WV COURT IMPROVEMENT PROGRAM

PRACTICAL TIPS AND IDEAS FOR REPRESENTING OLDER YOUTH

Teresa J. Lyons, Esq.
Kristen D. Antolini, Esq.

Overview

Talking with Older Youth
Substance Abuse and Mental Health Resources
Rule 28(c)(8) Planning
Special Education Planning
College Readiness Resources
Youth as Young Parents

When asked what you want GALs to know about representing children first placed in foster care...

"I think people could have explained things better to us. That was a really traumatic time, and some of us kids did not handle it well. I think the adults in charge could have tried to handle it better and not yell at some of us. I told some of the adults about being scared, and no one did anything about it. I blamed you [the GAL] for being taken away from my parents, so I was too scared to ask you questions."

-16 year old in foster care

Talking with Older Children*

Prepare, prepare, prepare…

Spend time preparing how you will meet with older children. Consider some of these thoughts:

- Remember that many of our children struggle with self-esteem, attachment, autonomy, and TRUST.
- The most important step in building trust is telling the truth.
- Be simple and direct.
- Remember that our children have more knowledge about substance abuse, sexual abuse, etc. (although they may not have the right information) than we think they do. Do not be afraid to confront these topics and the potential misinformation head-on.

Special thanks to Kara Bailes, MA, LPC, NCC for many of these ideas about talking with older children.

Talking with Older Children

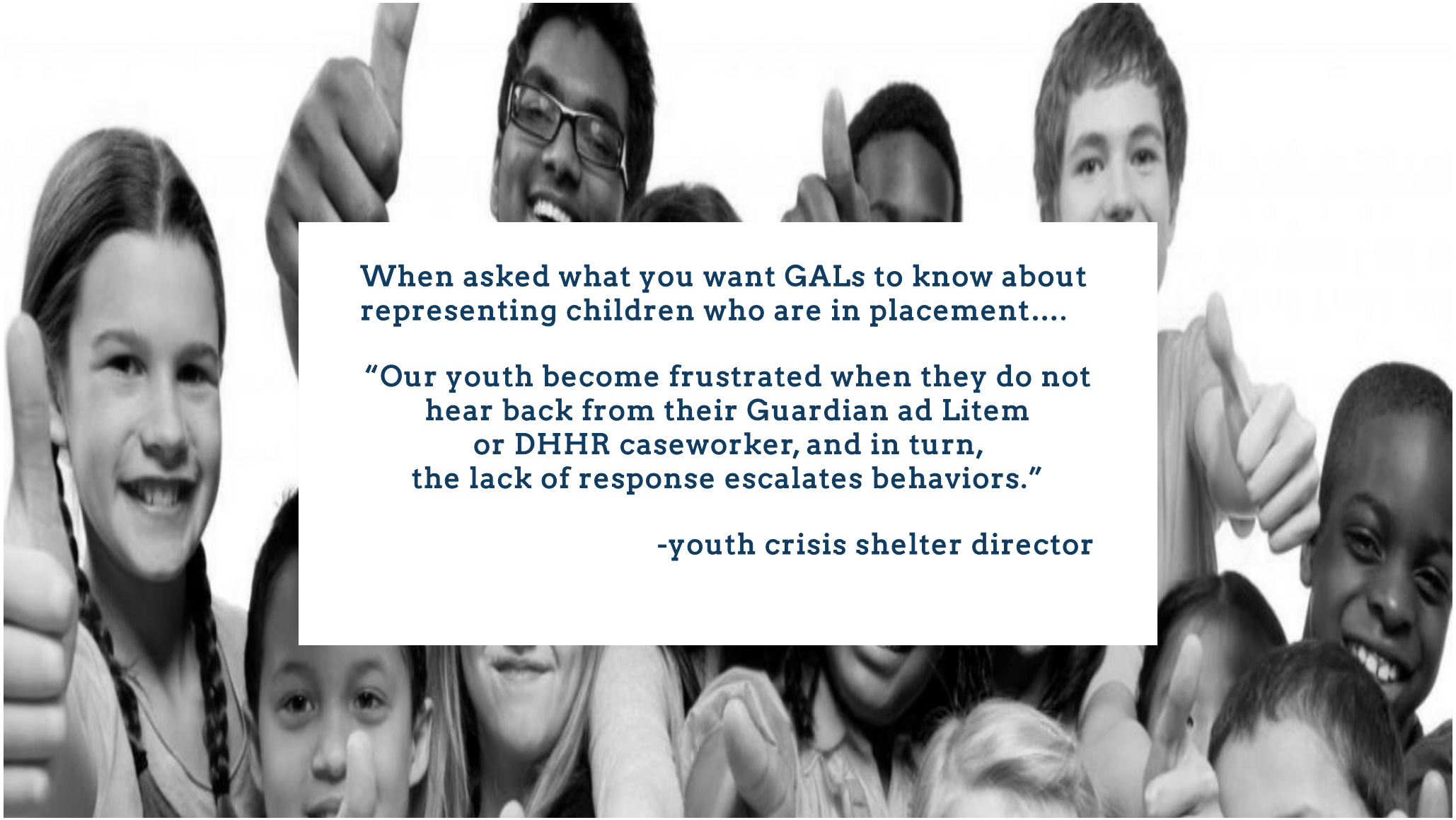
Prepare, prepare, prepare…

- Let children know they are not alone. For example, approximately 1 in 4 children live in a household with addiction.
- Give children space to talk. Remember our children have been told not to tell CPS, police, and school personnel about abuse and neglect. Let our children know they do not have to live in a world of secrecy.
- Validate the child's experience – let them know you understand that it is difficult being away their home, school, friends, and activities.
- Emphasize as many times as needed that the current situation is not their fault.

Talking with Older Children

Prepare, prepare, prepare…

- Remember that children idolize the home they have been removed from.
- Let our children know that their parents are not bad people – but that their parents' addiction or mental health makes them behave in a way that they would otherwise not behave.
- Let them know that while their parents have not been the parents they needed, their parents are getting help to hopefully become the parents they need.
- Busy hands = loose lips….provide an activity (art activity, fidget spinner, stress ball, snack) while talking with your older youth.



When asked what you want GALs to know about representing children who are in placement....

"Our youth become frustrated when they do not hear back from their Guardian ad Litem or DHHR caseworker, and in turn, the lack of response escalates behaviors."

-youth crisis shelter director

Create Opportunities for Older Youth to Be a “Kid”

Be creative….

- Remember our older children have often been caregivers to their younger siblings, and that they have been the “little adult.”
- How can we create opportunities for our children to “just be a kid?”
- What type of extra-curricular activities (music, arts, sports, scouting) would your child like to participate in?

Online Substance Abuse Resources for Teens

NATIONAL INSTITUTE ON DRUG ABUSE FOR TEENS
https://teens.drugabuse.gov/teens

TEEN CORNER AT AL-NON FAMILY GROUPS
https://al-anon.org/newcomers/teen-corner-alateen/

THE SMART RECOVERY TEEN & YOUTH SUPPORT PROGRAM
https://www.smartrecovery.org/teens/

Mental Health Apps for Teens

(Recommendations from Molly McCartney MSW, LICSW, CTT)

PTSD Coach

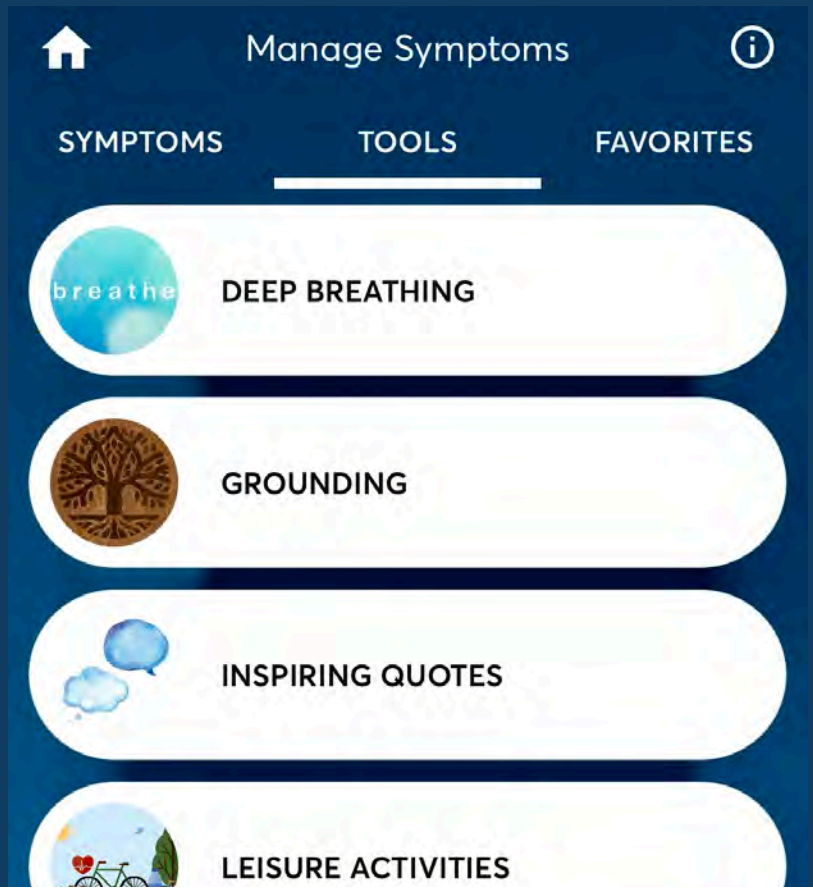
Smiling Mind

Emotionary

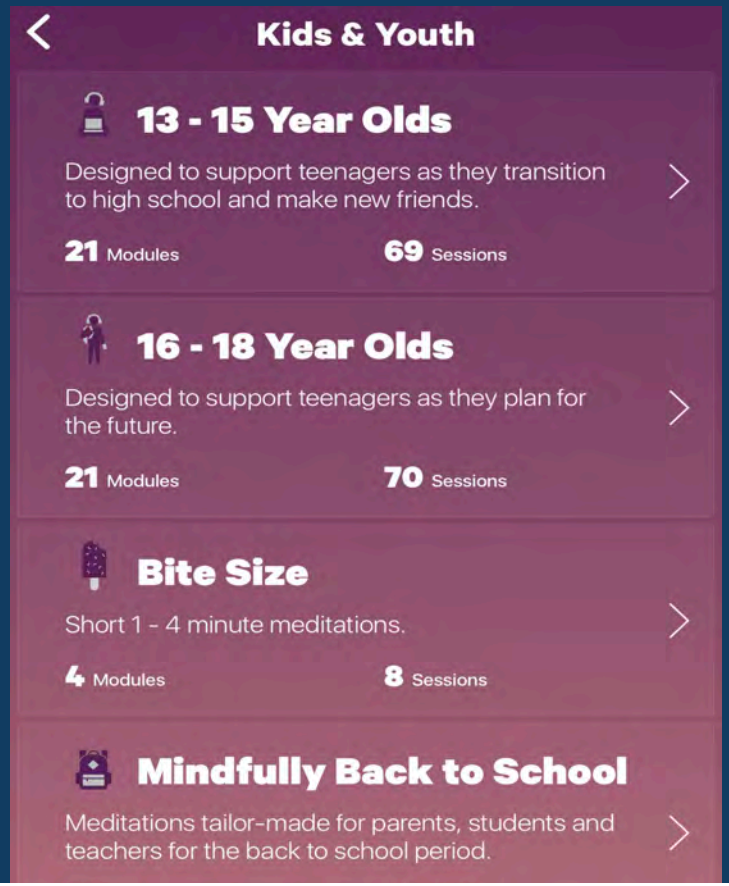
AntiStress

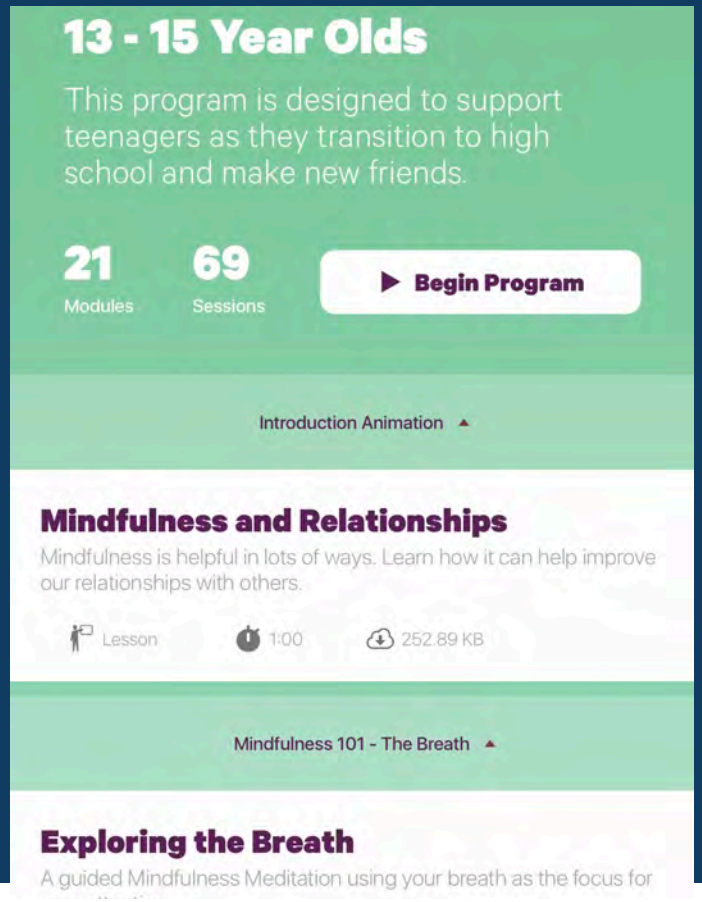
PTSD COACH

PTSD Coach
The future depends on what we do in the present.
--Mohandas K. Gandhi
MANAGE SYMPTOMS
TRACK PROGRESS
LEARN
GET SUPPORT


Manage Symptoms
SYMPTOMS
TOOLS
FAVORITES
breathe
DEEP BREATHING
GROUNDING
INSPIRING QUOTES
LEISURE ACTIVITIES

SMILING MIND





EMOTIONARY

The first step in naming your feeling is to pick a primary emotion.

- Anger
- Anticipation
- Fear
- Joy
- Sadness

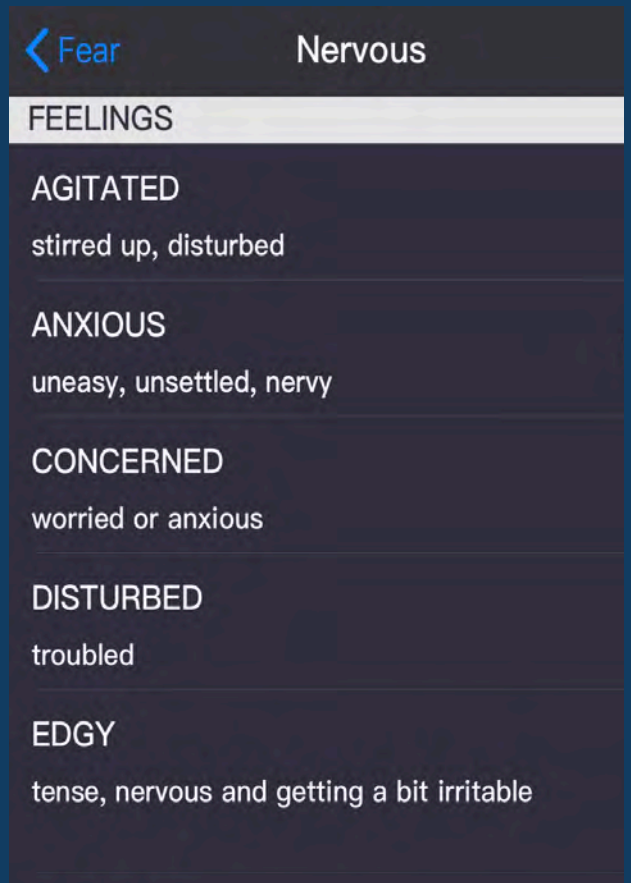
Emotions

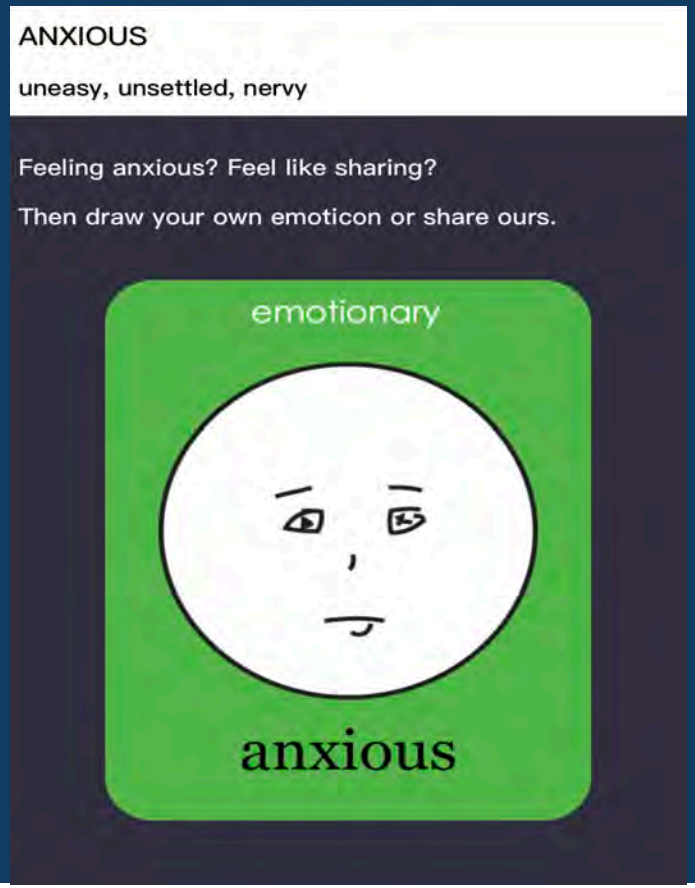
Fear

Now pick the category of feelings to find the perfect word.

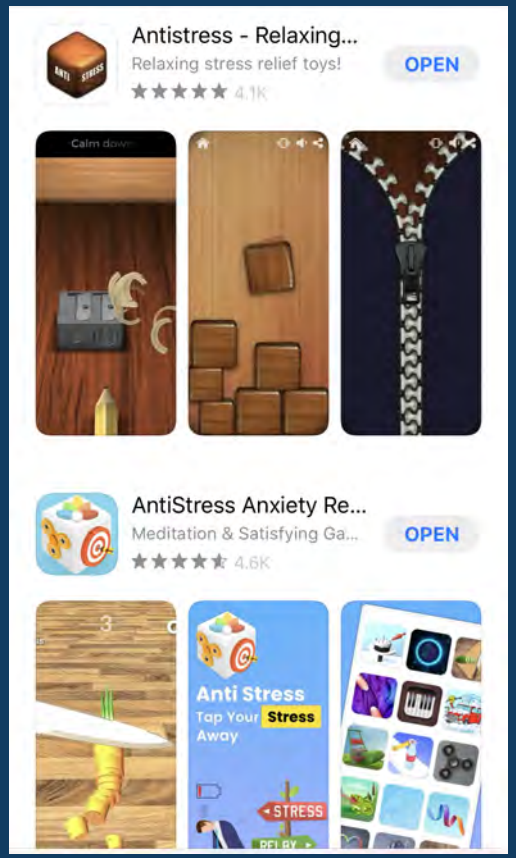
- Afraid
- Confused
- Nervous
- Surprised
- Suspicious

EMOTIONARY

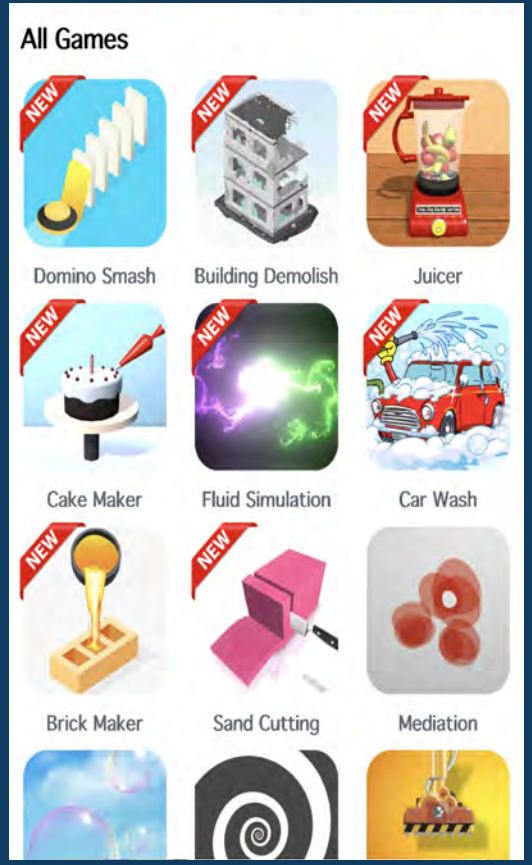

Fear
Nervous
FEELINGS
AGITATED
stirred up, disturbed
ANXIOUS
uneasy, unsettled, nervy
CONCERNED
worried or anxious
DISTURBED
troubled
EDGY
tense, nervous and getting a bit irritable


ANXIOUS
uneasy, unsettled, nervy
Feeling anxious? Feel like sharing?
Then draw your own emoticon or share ours.
emotionary
anxious

AntiStress


Antistress - Relaxing...
Relaxing stress relief toys!
OPEN
4.1K
Calm down
AntiStress Anxiety Re...
Meditation & Satisfying Ga...
OPEN
4.6K
Anti Stress
Tap Your Stress Away
STRESS

ANTISTRESS

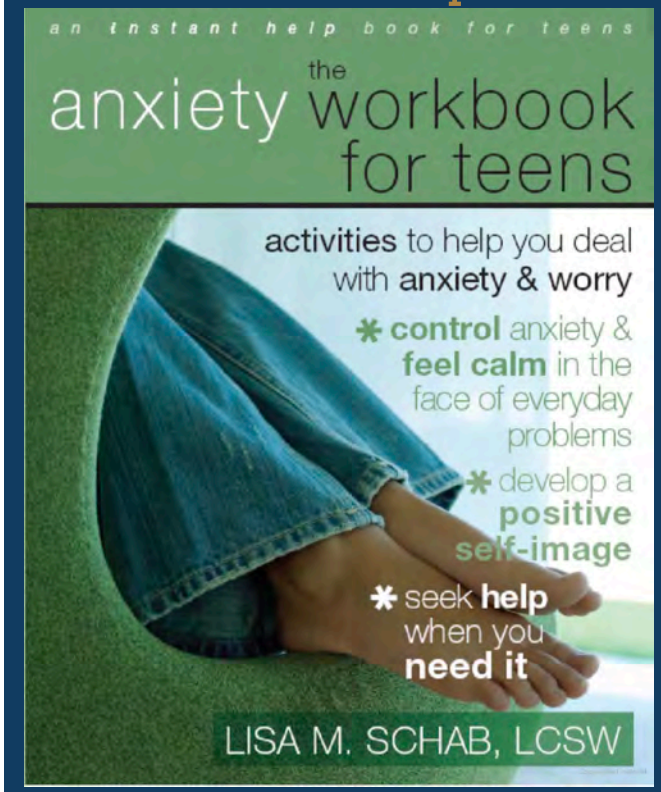

All Games
NEW
Domino Smash
Building Demolish
Juicer
Cake Maker
Fluid Simulation
Car Wash
Brick Maker
Sand Cutting
Mediation

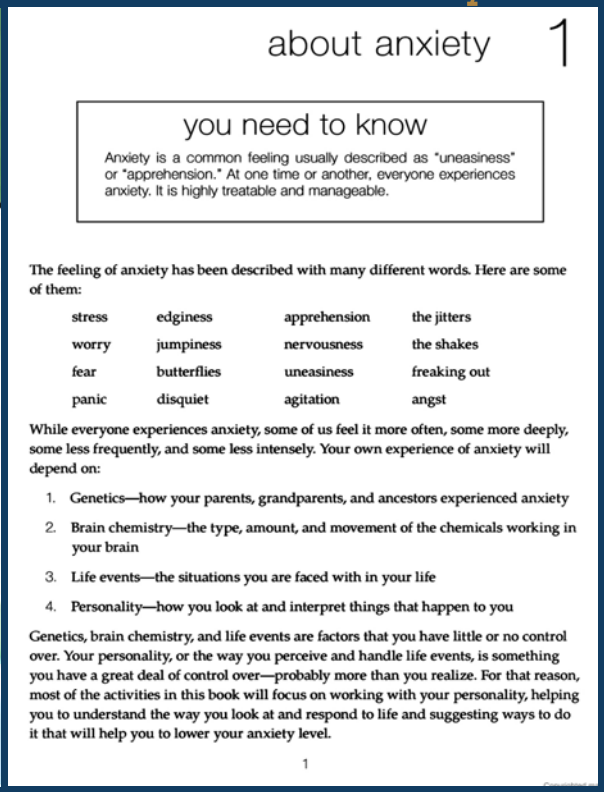
Mental Health Workbooks for Teens

(Recommendations from Molly McCartney MSW, LICSW, CTT)

The Anxiety Workbook for Teens	The Depression Workbook for Teens	Beneath the Mask: For Teen Adoptees	The PTSD Workbook for Teens
By Lisa M. Schab, LCSW	By Katie Hurley, LCSW	By Center for Adoption Support & Ed	By Libbi Palmer, PsyD

The Anxiety Workbook for Teens: Activities to Help You Deal with Anxiety and Worry





about anxiety 1

you need to know

Anxiety is a common feeling usually described as "uneasiness" or "apprehension." At one time or another, everyone experiences anxiety. It is highly treatable and manageable.

The feeling of anxiety has been described with many different words. Here are some of them:

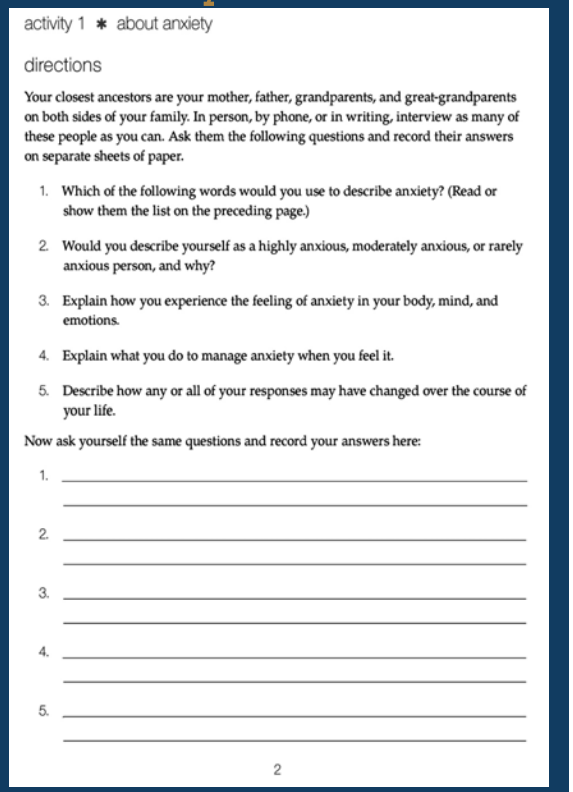
stress	edginess	apprehension	the jitters
worry	jumpiness	nervousness	the shakes
fear	butterflies	uneasiness	freaking out
panic	disquiet	agitation	angst

While everyone experiences anxiety, some of us feel it more often, some more deeply, some less frequently, and some less intensely. Your own experience of anxiety will depend on:

1. Genetics—how your parents, grandparents, and ancestors experienced anxiety
2. Brain chemistry—the type, amount, and movement of the chemicals working in your brain
3. Life events—the situations you are faced with in your life
4. Personality—how you look at and interpret things that happen to you

Genetics, brain chemistry, and life events are factors that you have little or no control over. Your personality, or the way you perceive and handle life events, is something you have a great deal of control over—probably more than you realize. For that reason, most of the activities in this book will focus on working with your personality, helping you to understand the way you look at and respond to life and suggesting ways to do it that will help you to lower your anxiety level.

1



activity 1 * about anxiety

directions

Your closest ancestors are your mother, father, grandparents, and great-grandparents on both sides of your family. In person, by phone, or in writing, interview as many of these people as you can. Ask them the following questions and record their answers on separate sheets of paper.

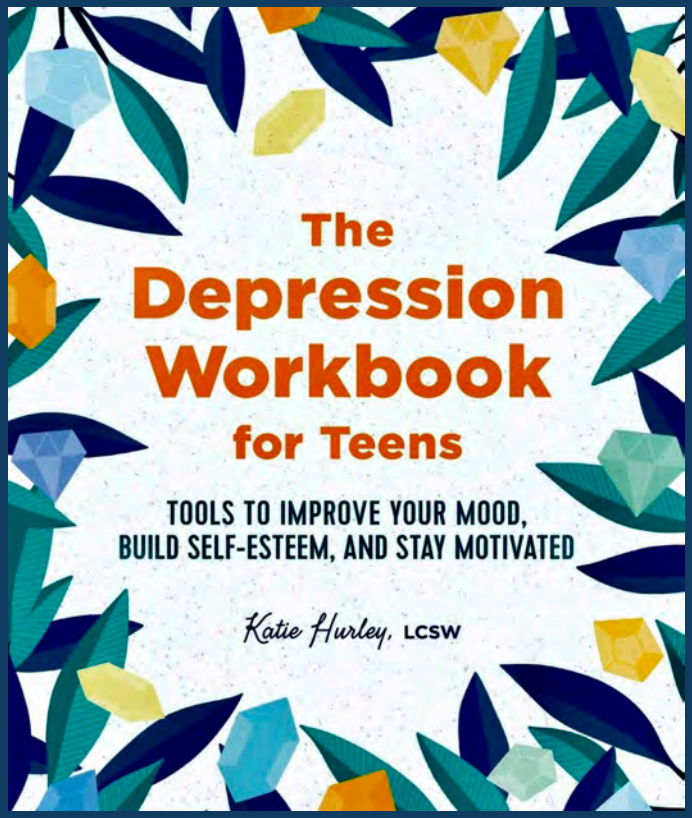
1. Which of the following words would you use to describe anxiety? (Read or show them the list on the preceding page.)
2. Would you describe yourself as a highly anxious, moderately anxious, or rarely anxious person, and why?
3. Explain how you experience the feeling of anxiety in your body, mind, and emotions.
4. Explain what you do to manage anxiety when you feel it.
5. Describe how any or all of your responses may have changed over the course of your life.

Now ask yourself the same questions and record your answers here:

1. _____
2. _____
3. _____
4. _____
5. _____

2

The Depression Workbook for Teens



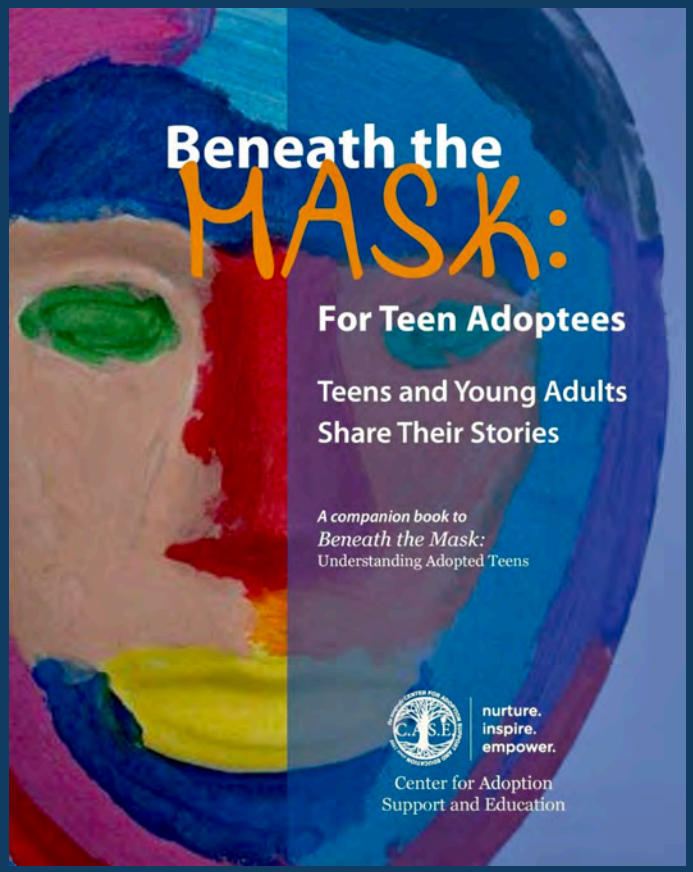
Part 2

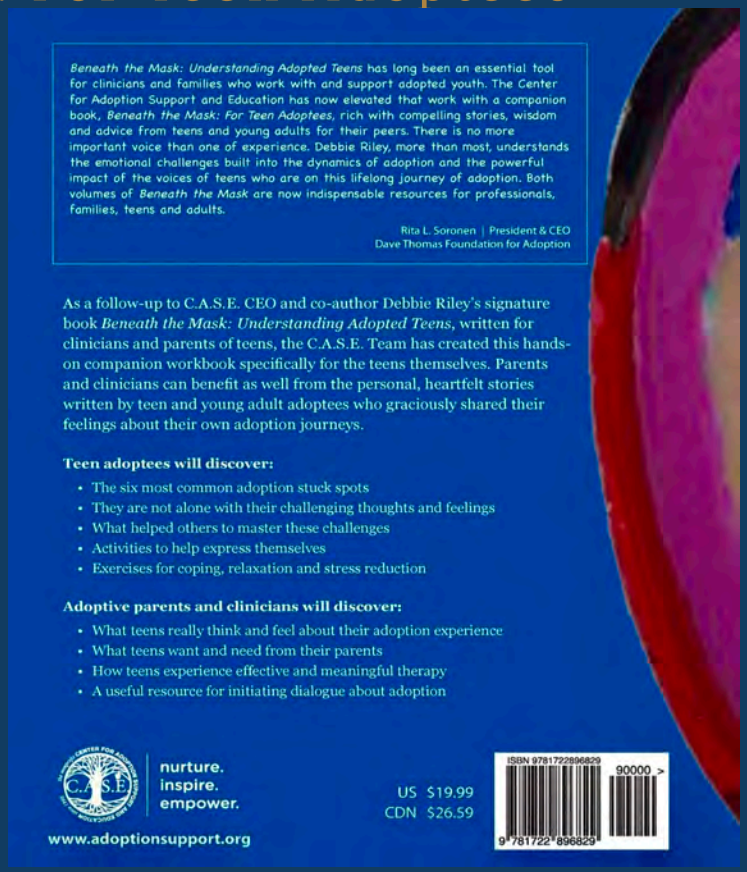
Exercises to Improve Your Mood, Build Self-Esteem, and Stay Motivated

Practicing healthy coping strategies is a great way to learn to overcome challenges. Teens who feel capable of dealing with problems are less likely to feel depressed.

In this section, you'll uncover your current coping style. You'll practice new strategies to help you deal with changing moods, stressors, and other obstacles. You'll also learn how to improve your self-esteem and build motivation.

Beneath the Mask: For Teen Adoptees





Beneath the Mask: Understanding Adopted Teens has long been an essential tool for clinicians and families who work with and support adopted youth. The Center for Adoption Support and Education has now elevated that work with a companion book, *Beneath the Mask: For Teen Adoptees*, rich with compelling stories, wisdom and advice from teens and young adults for their peers. There is no more important voice than one of experience. Debbie Riley, more than most, understands the emotional challenges built into the dynamics of adoption and the powerful impact of the voices of teens who are on this lifelong journey of adoption. Both volumes of *Beneath the Mask* are now indispensable resources for professionals, families, teens and adults.

Rita L. Soronen | President & CEO
Dave Thomas Foundation for Adoption

As a follow-up to C.A.S.E. CEO and co-author Debbie Riley's signature book *Beneath the Mask: Understanding Adopted Teens*, written for clinicians and parents of teens, the C.A.S.E. Team has created this hands-on companion workbook specifically for the teens themselves. Parents and clinicians can benefit as well from the personal, heartfelt stories written by teen and young adult adoptees who graciously shared their feelings about their own adoption journeys.

Teen adoptees will discover:

- The six most common adoption stuck spots
- They are not alone with their challenging thoughts and feelings
- What helped others to master these challenges
- Activities to help express themselves
- Exercises for coping, relaxation and stress reduction

Adoptive parents and clinicians will discover:

- What teens really think and feel about their adoption experience
- What teens want and need from their parents
- How teens experience effective and meaningful therapy
- A useful resource for initiating dialogue about adoption

nurture.
inspire.
empower.

www.adoptionsupport.org

US $19.99
CDN $26.59

ISBN 9781722896829
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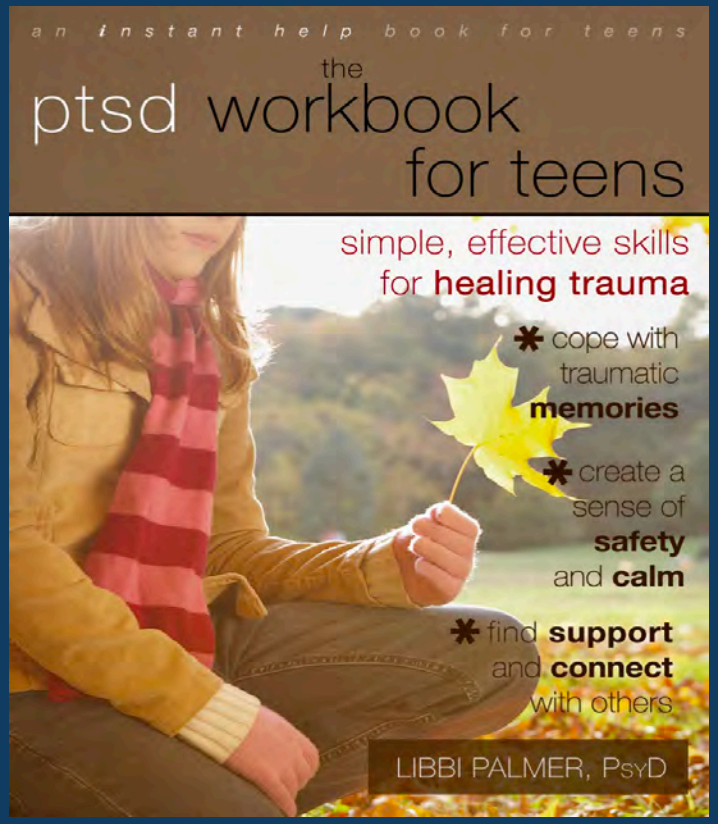
Beneath the Mask: For Teen Adoptees



2 what is trauma?

for you to know

Trauma is an event that usually involves death or serious injury, or the threat of death or serious injury. The actual event doesn't have to happen to you directly; it can happen to someone close to you. Trauma is an event that is so frightening or painful that it overwhelms you and interferes with the ways that you usually cope with difficult events in your life. The event might have arisen from a natural disaster, like a hurricane, a tornado, or an earthquake. Or it might be something caused by things someone did, whether on purpose, like assault or abuse, or accidentally, like a car crash. for you to do

Everyone experiences events in different ways. How you respond during and after a trauma depends on many factors, including:

- How close you were to the event

Books for Foster/Adoptive Families

(Recommendations from Molly McCartney MSW, LICSW, CTT)

The Primal Wound: Understanding the Adopted Child	The Connected Child	The Body Keeps the Score
By Nancy Newton Verrier, M.A.	By Purvis/Cross/ Sunshine	By Bessel Van Der Kolk, M.D.

Children with Serious Emotional Disorder Waiver (CSEDW)

OVERVIEW

- Beginning March 1, 2020, CSEDW is a Medicaid waiver program that provides behavioral health services to youth ages 3 through 21 who have acute psychiatric symptoms that would meet medical eligibility for psychiatric hospitalization as assessed by an independent psychologist.
- CSEDW is designed for youth whose primary challenges are mental health in nature and do not address family system issues or developmental disabilities. Substance use and developmental disorders are excluded unless they co-occur with another diagnosable serious emotional disorder.

Children with Serious Emotional Disorder Waiver (CSEDW)

OVERVIEW

- Although the waiver is not limited to children in foster care, CSEDW anticipates that a majority of children who are accepted will be in foster care. The program will accept children who have a severe emotional disorder diagnosis within the last 12 months because of abuse or neglect.
- GOAL: To support children with severe emotional disorders by helping to keep them with their families (or foster families) in their home and with a support network while receiving the services they need to improve their outcomes.

Children with Serious Emotional Disorder Waiver (CSEDW)

SERVICES

- Case Management
- Mobile Response Services (24/7 Response)
- In-Home Family Therapy
- In-Home Family Support
- Peer Parent Support
- Non-Medical Transportation
- Specialized Therapy (music, dance, art, etc.)
- Respite Care (In-Home and Out-of-Home)
- Independent Living/Skills Building

Children with Serious Emotional Disorder Waiver (CSEDW)

SERVICES

- Job Development and Supported Employment
- Assistive Equipment
- Community Transition

PRACTICAL APPLICATION

Consider CSEDW comparable to Safe-at-Home only for children with a serious emotional disorder. If a child does not qualify for this waiver, the child can still be referred to Safe-at-Home or the Bureau for Behavioral Health Children's Mental Health Wraparound.

Children with Serious Emotional Disorder Waiver (CSEDW)

CONTACT INFORMATION

Katie Moss, MSW, LGSW
CSEDW Program Manager

T: 304.356.4911
Kathryn.L.Moss@wv.gov

Rule 28(c)(8) Planning

KeyPoints

- Transition planning required to begin at age 14.
- Transition Plan required at age 17.
- A disabled child, beginning at age 17, is entitled to have an APS worker as part of the MDT.

WV OLDER YOUTH TRANSITION PLAN

https://dhhr.wv.gov/bcf/policy/Documents/Youth%20Transition%20Plan.pdf

WV OLDER YOUTH TRANSITION PLAN

YOUTH & CAREGIVER INFORMATION

Youth Name: D/O/B: GENDER:
Actively Involved Parent/Guardian/Caregiver Name: Relationship:
Contact Route: Phone: Email:
Address:

CURRENT CUSTODY SOURCE INFORMATION ☐Yes ☐N/A

Worker: County:
Phone/Extension: Worker email:
Check Youth's Current Custody Status:
☐DHHR Permanent Custody or ☐DHHR Temporary Custody &: ☐CPS or ☐Youth Services
☐DJS & ☐ History of DHHR custody or ☐ No history of DHHR custody
☐FC-18

COURT INFORMATION

Judge: County: Adjudication Status:
Guardian Ad Litem: Phone: Email: Address:
Attorney: Phone: Email: Address:
Probation Status ☐Active ☐Monitoring ☐History
Probation Officer: County: Phone: Email:

CURRENT OUT-OF-HOME CARE LIVING ENVIRONMENT ☐Yes ☐N/A

Family/Kinship:
Address:
Out-of-Home Care: ☐Foster Care ☐Residential (circle level): I, II, III ☐Shelter ☐PRTF ☐DJS
Provider Agency: Address:
Primary Staff Name: Position/Credentials:
Phone: Email:

MODIFY PARTICIPATION (youth ages 17+ pursuing post-secondary education)

Current Modify Status: ☐Active ☐Referred/Pending ☐Applied & Denied ☐Not addressed
Modify Program Specialist Name: Phone: Email:

DHHR Specific Status Checks

Tribal Membership Eligible	☐N/A	☐Completed	☐Referred/Pending
NYTD Survey (at age 17 years)	☐N/A	☐Completed	☐Referred/Pending
Advanced Directives (17 yrs & 3 months)	☐N/A	☐Completed	☐Referred/Pending
Credit History Check (16 yrs & annual)	☐N/A	☐Completed/Date:	☐Referred/Pending

☐Negative Credit History Check Finding & Referred for further action

MISC.

SSI Eligibility:	☐N/A	☐Active	☐Referred/Pending	☐Not Addressed
Title 19 Waiver Eligibility	☐N/A	☐Active	☐Referred/Pending	☐Not Addressed
Adult Protective Services	☐N/A	☐Active	☐Referred/Pending	☐Not Addressed

*******Please attach Youth's current Readily At Hand Checklist*******

WV Older Youth Transition Plan for Youth Ages 14 years – 21 years (Final 11-6-2013)

ORDER GRANTING YOUTH TRANSITION PLAN

IN THE CIRCUIT COURT OF LOGAN COUNTY, WEST VIRGINIA

STATE OF WEST VIRGINIA,

Plaintiff,

vs. **Case No. XXX**

XXX,

Respondent/Juvenile

ORDER GRANTING YOUTH TRANSITION PLAN

On this day came the State of West Virginia by Sabrina Deskins, Assistant Prosecuting Attorney and the infant respondent, by Guardian *ad Litem* Robert T. Noone, together with (XXX enter other parties and counsel), pursuant to a Motion by the Guardian *ad Litem* for implementation of a **Youth Transition Plan.**

The Court recognizes that the transition plan for children in foster care shall implemented for those children 14 years of age or older.pursuant to the Youth Transitioning Policy (Social Service Manuel, Chapter 26, Youth Transistioning).

The Court finds that the above infant respondent is eligible for such Youth Transition Planning and the Social Worker assigned to this matter shall provide the undersigned Judge with an updated copy of the Youth Transition Plan during each subsequent hearing. The Court makes reference to the March 18, 2014 DHHR, Memorandum issued to CPS Workers, CPS Supervisors, Youth Service Supervisors and others, advising them of the necessity of such reporting . The Youth Service Plan shall also be provided to members of the MDT at or in advance of the child's MDT Meetings during the course of this care while the child remains in foster care.

The Youth Transition Plan submitted to this Court shall include, but not be limited to the following issues and concerns:

1. SKILLS ASSESSMENT - Please note the time deadlines for said Assessment pursuant to Section 2.1.1, Social Services Manuel, Youth Transitioning, Chapter 26.
2. The child in care shall be provided the *Curriculum and Life Skills Domain* as provided in Section 2.2, Social Services Manuel, Youth Transitioning, Chapter 26.
3. The Youth must participate in their own transition/learning plan with said plan being personalized for this particular youth to aid in their transition to adulthood.
4. The Youth's worker SHALL request a Consumer Credit Report from all three (3) credit reporting agencies, annually, beginning when the child turns sixteen years old or enters foster care after the age of sixteen, pursuant to Section 3.1.1, Social Services Manuel, Youth Transitioning, Chapter 26. Should a credit reporting agency identify a record for this Youth, the issues must be resolved. The Guardian *ad Litem* or attorney, together with the DHHR attorney, shall assist the social worker in resolution of any credit issue.
5. The Court recognizes that Youth Transitioning will need a variety of services to aid in their transition to adulthood and self sufficiency.

ORDER GRANTING YOUTH TRANSITION PLAN

The Youth Transition Report to the Court shall include efforts regarding case management services, transitional living placement eligibility and participation in Chafee/Modify programs. .

6. At the applicable time, prior to discharge, the report shall also address the transition plan for the child's housing needs, mental health needs, medical needs, future healthcare.
7. Consistent with the Foster and Connections Act of 2008, the youth shall be provided linkage to reliable adults/mentors during the transition period.
8. Report any efforts regarding Voluntary Foster Care Services Contract for this Youth as she/he obtains age 18 (FC-18). Has the Youth been advised of the eligibility to return to foster care in the event an FC-18 is not initially elected?
9. Ensure the Juvenile has a clear understanding of the FC-18.
10. Regarding educational needs, if the Youth has not obtained a GED or high school education by their eighteenth (18th) birthday, all options are to be explained to them, including request for financial support and other programs or other services available from the WV DHHR or other community resources appropriate to meet his/her needs. This Youth shall be provided information on post-secondary educational programs, as well as the support the Department may offer those who continue their education through the Foster Care Program.
11. Other: _____

    _____

    _____.
12. The parties, including the DHHR, have a period of ten (10) days, from the date of entry of the Court's Order, in which to file any objections in writing. If no written objections are received within ten (10) days, then the Court's Order shall remain in full force and effect.
13. The Clerk of the Court shall forward an attested copy of the Order to all parties of record including the WV DHHR - Attn: _____.

ENTERED this _____ day of _____ 201___.

_____
JUDGE

Prepared and Presented by:

_____
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Logan, WV 25601
(304) 792-8669

Rule 28(c)(8) Planning

Social Service Manual: Chapter 26 – "Youth Transitioning"

- Casey Life Skills Assessment
- Hands-On Skills (cooking, laundry, etc.)
- Academics
  - Payment: FAFSA – Question 53
  - MODIFY (T: 866.720.3605; Website: modify.cedwvu.org)
  - Invite educational representative to MDTs
- Employment
- Disabilities
  - Referrals to DRS and HRDF

Rule 28(c)(8) Planning

Social Service Manual: Chapter 26 – "Youth Transitioning"

- Bank Accounts
- Income Sources
  - SSI
  - ABLE Accounts (T: 800.439.1653; website: https://wvable.com)
- Financial Literacy
- Medical Care (If in foster care at age 18, eligible for Medicaid until age 26.)
- Supportive Adults
- Sibling Relationships
- Community Connections

SPECIAL EDUCATION

Ask yourself...

- Is your client having trouble at school, such as low grades or disciplinary actions?
- Does your client have an identified disability?
- Would an independent psycho-educational evaluation benefit your client?
- Is your client subject to adverse consequences that impedes his or her education?

SPECIAL EDUCATION

KEY PROVISIONS AND RESOURCES

- Federal Regulations:
  - IDEA: 20 U.S.C. §§ 1400, et seq.
  - Section 504 of Rehabilitation Act (29 U.S.C. § 794)

- West Virginia Regulations:
  - Policy 2419
    https://wvde.state.wv.us/osp/policy2419.html

- Resources on special education law, education law, and advocacy for children with disabilities see: **www.wrightslaw.com**.

SPECIAL EDUCATION

Additional Considerations…

- Transition Planning: Include in IEP that is in effect when youth turns age 16
- Ensure older youth should attend meetings.
- Attend SAT and/or IEP meetings
- Identify post-secondary educational/vocational opportunities
- Consider Type of Diploma: Modified v. Regular

SPECIAL EDUCATION

Additional Considerations…

- If post-secondary education (college) is planned, transition from IEP to 504 Plan.
- Colleges are not subject to IDEA, but colleges are subject to Section 504 of the Rehabilitation Act and Title II of the ADA. Accordingly, accommodations follow students into college.
- Consider a psych-educational evaluation for a child with learning disabilities.
- Under IDEA, students are entitled to attend school through age 21.

College Readiness: High School ACCESS

Early College Program at WVU

304-293-9420 www.access.wvu.edu

- High School ACCESS Early College Program at West Virginia University allows any motivated 10th, 11th, or 12th grader to register for a general education course in person or online to jump start their individualized pathway to a college career.
- Child must hold a 3.0 cumulative grade point average.
- HS ACCESS tuition is only $25 per credit hour for ALL students, plus textbook fees.
- Students may take up to TWO non-restricted 100-299 level classes per semester ranging from 1-4 credit hours.
- WVU courses transfer nationally and internationally, so students are not required to attend WVU for undergraduate school to utilize.

High School ACCESS Program

TIP: Submit a motion and proposed Order to request Department pay for classes or find a community sponsor.

West Virginia University

TAKE THE FIRST STEP.

Earn College Credits While in High School.

As a high school or homeschooled student in the 10th-12th grade, you can enroll in West Virginia University courses to earn credits toward your college degree. With the HIGH SCHOOL ACCESS Early College Program at WVU, you can choose to enroll in college courses completely online, onsite in participating high schools or on WVU's main campus.

Why Should I Enroll in High School ACCESS Courses?

- AP credits and previous dual enrollment courses can be used as prerequisite requirements with official transferrable scores or grades.
- Courses are offered to eligible students across the country.
- Students can design a personalized pathway toward their college majors.
- Students will learn to be successful in high-quality college-level courses.
- Online courses provide flexible options for completing coursework anywhere in the world.
- WVU holds regional and many specialized accreditations, so your credits may transfer to many colleges and universities nationally and internationally.

Am I Eligible?

You can apply to the WVU High School ACCESS Program if you have a 3.0 GPA or higher. We encourage ALL eligible students to apply from our website using Steps 1 and 2 to be officially admitted each academic term.

What Are the Costs?

WVU courses are offered to high school students, regardless of location, at a special reduced tuition of only $25/per credit hour.

What Courses Are Available?

High School ACCESS students may take non-restricted courses between 100 and 299 level and ranging from one to four credit hours each. Students may take courses all year around until they graduate from high school.

access.wvu.edu

SUGGESTED ONLINE AND ON-CAMPUS COURSES:

ADV 201: Advertising in Society
ARHS 101: Landmarks of World Art
COMM 104: Public Communication
COMM 105: Intro to the Mass Media
CS 101: Intro-Computer Applications
GEOG 102: World Regions
HIST 101: W. Civilization, Antiquity-1600
HIST 153: Making Modern America: 1865-Present
HN&F 171: Intro to Nutrition
JRL 101: Media and Society
MATH 121: Intro Concepts of Mathematics
MUSC 111: Intro to Music
PHIL 130: Current Moral Problems
POLS 102: Intro to American Government
PSYC 101: Intro to Psychology
RELG 102: Intro to World Religions
SOCA 101: Intro to Sociology
WGST 150: Women in Movies
WGST 170: Intro-Women's/Gender Studies

DUAL CREDIT COURSES (CAN BE OFFERED AT YOUR HIGH SCHOOL)

MATH 126C: College Algebra
MATH 128: Plane Trigonometry
MATH 153/154: Calculus 1a and 1b with Precalculus
BIOL 102: General Biology Lecture
BIOL 104: General Biology Lab
ENGR 101: Engineering Problem Solving 1
(Hands-on project; prerequisite course is AP Calculus)
ENGR 140: Engineering in History
FIS 201: Intro to Forensic Identification
FIS 202: Crime Scene Invest. Overview (prerequisite course is FIS 201)

To see all available courses, please visit the public WVU Course Listing at **courses.wvu.edu**.

How Can I Apply?

Apply each semester at **access.wvu.edu/apply** and get started on your individualized pathway toward your college career. Application deadlines are posted on **access.wvu.edu**.

Questions? Call us at **304-293-9420** or **email accesswvu@mail.wvu.edu**.

WVU is an EEO/Affirmative Action Employer — Minority/Female/Disability/Veteran.

College Readiness Resources

KHAN ACADEMY

www.khanacademy.org

SAT FEE WAIVERS

https://collegereadiness.collegeboard.org/sat/register/fees/fee-waivers

DHHR VOUCHER FOR COMPUTER

All children in care who graduate from high school or obtain their GED at age 17 are entitled to a $500.00 voucher (similar to a clothing voucher) for a computer, printer, and supplies.

Youth as Young Parents

KeyPoints

- Older youth who are expecting a child need services to (1) help them understand what will medically happen to mom's body, and (2) how to parent.
- Find a community resource (such as classes at your local hospital) to help older youth understand what will happen to mom's body.
- Request the Department make a referral for parenting services for infant to five years old just as if the youth was an adult.

Training Survey

WV Court Improvement Program

https://www.surveymonkey.com/r/S8F7676

Please participate in a survey following today's CLE!

Please note that today's CLE session does not replace the required 8-hour Guardian ad Litem training.

MCLE CODE: 46496

How to Connect

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