

SERVICE STANDARD
INDIANA DEPARTMENT OF CHILD SERVICES
CHAFEE FOSTER CARE INDEPENDENCE PROGRAM
(effective 9/1/11)

I. Service Description

The Chafee Foster Care Independence Program (CFCIP) provides independent living (IL) services that 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.

Youth, ages **16 through 18** will receive services that include individual guidance, case management, and soft skill independent living services as reflected in the Learning Plan (LP). Youth must be given an independent living assessment (i.e., ACLSA) to determine the appropriate services. These services may include locating tutorial services, self-esteem building, life interest explorations, and education in housing options, budgeting, money management, health care, transportation options, secondary and post-secondary education, and interpersonal relationship skills.

Youth ages **18-20** who have not reached their twenty first birthday and who have left foster care will be offered guidance on financial issues, assessment services, housing, health care, counseling, employment, education opportunities and other support services that are unique for the development of self-sufficiency. Youth leaving foster care or former foster youth requesting CFCIP independent living services must participate on a voluntary basis and sign an agreement with the service provider for case management services. This agreement outlines the services to be provided, the length of time expected for the service, and the plan for the youth's contribution. The youth must participate directly in designing their program activities, accept personal responsibility for achieving independence,

and have opportunities to learn from experiences and failures. In addition, the Learning Plan must include an operational plan describing how the young adult is going to assume responsibility once assistance ends.

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****

NEW: The expectation of IL providers is to serve in the role of community resource broker for youth receiving IL services. This change in role will focus on increasing the youth's skills in accessing services within their community and building support networks that will exist after DCS services end. IL providers need to first seek community service providers to provide the direct services associated with the outcome areas outlined below. If no community service provider is available to provide such service, then the IL provider needs to seek Independent Living Specialist's (ILS) permission to provide the services associated in that outcome area. If the IL provider can document a service gap in a region/county for an outcome area, approval may be granted for that specific region/county, thus permission would not be needed for each youth seeking services in that region/county. Group services with a pre-approved curriculum by the ILS will not need to seek this additional approval. This document should be shared with the youth, to ensure the youth and IL provider have a clear understanding of what is expected during IL services.

Service providers will provide instruction or monitor that the youth receives services that include but are not limited to the following:

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: dc snytd@dcs.in.gov**

CORE COMPETENCIES	YOUTH OUTCOMES	PROVIDER RESPONSIBILITIES
Ability to succeed in school	<p>Young people attain their educational goals and are knowledgeable about and understand the importance of:</p> <ul style="list-style-type: none"> • 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) 	<p>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:</p> <ul style="list-style-type: none"> • 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	<p>Young people will demonstrate knowledge of:</p> <ul style="list-style-type: none"> • How educational attainment links to future 	<ul style="list-style-type: none"> • Partner with the youth, using tools that can be accessed through the school system or other

	<p>quality of life</p> <ul style="list-style-type: none"> Options for continuing education that will allow for the youth to gain employment within their specific areas of strengths and interest 	<p>reputable public access assessment resources, to assess specific strengths, needs, interests and barriers (academic support)</p> <ul style="list-style-type: none"> 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)
<p>Secondary or Post-secondary Education and/or Training Planning</p>	<p>Young people will demonstrate knowledge of:</p> <ul style="list-style-type: none"> 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 <p>Young people will competency in:</p> <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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)
<p>Awareness of Financial Support for Post-secondary Education</p>	<p>Young people will demonstrate knowledge of:</p> <ul style="list-style-type: none"> 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 <p>Young people will competency in:</p> <ul style="list-style-type: none"> Accessing financial assistance 	<ul style="list-style-type: none"> 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-

		<p>secondary educational support)</p> <ul style="list-style-type: none"> • 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	<p>Young people will competency in:</p> <ul style="list-style-type: none"> • Obtaining their educational records • Leading their educational planning 	<ul style="list-style-type: none"> • 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	<p>Young people will demonstrate knowledge of:</p> <ul style="list-style-type: none"> • Appropriate social skills for post-secondary education, including appropriate self disclosure and boundaries <p>Young people will competency in:</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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: EMPLOYMENT

Result:

- Young people are able to support themselves by obtaining and retaining steady employment and seek career development opportunities.

NYTD:ALL activities listed under “Provider Responsibilities” are reportable as the NYTD service element “Career Preparation”

CORE COMPETENCIES	YOUTH OUTCOMES	PROVIDER RESPONSIBILITIES
Resume and Job Application Preparation	Youth will demonstrate the skills to create and maintain a working resume, cover letter, fact sheet (all information needed to complete an application or resume), and a reference list (all contact information for 3-5 individuals who can speak positively about the youth).	Assist the youth in creating and maintaining a copy of the following: <ul style="list-style-type: none"> • resume • cover letter • application cheat sheet • reference list • other necessary career documents based upon the youth’s specific situation Assist the youth with translating how life experiences can apply to various positions and how to include such experiences in a resume.
Job Search Skills	<ul style="list-style-type: none"> • Youth demonstrate the basic skills to navigate the required paperwork and internet sites to search and apply for employment. • Youth will complete follow up calls/emails after turning in job applications. • Youth will show appropriate conduct when turning in job applications. 	<ul style="list-style-type: none"> • Assist youth to maintain a job search log, including contact information for potential employers. • Assist youth in navigating how to search and apply for employment online, in person, through professional networks, at the Work One office, etc. • Give opportunities to practice completing sample and real applications.
Professional Conduct	Youth demonstrate knowledge of: <ul style="list-style-type: none"> • time management • appropriate appearance • appropriate communication with co- 	<ul style="list-style-type: none"> • Provide training standards of professional conduct prior to and throughout employment. • Provide training on and examples of making a good first impression and being formally evaluated.

	<p>workers and supervisors</p> <ul style="list-style-type: none"> • appropriate workplace interaction • resigning from employment • strategic sharing • work ethic • drug screening process 	<ul style="list-style-type: none"> • Provide information on the actual cost of employment (uniforms, travel, etc).
Interview Skills	<p>Youth will demonstrate knowledge of appropriate interviewing skills, including:</p> <ul style="list-style-type: none"> • appearance • responses • behaviors • follow up after interview • other applicable skills based upon the youth's specific situation <p>Youth will translate how life experiences can apply to job</p>	<ul style="list-style-type: none"> • Plan and prepare youth for practice interview and arrange a practice interview, including preparing questions to ask the employer during the interview. • Provide training on and examples of appropriate interviewing skills. • Assist youth in identifying their experiences and skills and help them translate those into potential employment.
Career Exploration	<ul style="list-style-type: none"> • Youth will have knowledge of how their strengths and interests can lead to a career and what education is necessary to meet their goals. • Youth will have a multi-year career and educational plan. • Youth will identify short- and long-term employment goals. • Youth will understand job requirements, beyond educational credentials. 	<ul style="list-style-type: none"> • Provide opportunities for youth to participate in credible, formal assessments and inventories to assist in identifying potential career paths. • Assist youth with a thorough exploration of their strengths, interests and abilities and how those might lead to a career or job. • Help youth identify level of education required to meet short- and long-term employment goals.
Career Development	<ul style="list-style-type: none"> • Youth can identify the internship and apprenticeship options available in their career field of choice. • Youth demonstrate the ability to learn from both good and bad work experiences 	<ul style="list-style-type: none"> • Provide opportunities for youth to explore internship and apprenticeship options available in several career fields. • Provide opportunities for youth to explore positive and negative past experiences and explore lessons learned from those experiences.

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: <ul style="list-style-type: none"> • Selecting a bank • Roles of bank personnel • Distinguishing between savings and checking/debit accounts and other types of accounts • Banking fees and services 	<ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Youth will be aware of the benefits and consequences of using credit cards and the impact bad credit can have on their future 	<ul style="list-style-type: none"> • At age 16, assist youth in obtaining a credit report. <ul style="list-style-type: none"> ○ If a credit report is not available online then a

	<ul style="list-style-type: none"> • Youth will know how to access and read credit 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) 	<p>paper application should be completed.</p> <ul style="list-style-type: none"> ○ If any inaccuracies are present in the credit report, assist the youth in pursuing needed corrective actions • Assist youth in learning and understanding: <ul style="list-style-type: none"> ○ benefits and consequences of credit ○ credit reports and credit scores ○ instant credit ○ information about obtaining credit ○ consequences of predatory lending practices
<p>Ability to File Taxes and Understand the Basics of Local, State and Federal Taxes</p>	<ul style="list-style-type: none"> • 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 	<p>Assist youth in locating forms and resources, benefits and penalties associated with filing taxes, etc.</p>

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	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> ○ Obtaining medical records ○ Reviewing medical records ○ Connecting with appropriate resources ○ HIPPA
Access to appropriate systems	<ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> ○ Youth will understand the differences 	<ul style="list-style-type: none"> • 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

	between generic and name brand prescriptions, including formulary and non-formulary for the most cost effective prescription.	their doctor and/or identifying medication side effects
Prevention and Maintaining a Healthy Lifestyle	<ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> ○ Maintaining a healthy lifestyle ○ Emergency care vs. care from a primary care physician ○ 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: <ul style="list-style-type: none"> • Tenant and lease rules and responsibilities • How to access rent and utility subsidies • The benefits and consequences of using a payee 	Provide education on: <ul style="list-style-type: none"> • Tenant and lease rules and responsibilities • Accessing rental and utility subsidies • Using a payee
Financial Resources	Youth will understand: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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 IHCD to assist youth in understanding the costs associated with the different types of housing.
Homelessness Prevention	Youth will understand: <ul style="list-style-type: none"> • Available housing options • How to leave housing appropriately Youth will demonstrate: <ul style="list-style-type: none"> • The ability to handle a housing crisis, if necessary • Appropriate landlord communication 	Provide education on: <ul style="list-style-type: none"> • Available, appropriate, and affordable housing • Vacating a housing arrangement • Handling of a housing crisis • Landlord communications Work with IHCD to utilize the homelessness prevention curriculum: Provider will utilize homeless vulnerability assessment provided by the IHCD

<p>Housing Options</p>	<p>Youth will understand:</p> <ul style="list-style-type: none"> • Available supportive housing options • How to locate housing using multiple methods • How to choose safe and affordable housing, including considering included utilities and amenities 	<p>Provide education on:</p> <ul style="list-style-type: none"> • 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.) <p>Arrange for youth to visit an apartment or home for rent.</p>
<p>Housing Stability</p>	<p>Youth will understand:</p> <ul style="list-style-type: none"> • 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 	<p>Review the lease, tenant's Rights and Responsibilities with youth</p> <p>Encourage youth to attend apartment orientation</p> <p>Provide education on:</p> <ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Youth will know how to perform activities of daily living, including cooking, cleaning, doing laundry, comparison shopping, etc. • Youth will demonstrate appropriate personal hygiene 	<p>Provide resources and support to ensure youth are able to perform activities of daily living</p> <p>Provide opportunities for youth to practice daily living skills</p>
Social Skills	<ul style="list-style-type: none"> • 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 	<p>Provide resources and support to youth to develop healthy social skills, including but not limited to:</p> <ul style="list-style-type: none"> • 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	<p>Youth will know how to locate and access the following systems:</p> <ul style="list-style-type: none"> • 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	<p>Youth will understand:</p> <ul style="list-style-type: none"> • How to avoid peer pressure • Parenting skills, of applicable 	

	<ul style="list-style-type: none"> • Critical aspects of child development education, child care, and family planning 	
Safety	<p>Personal</p> <ul style="list-style-type: none"> • 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 <p>Household</p> <ul style="list-style-type: none"> • 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 <p>Internet</p> <ul style="list-style-type: none"> • Youth will understand the potential hazards associated with online social networking, including appropriate and inappropriate information to share on social networking sites. 	<p>Provide basic safety education</p> <p>Educate youth on legal consequences related to drinking and driving</p> <p>Educate youth on legal rights and responsibilities, including what to do if the youth is a victim of a crime</p>

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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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. Target Population

Eligibility for case management services:

- 1) Youth ages 16 to 21 who are in foster care* as a CHINS or adjudicated a delinquent with a case plan establishing the need for independent living services.
- 2) Youth ages 16 to 21 who were formerly in foster care as a CHINS or adjudicated a delinquent between the ages of 16-18 that were returned to their own homes and remain a CHINS or adjudicated a delinquent with a case plan establishing the need for independent living services.
- 3) Youth age 18 to 21 who were formerly in foster care for a minimum of 6 months as a CHINS or adjudicated a delinquent between the ages of 16-18 under the supervision of the DCS and had a case plan establishing the need for independent living services.
- 4) Youth who are 18 to 21 who would otherwise meet the eligibility criteria above and who were in the custody of another state or were a “ward of another state” will be eligible if through the Interstate Compact for the Placement of Children there is a verification of wardship and all eligibility criteria from the state of jurisdiction.
- 5) Youth age 16-21 that left foster care after obtaining 16 years of age for kinship guardianship or adoption.

Youth who turn 18 in foster care are exempt from the 6 month requirement indicated in the target population. For probation youth adjudicated a delinquent, the county of residence must have an interagency agreement between the court and DCS relating responsibilities of each party for meeting all state and federal mandates.

Eligibility for Room and Board assistance:

Foster youth must have turned 18 years of age while in foster care*. This includes:

- 1) Youth who move directly from foster care into their own housing at age 18 up to age 21.
- 2) Youth who leave care voluntarily at age 18 without accepting assistance but return prior to turning age 21.

*Foster care is defined as 24-hour substitute care for children placed away from their parents or guardians and for whom the State agency has placement and care responsibility. Facilities that are outside the scope of foster care include, but are not limited to: detention facilities; psychiatric hospital acute care; forestry camps; or facilities that are primarily for the detention for children who are adjudicated delinquents.

Room and board expenses are considered as security deposits, rent, utility deposits and utilities. Utilities are limited to electric, gas, water and sewage. These funds are contingent upon availability as well as verification of the youth's eligibility for voluntary services by the IL Specialists. Room and board payments include a maximum lifetime cap of \$3,000 for assistance up to age 21. Youth may access this assistance as long as they continue to participate in case management services and receive SSI (Supplement Security Income through Social Security) or participate in a full or part time schedule of work (or are actively seeking employment) until the \$3,000 limit is exhausted. While receiving room and board funds, youth are expected to make incremental payments toward their own housing and utility expenses beginning in the third month of assistance and should be prepared to accept full responsibility by the sixth month unless there are extenuating circumstances. In cases where the youth is unable to accept full responsibility for their rent in the sixth month, approval must be received from the DCS IL Specialist to allow payment beyond the fifth month. Requests for an extension of this capped amount will be considered on a case-by-case basis by DCS Permanency Manager and/or a designee, based on availability of funds. Room and Board payments will only be made through a contracted service provider who is providing independent living case management services to the youth.

Youth receiving room and board assistance and planning to attend a post-secondary institution may access room and board funds to obtain off-campus housing prior to beginning their post-secondary program. Deposits for housing on campus may be made through Emancipation Goods and Services funding. Education and Training Voucher (ETV) funds are available for housing for youth attending post-secondary institutions. Those attending school full time or part time may access the ETV Program at www.indiananetv.org. If eligible for ETV funds, housing assistance must be accessed through this program and not Room and Board.

Housing Options:

Potential housing options may include host homes with foster families, relatives other than biological or adoptive parents, or other adults willing to allow the youth to reside in their home with or without compensation. Other housing options may include youth shelters, shared housing, single room occupancy, boarding houses, semi-supervised apartments, their own apartments, subsidized housing, scattered site apartments, and transitional group homes.

Room and Board financial assistance must be reported through the NYTD web portal during the reporting period corresponding to disbursement of these funds. This service element is reported as "Room and Board Financial Assistance" and should NEVER be marked for wards

III. Goals and Outcome Measures

Goal#1

Timely provision of services for the youth and regular and timely communication with referring worker

Outcome Measures

- 1) 95% of all youth that are referred will have face-to-face contact with the provider within 10 days of the referral.
- 2) 95% of youth will have an ACLSA completed within 30 days of referral and a written service plan prepared with the youth and provided to the FCM, Probation Officer or IL Specialist within 30 days of completion of the assessment.
- 3) 100% of all youth will have monthly written summary reports prepared and sent to the referring worker. Voluntary Services reports will be sent to the IL Specialist. All reports must be submitted by the 10th day of the month in the approved format (see section IX) and submitted via the NYTD web portal or billing will not be approved.

Goal #2

Increase the percentage of youth who have a safe and stable place to live.

Outcome Measures

- 1) 80% of youth receiving room and board assistance will have safe stable housing within 6 months of receiving room and board assistance.
- 2) 90% of youth being provided IL services will locate a place to live when their case is dismissed.

Goal #3

Increase the percentage of youth who receive services that assist in developing independence.

Outcome Measures

- 1) 80% of youth participating in voluntary services will be able to meet their living expenses within 6 months of the provision of services.
- 2) 80% of youth whose service plan includes an educational goal will making positive steps to achieve that goal.
- 3) 100% of youth will have contact information related to their dental, physical and mental health service providers.
- 4) 100% of youth leaving care will have their birth certificate, social security card, medical records, and educational records or will obtain them within six months of beginning voluntary services.
- 5) 80% of youth participating in voluntary services will be able to identify, locate and utilize needed community resources.

Goal #4

DCS and youth satisfaction with services

Outcome Measures

- 1) DCS satisfaction will be rated 4 and above out of a possible five (5) points on the Service Satisfaction Report.
- 2) 90% of the youth who have participated will rate the services “satisfactory” or above.

IV. Qualifications

Direct Worker:

Bachelor's degree in social work, psychology, sociology, or a directly related human service field.

Supervisor:

Master's degree in social work, psychology, or other directly related human services field.

Supervision/consultation is to include not less than one (1) hour of face to face supervision/consultation per 20 hours of direct client services provided, nor occur less than every two (2) weeks.

Services will be conducted with behavior and language that demonstrates respect for socio-cultural values, personal goals, life-style choices, as well as complex family interactions; services will be delivered in a neutral valued culturally competent manner.

V. Billable Units

Face to face time with the client:

(Note: Members of the client family are to be defined in consultation with the family and approved by the DCS. This may include persons not legally defined as part of the family)

- Includes client specific face-to-face contact with the identified youth during which services as defined in the applicable Service Standard are performed.
- Includes crisis intervention and other goal directed interventions via telephone with the identified youth.
- Includes Child and family Team meetings or case conferences initiated or approved by the DCS for the purposes of goal directed communication regarding the services to be provided to the client/youth.
- Includes time in attendance for up to two representatives per agency at mandatory quarterly Regional Independent Living meetings.
- Includes collateral contacts with other state agencies and community resources for the purpose of service coordination.
- Not included is routine report writing and scheduling of appointments, court time, travel time and no shows. These activities are to be included in the face to face rate and shall not be billed separately.

For hourly rates, partial units may be billed in quarter hour increments only. Partial units to be billed are to be rounded to the nearest quarter hour using the following guidelines:

8 to 22 minutes = .25 billable hours,

23 to 37 minutes = .50 billable hours,

38 to 52 minutes = .75 billable hours,

53 to 60 minutes = 1.00 billable hours.

All billed time must be associated with a family/client.

Translation or sign language:

Services include translation for families who are non-English language speakers or hearing impaired and must be provided by a non-family member of the client. Dollar for dollar amount.

Room and Board (eligible voluntary youth 18-21):

Dollar for dollar cost of rental deposit, rent payments, utility deposits and utility payments. Utility deposits may include gas, electric, water and landline phone. Utility payments may include gas, electric and water.

Room and Board financial assistance must be reported through the NYTD web portal during the reporting period corresponding to disbursement of these funds. This service element is reported as “Room and Board Financial Assistance” and should NEVER be marked for wards

Educational Groups:

Group rate for youth referred for case management services should include no less than 3 participants and no more than 12 participants, per group. For Educational Groups started on 10/18/10 or after, a group curriculum must be submitted to the Independent Living Specialist before starting an Educational Group. Groups should include guest speakers that are experts in the topic field to provide education to the youth.

Emancipation Goods and Services (EG&S) not to exceed \$1000 (unless approved by the DCS Permanency Manager and/or designee):

For DCS Wards/Probation youth: Goods and services required to ensure a safe and successful case closure for youth aging out of the system must be approved by the local DCS office or IL Specialist on a dollar for dollar basis. The state approved form must be used to request needed funding for youth. Requests for items not listed on the EG & S form require pre-approval from the IL Specialist. The signature of the DCS Director or designee on the approved form provides approval for expenditure of the funds as does the emailed

form with the email cover sheet attached to the form that was received from the DCS Director or designee. DCS will not reimburse taxes paid on items purchased through EG&S.

For Non-Wards: The EG&S form is to be signed by the IL Specialist serving the county in the region where the youth resides.

Note: This expenditure must be determined based on the specific needs of each youth, not on the amount available.

VI. Rates

Face-to-Face Maximum Rate:	Per contract
Translation or sign language	Actual Cost
Room and Board	Actual Cost
Educational Groups	Per contract
Emancipation Goods and Services	Actual Cost

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.

Necessary case record documentation for service eligibility for youth over the age of 18 receiving voluntary services after dismissal of their CHINS and probation case must include:

- 1) Approved Chafee Independent Living Voluntary Services Application and Service Agreement;
- 2) Independent Living Plan;
- 3) Documentation of regular contact with the referred youth;

- 4) Monthly written reports on the required form regarding the progress of the youth provided to the IL Specialist via the NYTD web portal. This report must include the youth's full name and ICWIS number. All reports must be turned in by the 10th of the month unless otherwise specified by the referring party.

VII. Service Access

For Wards: Services must be accessed through a valid DCS or Juvenile Probation referral. Referrals are valid from the start date until the end date as identified on the referral form. Providers must initiate a reauthorization for services to continue beyond the approved period.

For Voluntary IL youth: Youth must apply for services using the Chafee Independent Living Voluntary Services Application and Service Agreement. Authorization for these services are provided by the IL Specialist serving the youth's county of residence. Eligibility for all youth receiving Voluntary IL Services must be verified by an IL Specialist prior to services being initiated.

VIII. Quarterly Regional IL Meetings.

All contracted Chafee Providers will have at least one representative present at the Quarterly Regional IL Meeting in the regions which they serve.

IX: Required reports

Providers are required to send a Monthly Client Summary to their IL Specialist by the 10th of the month. This summary will detail the names, age, county, and type of service (CFCIP or Voluntary Services) for all Chafee clients. In addition, it will list the amount of billable hours provided to the youth and any funding that was spent out of EG&S and Room and Board.

Reports for wards and Voluntary youth are to be submitted electronically via the specified DCS website (<https://iposciqa.dcs.in.gov/DCS/NYTD/ProviderLogin.aspx>) by the 10th of the month. Late reports can lead to claims being denied.

All reports must be typed and prepared in Microsoft Word or Adobe format. Reports must detail the date and time of day spent with the youth and the goal the youth is working toward. The narrative of the report should detail what goal orientated activities occurred during the time being billed. The approved format is located on the website of the Department of Child Services at www.in.gov/dcs. Password protected documents are not an acceptable format for report submission. The signature of the individual service provider, including the date in which the report was completed, who writes an IL report is required on both ward and Voluntary youth reports. A hand signature is preferable, but if the individual agency does not have the technology to provide an uploaded report with a hand signature then a typed signature will suffice. Youth signatures are not required on ward IL reports. Youth signatures for voluntary reports are required for auditing purposes, but are not required prior to submission into the web portal.

X: 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 (outlined under section IX: Required Reports) through 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.