old, should be able to perform tasks associated with hearing, understanding and talking.

Babycenter (2012). Babycenter. Retrieved from <http://www.babycenter.com/>

This website has compiles information on infancy, and addresses social, emotional, physical and language development, as well as milestones and sleep patterns, for newborns to children nine years of age.

Best SAT Tutorial Service. SAT/ACT Info: ACT vs. SAT, an Introduction and Comparison.

Retrieved from <http://www.bestsat.org/satactinfo.php>

This website provides a chart comparing and contrasting the SAT and ACT. It also outlines what a student will be tested on in each section.



# Appendix

# Appendix

Centers for Disease Control and Prevention (2012). Child Development.

Retrieved from <http://www.cdc.gov/ncbddd/childdevelopment/index.html>

This website includes basic information on healthy development and milestones for kids from birth to seventeen years old. Topics include positive parenting tips, developmental screening and specific conditions.

Center for Child Health Research (Sept 2004). Early Childhood Development in Social Context: A Chartbook. Pub #778.

Retrieved from [http://www.commonwealthfund.org/usr\\_doc/ChildDevChartbk.pdf#page=12](http://www.commonwealthfund.org/usr_doc/ChildDevChartbk.pdf#page=12)

This website follows early childhood development in children as young as two and as old as six years. It addresses common issues in development and research on development, including socio-emotional, intellectual, and physical development. Family functioning, the importance of parental and personal health care, and community, child care, and demographic factors are also covered as well.

Center on the Developing Child at Harvard University (2011).

Building the brain's "air traffic control" system: How early experiences shape the development of executive function.

Retrieved from [http://developingchild.harvard.edu/index.php/resources/reports\\_and\\_working\\_papers/working\\_papers/wp11/](http://developingchild.harvard.edu/index.php/resources/reports_and_working_papers/working_papers/wp11/)

This website discusses the effects that early childhood development (from three to five years old) has on later functioning like self-control, multitasking, dealing with interruptions, and following multistep directions.

Centers for Disease Control and Prevention. (2011).

Retrieved from <http://www.cdc.gov/ncbddd/actearly/milestones/milestones-6mo.htm>

This website follows development from infancy up to six years old. Around 6 months of age, babies should be making verbal gestures, responding to own name, show joy and disgust, and indicates whether their needs have been met. Parents should talk to their child care provider if their child does not meet some of the requirements.

Centre of Knowledge on Healthy Child Development.

Oxford Centre for Child Studies. <http://www.knowledge.offordcentre.com/>

This website offers information about what children need to be happy and healthy, risks to healthy child development, and articles about behavior and mental health issues that affect child development. There is no specific age range, but the website also provides pamphlets for moods, abuse, disorders, and anxiety issues.

Child Development Institute (2012). Ages and stages.

Retrieved from <http://childdevelopmentinfo.com/ages-stages.shtml>

This website provides concise information on child development, split into four phases: 0-2 years, 2-5 years, 6-12 years, and 13-18 years. It also includes information about productively praising your child's accomplishments, how to be more involved with your child's academic success, how to strengthen their social life, as well as safety tips for teenagers.

Child Care Resource Center (2010). Your child's growth and development.

Retrieved from <http://www.ccrccla.org/parents/your-childs-growth-and-development>

This website provides basic information on typical milestones from birth through eight years old. It includes only general information and is geared toward parents, giving ideas on how to help kids develop their skills.



Connecticut Department of Social Services. Connecticut's Guidelines for the Development of Infant and Toddler Early Learning.

Retrieved from [http://www.ct.gov/dss/lib/dss/dss\\_early\\_learning\\_guidelines.pdf](http://www.ct.gov/dss/lib/dss/dss_early_learning_guidelines.pdf)

This website compares facts and myths about child brain development, for the ages from birth to three years old. Information is provided on attachment, and why its important to language development. It outlines the signs of healthy development and gives suggestions a caregiver can model to foster healthy development.

Dupree, D., Stephens, S.A. (2002). Foster Care and Early Child Development: Implications for Child Welfare Policy and Practice.

Center for Assessment and Policy Development. Retrieved from <http://www.capd.org/pubfiles/pub-2002-00-01.pdf>

This website makes recommendations to improve the foster care system, regardless of age, in terms of facilitating healthy development for children. Foster parents need to be aware of healthy child development strategies because many foster children have been exposed to factors that are detrimental to development.

Health (2011). Recognizing developmental delays in your child:ages 3 to 5.

Retrieved from <http://www.webmd.com/parenting/guide/recognizing-developmental-delays-your-child-ages-3-5>

This website give four types of developmental delays in children. These four types are as follows: language or speech, movement or motor skills, emotional and social skills, thinking or cognitive skills. It also gives causes, treatments, and warning signs.

Healthy Development of Children and Young People Through Sport.

Retrieved from [http://www.sportanddev.org/en/learnmore\\_sport\\_education\\_and\\_child\\_youth\\_development2/healthy\\_development\\_of\\_children\\_and\\_young\\_people\\_through\\_sport/](http://www.sportanddev.org/en/learnmore_sport_education_and_child_youth_development2/healthy_development_of_children_and_young_people_through_sport/)

This website explains how sports help children and adolescents develop motor skills, educational abilities, and performance skills. Children and youth learn important values through sports activities. Sports also promote physical activity throughout life and improve the ability to learn.

The Hearing Health Care Center of Manassis (2012). Hearing and talking developmental chart.

Retrieved from <http://www.hearinghealthcarecenter.com/hearing-and-talking-developmental-chart/>

This website is a guide for parents to gauge their child's hearing and speech development across their development from birth to age five. Some babies around six months will pay attention to music and around a year old will be able to listen to stories.

Kidshealth.org (2012). Kidshealth.org: the #1 most visited site for children's health and development.

Retrieved from <http://kidshealth.org/parent/>

This website provides information about general health, growth and development, communication, feeding and eating, physical growth, learning and play. Information is provided on nutrition and fitness, emotions and behavior, and school and family life for children up to age two. Reading milestones are discussed on <http://kidshealth.org/parent/positive/#cat162>.

Learning Disabilities Association of America (1999). Early identification-Cognitive milestones.

Retrieved from <http://www.ldonline.org/article/6042/>

This website discusses developmental and cognitive milestones of language, motor coordination, social interaction, and adaptability for kids ages one to six years old.

# Appendix

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Lawrence, C.R., Carlson, E.A. & Egeland, B. (2006). The impact of foster care on development. *Development and Psychopathology*, 18. Retrieved from [http:// search.proquest.com/docview/201696483/13AEB93E7CF459002A5/3? accountid=4840](http://search.proquest.com/docview/201696483/13AEB93E7CF459002A5/3?accountid=4840)

This website provides information on a study that examined foster care and its impact on child behavior and psychological functioning, with children of various ages as their subjects.

Maclean, K. (2003). The impact of institutionalization on child development. *Development and Psychopathology*, 15. Retrieved from [http://search. proquest.com/docview/201695877/fulltextPDF/13AEB93E7CF459002A5/3? accountid=4840](http://search.proquest.com/docview/201695877/fulltextPDF/13AEB93E7CF459002A5/3?accountid=4840)

This website examines the impact early deprivation has on later development, especially in regard to the institutional settings. No age group is specified in the article.

Mulligan, D., Milteer, R., Ginsburg, K., and Council on Communications and Media Committee on Psychological Aspects of Child and Family Health (December 2011). The Importance of Play in Promoting Healthy Child Development and Maintaining Strong Parent-Child Bond: Focus on Children in Poverty. Retrieved from <http://pediatrics.aappublications.org/content/129/1/e204.full>

This website discusses how critical and helpful play is for child development, especially in early childhood. Children in poverty do not always receive the playtime required for healthy development. Play helps babies to become creative, to grow, and to learn resilience. No age group is specified in the article.

National Center of Birth Defects and Developmental Disabilities Division of Human Development and Disability. Positive Parenting Tips for Healthy Child Development. Retrieved from <http://www.cdc.gov/ncbddd/childdevelopment/positiveparenting/pdfs/Infants0-1.pdf>

This document explains developmental milestones, parenting tips, child safety information, and nutritional information for infants from birth to one year of age.

National Center of Birth Defects and Developmental Disabilities Division of Human Development and Disability. Positive Parenting Tips for Healthy Child Development. Retrieved from <http://www.cdc.gov/ncbddd/childdevelopment/positiveparenting/pdfs/Preschoolers3-5.pdf>

This website explains developmental milestones, parenting tips, child safety information, and nutritional information for children three to five years of age.

National Scientific Council on the Developing Child (2006). Retrieved from <http://developingchild.harvard.edu/>

The website discusses the science of early childhood from ages five to ten. This includes stress response, what intervention looks like, and the science of neglect and development in the child.

Nicholas, B. (2011, May 07). *livestrong.com*. Retrieved from <http://www.livestrong.com/article/27392-characteristics-developmentally-delayed-children/>

This website gives common characteristics of developmentally delayed children. It breaks up the information into: types, features, identification, effects, and prevention/solution.



Oberklaid, F.F., Drever, K.F., & National Library of Medicine (2011).

Is my child normal? Milestones and red flags for referral. *Australian family physician*, 40(9). Retrieved from <http://search.proquest.com/docview/887942364/13AEB93E7CF459002A5/26?accountid=4840>

This article describes a broader way of detecting developmental delays that go beyond a checklist.

PBS Parents (2012). Child Development.

Retrieved from <http://www.pbs.org/parents/child-development/>

The Child Development Tracker provides age specific insights on the growth of children from ages one to eight. There is information about approaches to learning, including parenting tips and information on initiative, engagement, persistence, curiosity, eagerness to learn, reasoning and, invention. Furthermore, it discusses development in terms of language, literacy, problem solving, physical health, imagination social and emotional development are covered.

Peterson's. College Planning Timelines.

Retrieved from <http://www.petersons.com/college-search/planning-list-students-parents.aspx>

This website offers information for college planning for each grade in high school for both the student and the parent. It also separates each grade level into what should be done per semester. Upon finishing high school students should visit and apply for colleges, follow up on applications and submit financial aid forms, and make a final decision on all.

Seven Counties Inc. Infancy Emotional/Social Development: Emotional Expression and Understanding.

[http://www.sevencounties.org/poc/view\\_doc.php?type=doc&id=10116&cn=461](http://www.sevencounties.org/poc/view_doc.php?type=doc&id=10116&cn=461)

This website provides information on the emotional development from infancy to two years old.

State of Maryland Department of Human Resources Child Care Administration.

Guidelines for Healthy Child Development and Care for Young Children (Birth - Three Years of Age). Retrieved from [http://mdchildcare.org/mdcfc/pdfs/Grow\\_smart\\_development.pdf](http://mdchildcare.org/mdcfc/pdfs/Grow_smart_development.pdf)

This website provides guidelines for child development in infants to toddlers 3 years old, including abilities of the baby, what the baby might do, and what the caregiver can and should do to respond to the baby.

University of Maryland Medical Center (2011). Adolescent development.

Retrieved from <http://www.umm.edu/ency/article/002003.htm>

This website includes an overview of abilities that are developed during adolescence (12-18 years old) and highlights physical and mental milestones. The information includes behavior, safety, independence, and power struggles. It also includes a link for information on teenage depression.

University of Michigan Health System (2012).

Your child developmental & behavioral resources: Developmental milestones. Retrieved from <http://www.med.umich.edu/yourchild/topics/devmile.htm>

This website defines child development and provides common milestones from infancy to age twelve. It includes social and emotional development, as well as speech and language development. It also answers questions on why children may not meet their developmental milestones.

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Washington State Department of Social and Health Services (1993). Child development guide.

Retrieved from <http://www.dshs.wa.gov/ca/fosterparents/training/chidev/cd06.htm>

This website provides specific developmental information from birth to nineteen years of age. It is divided into physical, intellectual, social, emotional and moral development. It describes normative development and suggests behaviors for effective parenting.

WebMD (2012). Is your baby on track?

Retrieved from <http://children.webmd.com/features/is-your-baby-on-track>.

This website provides information about children from birth to five years of age. It includes milestones, how to spot developmental delays, guidelines on early intervention, and parenting tips to encourage healthy development.

What is early on michigan?. (2012, July 29).

Retrieved from <http://www.earlychildhoodmichigan.org/What.htm>

This website gives an organization that deals with children with developmental delays. It provides a process of steps starting with evaluation and ending with implementation. This site also states that infants and toddlers from birth to age 36 months need early intervention when they are becoming off track because they have a high possibility of becoming developmentally delayed.

World Health Organization (2012). Early child development.

Retrieved from [http://www.who.int/maternal\\_child\\_adolescent/topics/child/development/en/index.html](http://www.who.int/maternal_child_adolescent/topics/child/development/en/index.html)

Early childhood is described as a time of vulnerability and opportunity, in which development relies on stimulation, support, and nurturance. When properly cared for, children are better equipped to achieve in primary schools.

World Health Organization (2012). Adolescent development.

[http://www.who.int/maternal\\_child\\_adolescent/topics/adolescence/dev/en/index.html](http://www.who.int/maternal_child_adolescent/topics/adolescence/dev/en/index.html)

Adolescence is characterized by prominent growth toward social and economic independence, distinguished identity, acquisition of adult social skills, and capacity for abstract reasoning. Adolescence is defined as the period between age ten and age nineteen.

Zero to Three National Center for Infants, Toddlers, and Families (2003). Healthy minds:

Nurturing your child's healthy development. Retrieved from <http://www.zerotothree.org/child-development/brain-development/healthy-minds.html>

This website offer suggestions for healthy development from birth to two years old. It reveals specific tasks and behaviors that an infant and/or child should undergo. Children in this age range can walk, run and explore and are learning new words at a very fast rate. They have begun to develop self-control but still have trouble avoiding doing undesirable things without reminders. Play is essential in learning basic concepts like up and down or big and small. Two year olds begin to run, jump and climb.

Zero to Three National Center for Infants, Toddlers, and Families (2007).

Everyday ways to support your baby's and toddler's early learning. Retrieved from [http://www.zerotothree.org/about-us/funded-projects/parenting-resources/early\\_learning\\_handout.pdf](http://www.zerotothree.org/about-us/funded-projects/parenting-resources/early_learning_handout.pdf)

Infants uses noises and body language to communicate until they begin learning words around one year of age. Parents can support child by talking, reading, and singing to child. Babies learn about world through playing. Parents can support child by encouraging playing, doing exciting activities and asking toddlers questions. To help children develop self-control parents can offer choices to toddlers, help toddlers find appropriate words for feelings, and model calmness when child is upset.



Zero to Three National Center for Infants, Toddlers, and Families (2012).

Behavior and development. Retrieved from <http://www.zerotothree.org/child-development/>

This website provides links to various early development information. It also gives information on key behaviors in infancy, toddlerhood, and early childhood.

## Aging Out of Foster Care References

Newberge, Julee. (March, 2011) From Foster Care to College Life.

SparkAction <http://sparkaction.org/content/foster-care-college-life>

Foster Care to Success. America's College Fund for Foster Youth.

[http:// www.fc2success.org/](http://www.fc2success.org/)

Gardner, Deseree. (February 2008) Youth Aging Out of Foster Care;

Presidential Initiative to Identifying Strategies and Best Practices. National Association of Counties. <http://www.dshs.wa.gov/pdf/ca/YouthAgingoutofFoster.pdf>

Tadarrayl M. Starke, Director of the Center for Academic Retention and Enhancement at Florida State University. <http://care.fsu.edu>

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# Appendix

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MFC RN	Linda Garcia (ext. 307)
MFC SW	Debra Mead-Turner (ext. 308)
MFC On-Call Number	904/210-9273

### Address:

Children's Medical Services  
910 North Jefferson Street  
Jacksonville, Florida 32209  
904/360-7070  
FAX 904/798-4568

## NICEVILLE SERVICE AREA

MFC Physician	Dr. Andrea Thorpe (386/947-3553)
MFC Supervisor	Linda Peterson (386/238-4980, ext. 138; cell 386-631-6231)
MFC RN	Sharon Rodriguez (386/238-4980, ext. 128; cell 386/631-6293)
MFC SW	Jacqueline "Jacki" Garcia (386/238-4980, ext. 152; cell 386/527-2978)
MFC Pager	386-831-0278

### Address:

Pediatric Primary Care Foundation, Inc.  
421 S. Keech St.  
Daytona Beach, Florida 32114-4623  
386/238-4980; 866-827-5197  
FAX 386/254-3937



## ORLANDO SERVICE AREA

MFC Physician	Dr. Thomas Philpot (cell 407/803-3769)
MFC RN Supervisor	Barbara Markham (407/858-5580; cell 407/222-0065)
MFC SW Supervisor	Audrie Barclay (407/858-4796)
MFC RN	Jacqueline Abriola (407/858-5587)
	Claudia Feliciano (407/858-5583)
	Lisa Vacchio (407/858-5585)
MFC SW	Sarah Percy (407/858-5584)
	Daniela Carter (407/855-5586)
MFC Cell Phone	407/921-0922

### Address:

Children's Medical Services  
7000 Lake Ellenor Drive  
Orlando, Florida 32809  
407/858-5555  
FAX 407/858-6144

## VIERA SERVICE AREA

MFC Physician	Dr. Thomas Philpot (cell 407/803-3769)
MFC Supervisor	Jeanee Shrader (321/639-5845; cell 321/258-6932)
MFC RN	Lisa Vacchio (407/858-5585)
	Anita L. Smith (321/639-5841; cell 321/258-7138)
MFC SW	Tammy Ssesanga (321/639-5843 ; cell 321/412-5948)
	Daniela Carter (407/858-5586)
MFC Administrative Assistant	Dorothy Glover
MFC On-Call Number	321/759-7973

### Address:

Central Florida Child Health Program, Inc.  
2565 Judge Fran Jamieson Way  
Viera, Florida 32940  
321/639-5888  
FAX 321/690-3887

# Appendix

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## TAMPA/LAKELAND SERVICE AREA

MFC Supervisor	Debra Brown (813/396-9722; cell 813/928-3503)
MFC RN	Katie Kemper (813/396-9736; cell 813/951-8776)
	Sharon Sommerkamp (813/396-9739; cell 813/957-7735)
	Barbara 'Barb' Ross (813/396-9737; cell 813/951-1727)
	Pam Lynch (813/396-9794; cell 813/326-0758)
Pgm. Coordinator/SW	Carol Evens (813/396-9730; cell 813/373-0751)
MFC SW	Guaide Olafemi (813/396-9727; cell 813/928-0052)
	Charlotte LaPorte (813/396-9729; cell 813/416-6583)
MFC Administrative Assistant	Deb Brecese (813/396-9726)

### Address:

Children's Medical Services  
13101 N. Bruce B. Downs Boulevard  
Tampa, Florida 33612  
813/396-9696; 866/300-6878  
FAX 813/396-9790

## PINELLAS PARK SERVICE AREA

MFC Physician	Dr. Mark Morris (727/821-2121)
MFC Supervisor	Maureen Barnash (727/544-3900 ext. 8127; cell 727/422-5073)
MFC RN	Linda Sobers-Haisch (727/544-3900 ext. 8125; cell 727/644-7123)
	Joan Ankenbauer (727/544-3900 ext. 8124; cell 727/452-2230)
MFC SW	Alma Taylor (727/544-3900 ext. 8137; cell 727/543-0140)
	Joan Jannino (727/544-3900 ext. 8131; cell 727/543-8596)

### Address:

Suncoast Center, Inc.  
4000 Gateway Centre Boulevard, Suite 200  
Pinellas Park, Florida 33782  
727/544-3900  
FAX 727/544-5577



### FT. LAUDERDALE SERVICE AREA

MFC Physician	Dr. Beverley Nelson-Curtis
MFC Supervisor	Mary "Patti" Joyce (954/713-3130; cell 954/218-1759)
MFC RN	Juliet Anderson (954/713-3131)
MFC SW	Ann-Marie Hall (954/713-3144; pager 954/928-9770)
MFC Secretary Specialist	Mooi Lin (954/413-3159)
MFC Rotating On-Call Pager	954/992-3346

Address:

Children's Medical Services  
BGMC – POB, Suite 415  
1625 SE 3rd Avenue  
Ft. Lauderdale, Florida 33316  
954/713-3100; 800/204-2182  
FAX 954/713-3180; 800/204-2182

### WEST PALM BEACH/ FT. PIERCE SERVICE AREA

MFC Physician	Dr. Ronald Romear (cell 561/346-4134)MFC Supervisor
	Paula Dorhout (ext. 3057; cell 561/315-3640)
MFC RN	Erika Dascher (ext.2222; cell 561/236-8461)
MFC SW	Steve Morrow (ext. 2295; cell 561/313-5663)

Address:

Children's Medical Services  
5101 Greenwood Avenue  
West Palm Beach, Florida 33407  
Phone: 561/881-5040  
FAX 561/594-0440

### FT. MYERS/ NAPLES SERVICE AREA

MFC Physician	Dr. Jack Bartlett (239/481-8320)
MFC Supervisor	Joann Dill (ext. 114; cell 239/462-7138)
MFC RN	Linda Kievit (ext. 112)
MFC SW	Selena Hinsdale (ext. 108)

Address:

Children's Medical Services  
9800 S. HealthPark Drive, Suite 405  
Ft. Myers, Florida 33908  
239/433-6723  
FAX 239/433-6740



# Appendix

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## TAMPA/LAKELAND SERVICE AREA

MFC Supervisor	Debra Brown (813/396-9722; cell 813/928-3503)
MFC RN	Katie Kemper (813/396-9736; cell 813/951-8776)
	Sharon Sommerkamp (813/396-9739; cell 813/957-7735)
	Barbara 'Barb' Ross (813/396-9737; cell 813/951-1727)
	Pam Lynch (813/396-9794; cell 813/326-0758)
Pgm. Coordinator/SW	Carol Evens (813/396-9730; cell 813/373-0751)
MFC SW	Guaide Olafemi (813/396-9727; cell 813/928-0052)
	Charlotte LaPorte (813/396-9729; cell 813/416-6583)
MFC Administrative Assistant	Deb Brecese (813/396-9726)

### Address:

Children's Medical Services  
13101 N. Bruce B. Downs Boulevard  
Tampa, Florida 33612  
813/396-9696; 866/300-6878  
FAX 813/396-9790

## SARASOTA SERVICE AREA

MFC Physician	Dr. Patricia Blanco (941/360-1266)
MFC Supervisor	Jennifer Edgson (941/371-4799, ext. 156; cell 941/228-4911)
MFC RN	Suzanne Bolton (941/371-4799, ext. 219)
MFC SW	Christine Earl (941/371-4799, ext. 142)
MFC On-Call	941/323-2990

### Mailing Address:

Watch Primary Care Program  
6055 Rand Blvd.  
Sarasota, FL 34238  
FAX 239/433-6740

### Physical Address:

Safe Children Coalition  
Watch Primary Care Program  
1500 Independence Blvd., Suite 210  
Sarasota, Florida 34234  
941/371-4799  
FAX 941/379-0555



## TAMPA/LAKELAND SERVICE AREA

MFC Physician	Dr. Gwen Wurm (305/243-7570; cell 786/493-9053;FAX 305/243-7572)
MFC Supervisor	Barbara Ortiz (305/585-7590; cell 305/986-7091)
MFC RN	Kate Johnson (305/585-7590; cell 305/986-7101) Myrna Macatangay (305/585-7590; cell 305/986-0027) Dominque “Marjorie” Pierre (305/585-7590; cell 786/371-5689)
MFC SW	Marianne Penichet-Fox (305/585-7590; cell 786/203-9740) Regina Davis (305/585-7590; cell 305/986-0041) VACANT

### Address:

Jackson Memorial Hospital  
1611 NW 12th Ave., Institute 119  
Miami, Florida 33136-1096  
305/585-7590  
FAX 305/585-7580