SERVICE STANDARD

INDIANA DEPARTMENT OF CHILD SERVICES

INDEPENDENT LIVING FOR GROUP HOME PROGRAMS

EFFECTIVE 1/1/12

I. Service Description

Independent living (IL) consist of a series of developmental activities that provide opportunities for young people to gain the skills required to live healthy, productive, and responsible lives as self-sufficient adults. Independent living services should be seen as a service to young people that will help them transition to adulthood, regardless of whether they end up on their own, are adopted, or live in another permanent living arrangement. IL services should be based on the Ansell Casey Life Skills Assessment (ACLSA) following the youth's referral for services. Youth receiving IL services must participate directly in designing their program activities, accept personal responsibility for achieving independence, and have opportunities to learn from experiences/failures.

Services should be provided according to the developmental needs and differing stages of independence of the youth but should not be seen as a single event, or as being provided in a substitute care setting, but rather as a series of activities designed over time to support the youth in attaining a level of self sufficiency that allows for a productive adult life. Services should address all of the preparatory requirements for independent adulthood and recognize the evolving and changing developmental needs of the adolescent.

All youth are to start receiving IL services at age 16. If a youth is placed in a LCPA foster home, residential or group home, the agency/facility is responsible for providing IL services as part of their per diem. Youth should receive a minimum of three (3) hours per week of IL instruction (should not include time spent on Activities of Daily Living). Seventy-five percent (75%) of the allotted IL instruction time per month must be individualized instruction. In addition a portion of the IL instruction time must be in the community. Youth need training that is community oriented, outside of the group home. Youth who have approved Medicaid waivers are not required to receive IL services.

Independent Living Programs are designed to assist young people by advocating, teaching, training, demonstrating, monitoring and/or role modeling new, appropriate skills in order to enhance self-sufficiency. Services must allow the youth to develop skills based on experiential learning and may include the below outcomes based on the youth's needs as identified through the Independent Living assessment.

The independent living assessment must include a comprehensive, written assessment of the youth's strengths as well as areas of improvement. The Ansell-Casey Life Skills Assessment (ACLSA) at www.caseylifeskills.org is the **only** assessment tool approved for

use. This assessment must be completed annually and shared with the youth, caregiver and referring agency within ten (10) days of completion.

Completion of the ACLSA and Learning Plan must be recorded for NYTD. These activities are reported by selecting “Independent Living Needs Assessment” in the NYTD web portal when submitting the youth’s monthly report through the NYTD web portal during the reporting period corresponding to completion of these activities. The ACLSA and Learning Plan do NOT need to be submitted along with the monthly report unless otherwise directed by the referral source

OUTCOME AREA: EDUCATION

Result:

- Young people acquire sufficient education, advocacy skills and training to enable them to achieve their career and life goals.
- Educational and other institutions and agencies provide opportunities, encouragement and advocacy to increase youth's achievement of educational goals.

** NYTD: reportable service elements are identified in bold font after service in "provider responsibilities". Please refer to these when submitting monthly reports through the web portal. Any questions regarding reportable service elements should be directed to the email box: dcsnytd@dcs.in.gov**

CORE COMPETENCIES	YOUTH OUTCOMES	PROVIDER RESPONSIBILITIES
Ability to succeed in school	Young people attain their educational goals and are knowledgeable about and understand the importance of: • Participating in educational activities including, but not limited to: tutoring, mentoring, extra-curricular activities, support programs, voluntary office hours with educational supports • Identifying when and if they require support services and how to seek out assistance that meets their needs • Resources for youth-specific connections for transitions (either in the educational and social community)	Assist youth in understanding different opportunities and support services and how to access those support services to aid in successful completion of educational goals. Specific activities that the provider may conduct include: • Working with the youth to identify connections for transitions between grade levels and school systems **(academic support)**. If applicable, helping the youth transition from high school to post-secondary education and/or training **(post-secondary educational support)** • Advocating to keep youth in school and in the school district that is familiar to the youth • Advocating for youth to graduate from high school, unless high school graduation is not possible • Assist youth in assessing and sustaining tutoring services **(academic support)**
Ability to explore and select the right education setting for future success	Young people will demonstrate knowledge of: • How educational attainment links to future quality of life	• Partner with the youth, using tools that can be accessed through the school system or other reputable public access assessment resources, to

	• Options for continuing education that will allow for the youth to gain employment within their specific areas of strengths and interest	assess specific strengths, needs, interests and barriers **(academic support)** • Facilitate visits to institutions of higher education, including but not limited to colleges **(post-secondary educational support)**, vocational/technical schools, beauty/barber colleges and administrative schools, apprenticeship/internship programs **(career preparation)** • Assist the youth in exploring alternatives to classroom learning such as AmeriCorps, Job Corps and military service. **(career preparation)**
Secondary or Post-secondary Education and/or Training Planning	Young people will demonstrate knowledge of: • The benefits of having future goals and ambitions during secondary education • The multiple tracks that young people can pursue during secondary education • Admission criteria to enter into post-secondary education and/or training program of choice Young people will competency in: • Planning their curriculum and scheduling • Planning secondary education opportunities to meet short and long term goals • Applying to post-secondary education and/or a training program of choice	• Expose youth to available educational opportunities **(post-secondary educational support, career preparation)** • Provide education regarding the benefits of continuing education and/or training **(post-secondary educational support)** • Refer the youth to post-secondary support programs, if applicable **(post-secondary educational support)**
Awareness of Financial Support for Post-secondary Education	Young people will demonstrate knowledge of: • Identifying sources of financial assistance, including but not limited to: FAFSA, ETV, and 21st Century Scholars • Determining which financial assistance/scholarship programs best meet their needs Young people will competency in: • Accessing financial assistance	• Take youth to College Goal Sunday or another similar activity **(post-secondary educational support)** • Ensure that a Twenty-first Century Scholars application has been submitted for the youth and ensure that the name and address is up to date with the Twenty-first Century Scholar office **(post-secondary educational support)** • Assist youth in accessing systems of financial support including accessing and providing information for: FAFSA, ETV and if applicable Twenty-first Century Scholars monies. **(post-secondary educational support)**

		• Provide education on proprietary/private schools and costs/benefits/consequences of such schools **(post-secondary educational support)**
Youth takes ownership over their education or becomes their own educational advocate	Young people will competency in: • Obtaining their educational records • Leading their educational planning	• Support the youth taking on an increasing level of responsibility over time • Assist youth with how to obtain education records **(academic support)**
Navigation of higher education system	Young people will demonstrate knowledge of: • Appropriate social skills for post-secondary education, including appropriate self disclosure and boundaries Young people will competency in: • Identifying when and if they require support services and how to seek out assistance that meets their needs • Gathering and maintaining all necessary documentation to support post-secondary education • Exploring post-secondary housing options	• Help the youth identify someone in their support network that can provide guidance and support educational goals • Provide initial support in educational planning **(post-secondary educational support, career preparation)** • Advocate for youth engagement in each step of the educational plan • Connect youth to college readiness/student services program on college campus, if available **(post-secondary educational support)** • Assist youth in identifying a supportive adult to accompany him/her to their college orientation **If the youth requests that a Chafee IL Service provider attends as the supportive adult, approval must be given ahead of time from an IL Specialist**

OUTCOME AREA: FINANCIAL AND ASSET MANAGEMENT

Result:

- Young people will effectively manage their personal finances.

NYTD: **ALL activities listed under "Provider Responsibilities" are reportable as the NYTD service element **"Budget and Financial Management"****

CORE COMPETENCIES	YOUTH EXPECTATIONS	PROVIDER RESPONSIBILITIES
Ability to Perform Basic Banking Functions	Youth will demonstrate an understanding of the following: • Selecting a bank • Roles of bank personnel • Distinguishing between savings and checking/debit accounts and other types of accounts • Banking fees and services	• Assist youth in understanding how to navigate the banking system. • Support youth in choosing the best banking system to meet their needs.
Ability to Budget and Manage Money	Youth will demonstrate an understanding of the following: • The difference between fixed and flexible expenses • Income and how to read a pay stub • How to read and pay bills • Budgeting techniques and the importance of savings • Saving strategies • Using banking tools, such as money orders, checks, and deposit slips • Record keeping techniques, including keeping paperwork current if their income is based on public resources	• Assist youth in building financial literacy skills. • Assist youth in developing a budget based upon fixed and flexible expenses and income. • Assist youth in recognizing the differences between "needs" and "wants".
Understanding the Pros and Cons of Credit	• Youth will be aware of the benefits and consequences of using credit cards and the impact bad credit can have on their future • Youth will know how to access and read credit	• At age 17, assist youth in obtaining a credit report. o If a credit report is not available online then a paper application should be completed.

	reports, including the purpose of credit score • Youth will know the difference between good credit cards and bad credit cards (APR, credit limit, fees, grace period, interest rate, annual vs. initial fees, etc.) • Youth will understand the advantages and disadvantages of instant credit (i.e. RTO stores, payday advances, other scams and predatory practices)	o If any inaccuracies are present in the credit report, assist the youth in pursuing needed corrective actions • Assist youth in learning and understanding: o benefits and consequences of credit o credit reports and credit scores o instant credit o information about obtaining credit o consequences of predatory lending practices
Ability to File Taxes and Understand the Basics of Local, State and Federal Taxes	• Youth will know how to locate critical tax forms and be able to identify the uses for those forms • Youth will know how to read and complete common tax forms • Youth will be aware of timelines/deadlines associated with taxes and will demonstrate this knowledge • Youth will be aware of different options for completing taxes and the cost of those options • Youth will understand why we pay taxes and the use of federal, state and local taxes and sales taxes • Youth will understand the basics of payroll taxes and will know what to withhold from their paycheck • Youth will be aware of their eligibility for tax credits, if any	Assist youth in locating forms and resources, benefits and penalties associated with filing taxes, etc.

OUTCOME AREA: PHYSICAL AND MENTAL HEALTH

Result:

- Young people's physical, dental and mental health needs are met.

NYTD:ALL activities** listed under "Provider Responsibilities" are reportable as the NYTD service element **"Health Education and Risk Prevention"****

CORE COMPETENCIES	YOUTH EXPECTATIONS	PROVIDER RESPONSIBILITIES
Accessing Healthcare	• Youth will have identified providers for vision, mental health, physical and dental care • Youth will have had a medical appointment within the last year • Youth will be able to identify the consequences of missing medical appointments • Youth will demonstrate that they know about co-pays • Youth will have the knowledge and ability to seek answers to questions about healthcare coverage • Youth will know how to change medical providers	• Provide education on local vision, medical, mental health and dental health care providers and how to change health care providers if needed. • Assist youth with navigating access to medical treatment. • Educate youth about the ramifications of missing appointments. • Help the youth understand co-pays
Knowing how to obtain health history	• Youth will understand how to obtain medical records • Youth will demonstrate basic understanding of HIPAA • Youth will have a copy of their medical passport from FCM	Provide training to youth regarding: o Obtaining medical records o Reviewing medical records o Connecting with appropriate resources o HIPPA
Access to appropriate systems	• Youth will be able to voice their needs for adult DMHA, BDDS, and/or IL services according to their needs • Youth will know how to fill prescriptions o Youth will understand the differences between generic and name brand prescriptions, including formulary and non-	• Educate youth regarding how to communicate with medical providers and pharmacists. • Educate youth regarding how to advocate for specific health care needs, including seeking a second opinion when they do not agree with their doctor and/or identifying medication side effects

	formulary for the most cost effective prescription.	
Prevention and Maintaining a Healthy Lifestyle	• Youth will maintain a healthy lifestyle • Youth will understand the benefits and consequences of using emergency services vs. using a primary medical provider • Youth will have a full scope understanding of pregnancy, including the financial impact	Provide education on: o Maintaining a healthy lifestyle o Emergency care vs. care from a primary care physician o STD and pregnancy prevention

OUTCOME AREA: HOUSING

Result:

- Young people have and maintain safe, stable and affordable housing that allows for access to services and transportation.

NYTD: **ALL activities listed under "Provider Responsibilities" are reportable as the NYTD service element **"Housing Education and Home Management"**

CORE COMPETENCIES	YOUTH OUTCOMES	PROVIDER RESPONSIBILITIES
Understanding Available Housing Resources	Youth will understand: • Tenant and lease rules and responsibilities • How to access rent and utility subsidies • The benefits and consequences of using a payee	Provide education on: • Tenant and lease rules and responsibilities • Accessing rental and utility subsidies • Using a payee
Financial Resources	Youth will understand: • The benefits, consequences and responsibilities associated with a co-signer/roommate • How to turn on, utilize and pay for utilities • The benefits and costs of renters insurance • Credit and loan/mortgage issues associated with housing • The benefits, consequences and costs of home ownership	Provide education on: • Having a co-signer and/or roommate • Utilities • Security deposits and utility deposits • Renters insurance • Home ownership Use the wage calculator tool provided by the IHCDA to assist youth in understanding the costs associated with the different types of housing.
Homelessness Prevention	Youth will understand: • Available housing options • How to leave housing appropriately Youth will demonstrate: • The ability to handle a housing crisis, if necessary • Appropriate landlord communication	Provide education on: • Available, appropriate, and affordable housing • Vacating a housing arrangement • Handling of a housing crisis • Landlord communications Work with IHCDA to utilize the homelessness prevention curriculum: Provider will utilize homeless vulnerability assessment provided by the IHCDA

Housing Options	Youth will understand: • Available supportive housing options • How to locate housing using multiple methods • How to choose safe and affordable housing, including considering included utilities and amenities	Provide education on: • Supportive housing options • A variety of methods to locate housing • How to choose safe and affordable housing, including consideration of included amenities (i.e., dead bolt, windows that lock, kitchen appliances, etc.) Arrange for youth to visit an apartment or home for rent.
Housing Stability	Youth will understand: • Tenant rights and responsibilities associated with their lease • The definition of visitors, guests, household composition • Various ways to manage their utility cost and consumption • Consequences of violating lease rules • How to repair rental history • How to get housing back once lost • Home safety	Review the lease, tenant's Rights and Responsibilities with youth Encourage youth to attend apartment orientation Provide education on: • Consequences of violating lease rules • Keeping utility costs affordable • Vacating housing appropriately • Repairing rental history • Home safety

OUTCOME AREA: ACTIVITIES OF DAILY LIVING

Result:

- Young people will effectively manage their independent living/transition plan and demonstrate daily living skills.*

*There may be a portion of youth who cannot meet this full goal. Youth will achieve their fullest potential.

CORE COMPETENCIES	YOUTH OUTCOMES	PROVIDER RESPONSIBILITIES
Basic living skills	• Youth will know how to perform activities of daily living, including cooking, cleaning, doing laundry, comparison shopping, etc. • Youth will demonstrate appropriate personal hygiene	Provide resources and support to ensure youth are able to perform activities of daily living Provide opportunities for youth to practice daily living skills
Social Skills	• Youth will understand appropriate boundaries and practice strategic sharing • Youth will be aware of civic engagement opportunities and the benefits of participation • Youth will engage appropriately with peers • Youth will know healthy rules, conflict resolution and time management	Provide resources and support to youth to develop healthy social skills, including but not limited to: • Boundaries and strategic sharing • Etiquette
Have legal documents and knowledge on how to obtain documents	Youth will have in their possession their drivers license/state ID, birth certificate, social security card or other documentation that applies to youth's specific needs	Assist youth in obtaining vital records
Navigation or access to public systems and community resources	Youth will know how to locate and access the following systems: • Legal • DCS Medicaid • TANF • Food Stamps • Childcare Vouchers	Assist youth in locating and accessing the legal, Medicaid, TANF, food stamps, and child care systems, if applicable.
Health/Financial	Refer to other sections of the service standards	
Family and Healthy Relationship Education	Youth will understand: • How to avoid peer pressure • Parenting skills, of applicable	

	• Critical aspects of child development education, child care, and family planning	
Safety	Personal • Youth will be aware of surroundings • Youth will understand basic safety plans, including information that they should carry with them • Youth will always let someone know their whereabouts Household • Youth will know what to do to keep themselves safe during natural disasters. • Youth will know what to do to prevent and keep themselves safe in a fire • Youth will have functional locks to their residences and will understand the importance of keeping doors locked Internet • Youth will understand the potential hazards associated with online social networking, including appropriate and inappropriate information to share on social networking sites.	Provide basic safety education Educate youth on legal consequences related to drinking and driving Educate youth on legal rights and responsibilities, including what to do if the youth is a victim of a crime

OUTCOME AREA: YOUTH ENGAGEMENT

Result:

- Youth will have the opportunity to participate in activities that ensure they are meaningfully and actively engaged in decisions that affect them and their community

CORE COMPETENCIES	YOUTH OUTCOMES	PROVIDER RESPONSIBILITIES
Engagement on Personal Level	• Youth will demonstrate self-advocacy skills • Youth will have knowledge of court proceedings, roles of court participants, and how to self-advocate within court proceedings • Youth will demonstrate effective self-advocacy skills in multiple situations • Youth will demonstrate leadership skills and seek opportunities to apply them • Youth will be able to state the benefits of having/being an appropriate role model • Youth will demonstrate knowledge of awareness of resources	Provide education and opportunities for youth to gain self-advocacy knowledge and skills.
Engagement on Community Level	• Youth will understand the benefits of volunteering and how to locate volunteer opportunities in their own communities • Youth will recognize the value of civic engagement	Provide education and opportunities for youth to gain knowledge and skills in volunteerism and community engagement
Engagement on Youth Advocacy/Public Policy Level	• Youth will have basic knowledge of how public policies are created and the legislative processes • Youth will demonstrate that they know how to research and locate resources of interest • Youth will know how to access, influence and/or participate in Youth Advisory Board activities	Provide education and opportunities for youth to gain advocacy knowledge and skills.

II. Case Record Documentation

Necessary case record documentation for service eligibility for CHINS and probation youth must include:

1) Authorized DCS Referral
2) Case Plan indicating the need for independent living services;
3) Initial Ansell-Casey Life Skills Assessment and ongoing assessments every year during the service provision period;
4) Documentation of regular contact with the referred youth and the DCS;
5) Monthly written reports, or more frequently if requested, regarding the progress of the youth provided to the referring agency.

III. The National Youth in Transition Database (NYTD)

Data must be reported monthly regarding independent living services provided to youths over the age of 16. This federal and state requirement is fulfilled by service providers submitting their monthly provider reports via the NYTD web portal, which can be accessed through the following link: https://iposciqa.dcs.in.gov/DCS/NYTD/ProviderLogin.aspx. When submitting monthly reports, providers are also required to mark which service elements, as defined by the federal government, were provided to every youth during a report period. The information regarding service elements that are required for Chafee IL service providers to submit are in compliance with the Chafee National Youth in Transition Database; Final Rule and all technical documents that support the information described in this rule. Providers can be assigned user names and passwords through the DCS NYTD helpdesk email (DCSNYTD@dcs.in.gov). Once providers enter the required information into the web portal and attach the monthly report, the report automatically loads into the youth specific case in the DCS case management system, as a contact. Monthly report templates, definitions and an informational webinar can be found through the following link: http://www.in.gov/dcs/2793.htm.
Failure to upload monthly reports through the NYTD web portal will result in the denial of all claims submitted for each reporting period missing a monthly report.

Service element descriptions can be found in two separate places:

- In the service standards, following the provider activity description in each outcome area, the NYTD service element is identified in **(bold)**
- Each of the federal service elements, definitions and examples from Indiana's service standards can be found by following the link: http://www.in.gov/dcs/2793.htm.

Please note that not all service activities listed in Indiana's service standards are reportable as a NYTD service element. Additionally, some activities can be reported under two NYTD service elements. Questions regarding NYTD reporting should be directed to the email box: dcsnytd@dcs.in.gov.