



**INDIANA**  
**DEPARTMENT**  
**OF CHILD SERVICES**

# **Older Youth Services Service Standards**

2025

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## **I. GENERAL REQUIREMENTS FOR CHAFEE OLDER YOUTH SERVICES**

The Older Youth Service Standards provides contracted Older Youth Services (OYS) providers an overview and guidance on how older youth services are to be provided to ensure the Indiana Department of Child Services (DCS) is following federal and Indiana state laws and policies on providing The John H. Chafee Foster Care Program for Successful Transition to Adulthood (The Chafee program). The Chafee program provides funding to support youth / young adults in or formerly in foster care transitioning to adulthood. Older youth services are managed by the Older Youth Initiatives team in the DCS Services Division. The OYS contracted providers are responsible for activities and programs that include, but are not limited to, help with education, employment, financial management, housing, emotional support, and assured connections to caring adults.

### **A. Chafee Independent Living Services**

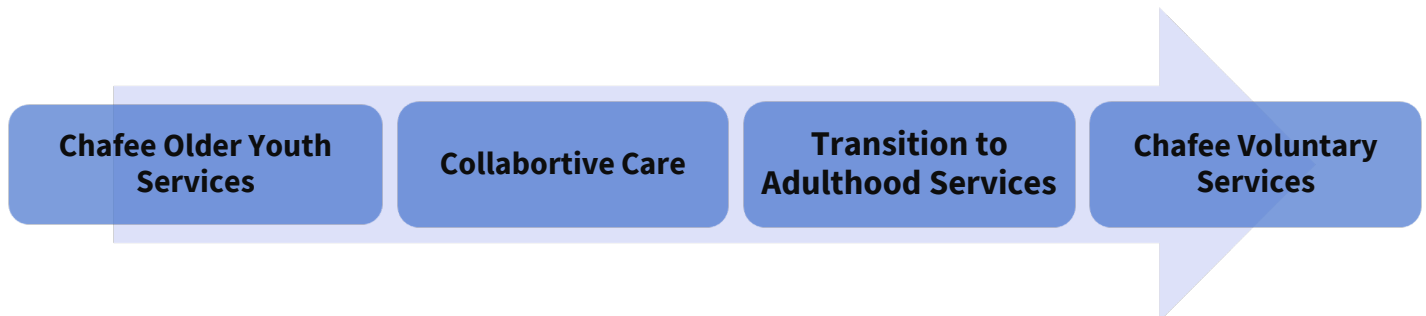
The John H. Chafee Foster Care Program for Successful Transition to Adulthood (The Chafee Program) provides independent living services with developmental activities that offer opportunities for young people to gain the skills required to live healthy, productive, and responsible lives as self-sufficient adults. Independent Living Services are services to young people that will help them successfully transition to adulthood, regardless of their permanency goal. Independent Living Service delivery is based on the needs of the youth as identified by the youth and the life skills assessment following the youth's referral for services. Youth receiving older youth services must participate directly in designing their program activities, accept personal responsibility for achieving interdependence, and have opportunities to learn from positive and negative experiences.

Services to youth and young adults are provided according to their developmental needs and differing stages of interdependence of the youth. Older youth services are 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 the preparatory requirements for interdependent adulthood and recognize the adolescent's evolving and changing developmental needs. Independent Living Programs are designed to assist young people by advocating, teaching, training, demonstrating, monitoring, and modeling new, appropriate skills to enhance self-sufficiency. Services must allow the youth to develop independent living skills based on their needs, as identified through the independent living assessment and other supportive assessments, as they emerge into adulthood.

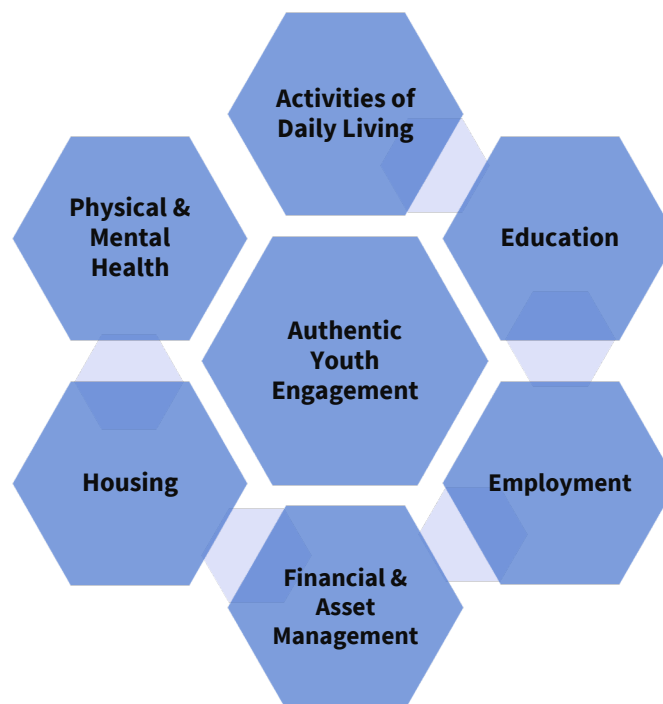
### **B. Program Description**

The Indiana Department of Child Services, Older Youth Initiatives team implements the Chafee Program services to eligible youth, called Older Youth Services (OYS). OYS consists of - Independent Living Services - (OYS), Transition to Adulthood Services, Extended Foster Care Program - Collaborative Care, and Chafee Voluntary Independent Living Services. The focal points of OYS are to increase youth voice, offer the opportunity to practice interdependence and gain the skills needed to build the youth's social capital. OYI is designed as a continuum of care beginning at age 16 with older youth services. Then, transition to

adulthood services for youth expected to age out of foster care at age 18 or older, with extended foster care for youth who voluntarily agree to remain under the care and supervision of DCS and continue services until the completion of their transition plan or up to 21 years of age. Voluntary services are a safety net for older youth who aged out of foster care at age 18 or older and who voluntarily want to participate in services up to age 23. OYI is a youth-focused system where youth plan their pathway to successful adulthood with support from the Department.



The Older Youth Services Brokerage of Resources model is the desired practice model for case managing older youth in foster care and is built upon six foundational pillars: Youth Voice, Social capital, Relational Permanency, Authentic Youth-Adult Partnerships, Teachable Moments, and Adolescent Brain Research. The program aims to help youth practice living interdependently to gain the skills and knowledge needed as they transition into adulthood. Youth are to demonstrate the application of their learned knowledge and skills in the OYS outcome areas represented by the following diagram:



The primary purposes of the OYS program are:

1. Identify youth who are expected to remain in foster care until their 18th birthday or after and assist them in transitioning to self-sufficiency.

2. Help identified youth receive the necessary education, training, and services to overcome potential barriers to employment.
3. Help youth prepare for and enter post-secondary education or training institutions.
4. Provide personal and emotional support for youth aging out of foster care.
5. Assist youth in locating and identifying community resources after DCS involvement has ended.
6. Encourage positive personal growth in older youth through “teachable moments.”

OYS is focused on helping youth who are expected to turn 18 in foster care, but the programs can be implemented concurrently with other goals like reunification and adoption. Chafee Voluntary Services is an extension of older youth services for youth who have "aged out" of the foster care system. These services assist former foster youth in the areas of housing, employment, and education.

### C. Older Youth Services Delivery

The service array is developed around the OYS outcome areas and is consistent with The Chafee Program service description as described in section A. OYS provides instruction and training to youth in out-of-home care that will help them successfully transition into adulthood and is not determined by their legal permanency plan, as services should not be an alternative to permanency.

Service providers provide services according to each youth's developmental needs and strengths. Youth are engaged in activities designed over time to support them in attaining self-sufficiency, allowing for a productive adult life.

Services address all the preparatory requirements for transitioning into adulthood and recognize the youth's evolving and changing developmental needs. Older Youth Programs assist youth by advocating, teaching, training, demonstrating, monitoring, and role modeling new, appropriate skills to enhance self-sufficiency based on the youth's needs identified through the life skills assessment.

The Service Provider shall ensure that youth complete a life skills assessment to determine their strength and needs in the specified outcome areas. Upon completion of the life skills assessment, the Service Provider shall ensure a successful adulthood learning plan is developed with the youth to plan for the youth's transition into adulthood. The service provider delivers services based on the youth's strengths, needs, and goals, as well as their life skills assessment and learning plan. Youth receiving OYS must participate directly in designing their program activities, accept personal responsibility for achieving interdependence, and have opportunities to learn from positive and negative experiences.

#### 1. Referrals

DCS sends Older Youth Services, Transition to Adulthood Services, Collaborative Care Placement and Supervision, and Voluntary Service referrals to the OYS provider. The referrals must be approved by a DCS supervisor and accepted by the OYS provider. The OYS provider has 24 hours to accept the referral and **five days** to contact the youth.

#### 2. Youth Onboarding

Youths referred to Older Youth Services, Transition to Adulthood Services, Collaborative Care Placement

and Supervision, and Voluntary Services will participate in youth onboarding facilitated by the older youth services provider. Youth onboarding aims to engage youth in a group setting, create social networks, and build trust. The onboarding process familiarizes youth with older youth services by introducing the programs and their purpose. During onboarding, youth will learn clear definitions and expectations of the DCS role, OYS provider role, and their role in service planning, delivery, and application.

The OYS provider will:

- a. Host a youth onboarding event every **90 days**.
- b. Ensure participation of all youth referred to services.
- c. Provide information and documentation about OYS.

### 3. Life Skills Assessment

The life skills assessment is a comprehensive assessment designed to engage youth in their transition into adulthood. Youth who need additional support may require a supplementary assessment to enhance their learning plan.

Youth in foster care must complete a life skills assessment at age 16 or older, determined by when the OYS referral is initiated. Completion of the assessment is as follows:

- a. The life skills assessment must be completed within **30 calendar days** of the initial OYS referral.
- b. The life skills assessment must be completed with the youth.
- c. The life skills assessment must be shared with the youth, caregiver, and the Department within **ten calendar days of completion**.
- d. The life skills assessment must be completed annually.

Supplementary assessments may include career assessments, post-secondary assessments, well-being assessments, parenting assessments, etc., and must be approved by the Department.

Upon completion of the life skills and supplementary assessment, each youth must develop a comprehensive successful adulthood learning plan based on the assessments' results and the youth's goals.

### 4. Successful Adulthood Learning Plan

The Successful Adulthood Learning Plan (learning plan) is a written document detailing the goals, objectives, and tasks youth will complete to develop and enhance skills in the outcome areas as they transition into adulthood. Learning plans are individualized and based on the youth's strengths and needs.

The OYS providers assist the youth with developing the learning plan based on the life skills assessment results and driven by the youth's input. The learning plan identifies tasks to ensure that the youth's successful adulthood needs are met, including identifying the youth's needs/goals, independent living skills activities, roles, responsibilities, and expected completion dates. The learning plan must:

- a. Be developed with the youth.
- b. Initially completed within **30 calendar days** of the youth's initial OYS referral.
- c. Be reviewed monthly and during critical junctures within a youth's life.
- d. Be updated annually and upon completion of the life skills assessment.
- e. Be signed by the youth, and the youth should receive a copy.

The learning plan is a tool for goal planning, task setting, and deadlines. New objectives and tasks will be developed annually and as needed during the plan's review.

#### 5. Monthly Reporting:

The OYS monthly report is a document detailing the progress of the youth. The Service Provider is to specifically summarize the youth's goals in each outcome measure as defined in the learning plan. The report should provide information on what services and resources have been provided to assist the youth in reaching their goals and how barriers have been addressed. The report should detail how the youth is progressing, documenting their strength, needs, and goals. The monthly report should document the following:

- a. Youth's demographics
- b. Youth's social supports
- c. How services were delivered, including date, time, and duration
- d. What identified resources were provided?
- e. Youth accomplishments
- f. Identified strengths and needs
- g. Reflect on the goals and objectives of the learning plan
- h. Document progress towards each specific goal and objective of the learning plan

The monthly reports are due by the **10<sup>th</sup> of each month**.

The completion of the life skills assessment, supplementary assessments, learning Plan, and monthly report must be recorded for the National Youth Transition Database (NYTD) service log portal. The Service Provider ensures all supporting documents are uploaded to the NYTD web portal. For more information on documentation, see NYTD reporting.

DCS expects the Service Providers to institute the brokerage of services model within their service delivery.

The Service Provider will serve as a community resource broker for youth receiving older youth services. This 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. The service providers must first seek community resource to provide the direct and complementary services associated with the OYS outcome areas.

For service areas with limited community resources, providers must maintain documentation and develop a plan for providing specific case management. Group service delivery may also be an option. The Service



Provider must document the service gap within the region/county. A life skills or training curriculum may be used for group services.

## 6. Older Youth Services

Youth, ages 16 through 20, will be referred to OYS by the Department. The Service Provider shall provide services that include individual guidance, case management, and soft skills as reflected in the Learning Plan. Youth must be given a life skills assessment (i.e., Daniel Memorial IL Assessment or CASEY Life Skill Assessment) to determine the appropriate services. These services may include but are not limited to locating tutorial services, self-esteem building, life interest explorations, education in housing options, budgeting, money management, health care, transportation options, secondary and post-secondary education, and interpersonal relationship skills.

## 7. Transition to Successful Adulthood Services

Youths aged 17.5– 20 with a case plan of Another Planned Permanent Living Arrangement (APPLA) and expected to age out of foster care will be referred to Transition to Successful Adulthood Services (TSA) by the Department. The Service Provider shall provide enhanced older youth services to prepare youth to transition out of foster care and emerge into adulthood. The Service Provider shall provide a higher level of OYS to lead the youth toward long-term stability through increased experiential learning and brokering services. Youth participating in TSA will increase their independent living skills, knowledge, and self-sufficiency.

## 8. Extended Foster Care – Collaborative Care

An older youth case manager or independent living specialist may refer young adults aged 18 - 20. Youth participating in collaborative care will continue to receive ongoing services for older youth with additional placement options and support. The Service Provider shall provide intensive case management and resources to assist the youth with executing their learning plan while continuing to provide transition to adulthood services.

## 9. Voluntary Older Youth Services

Youths 18 and older may be referred to voluntary services. The Service Provider shall provide case management on financial issues, assessment services, housing, health care, counseling, employment, education opportunities, and other unique support services for developing self-sufficiency. Voluntary Services are "voluntary." The youth and service provider will sign a voluntary agreement for case management services. This agreement outlines the services, the length of time, and the plan for the youth's contribution.

The youth must participate directly in designing their program activities, accept personal responsibility for achieving interdependence, and have opportunities to learn from experiences and failures.

In addition, the Service Provider shall assist the youth with developing a Learning Plan that includes an operational plan describing how the young adult will assume responsibility once assistance ends.

There are three levels of voluntary services. Each level has increased support provided to assist the youth. The youth's eligibility status determines the voluntary level of services. The age determines the eligibility status and how a youth exits foster care due to their legal permanency plan.

- Level 1: Case Management only
- Level 2: Case Management and Emancipation of Goods and Services
- Level 3: Case Management, Emancipation of Goods and Services, Room, and Board

#### *a. Group Work and Events*

Services may be delivered in a group setting or during events specific to the older youth services outcome measures to support direct experiential learning and skill development. Providers must provide details of the group activity and how the activity helps the youths plan towards emerging into adulthood. Group work and events may be provided to special populations and specific youth to enhance service delivery and promote successful outcomes. The Service Provider shall document group work and events within individual monthly reports and during annual reporting.

#### *b. Emancipation Goods and Services (EG&S)*

Youth participating in voluntary services are eligible for Emancipation of Goods and Services funding (EG&S). All youth ages 18 – 23 eligible to receive Chafee Voluntary Older Youth Services are also qualified to access EG&S funding.

EG&S is a maximum lifetime cap funding source, to be at most \$1000, and is for goods and services youth may need as they become independent of the system while making a safe and successful transition into adulthood.

#### *i. Request to Use EG&S Funding*

The Service Provider shall request EG&S funds on behalf of the youth based on the youth's needs. Requests for funded services must be identified on the EG&S-approved form and in the OYS services standard under [Section III Chafee Funded Services and Supports](#). The Older Youth Initiatives Manager or IL Specialist will consider requests for additional funds on a case-by-case basis, based on the availability of funds.

The EG&S state form must be used to request needed funding for the youth. When considering using EG&S with the youth, develop a plan for brokering services and community resources. Disbursement of EG&S is based on the availability of funds.

#### *ii. EG&S Approvals*

EG&S funds must be approved by the Independent Living Specialist (IL Specialist) within the assigned region on a dollar-for-dollar basis. The IL Specialist or Older Youth Initiatives Manager must sign the EG&S form before the services are funded.

Requests for items not listed on the EG&S form require pre-approval from the Older Youth Initiatives Manager or Independent Living Specialist. Non-listed items purchased without prior approval will be the service provider's expense and will not be paid through Chafee funds.

**\*\*Note: DCS will not reimburse taxes on items purchased through EG&S.**

### *c. Housing Services: Room and Board*

Youth participating in voluntary services may be eligible for housing services through Room and Board (R&B). Youth may receive R & B assistance while living in shared housing, single-room occupancy, boarding houses, semi-supervised apartments, subsidized housing, scattered site apartments, and transitional group homes. Youths must have a closed CHINS or JD / JS case and have turned 18 years of age while in foster care are eligible for R & B. This includes:

- Youth who move directly from foster care or a Collaborative Care placement into their own apartment at age 18 up to age 23.
- Youth who leave foster care at the age of 18 or older without accepting assistance and reconnect to services before turning age 23.

Room and Board (R&B) expenses may be provided as start-up, ongoing, and emergency assistance. These funds are contingent upon availability and verification of the youth's eligibility for voluntary services by the Independent Living Specialist. The Service Provider shall develop a housing plan with the youth before distributing R&B funding. This housing plan must detail housing sustainability and identify housing resources and supports. The service provider must document the housing plan in the youth's file and upload it to NYTD.

Room and Board payments include a maximum lifetime cap of \$3,000 for assistance up to age 23. Youth may access this assistance if they continue to participate in case management services and receive SSI (Supplemental Security Income through Social Security) or work full or part-time (or are actively seeking employment) until the \$3,000 limit is exhausted.

#### *i. Start-Up Assistance:*

Start-up costs are a one-time payment made available when youth move into their first apartment. The start-up cost covers application fees, security deposits, the first month's rent, and utility installation fees. Utilities are limited to electricity, gas, water, and sewage.

#### *ii. Ongoing Assistance:*

Monthly rental assistance is an ongoing cost. This assistance will be tailored to the youth's needs. Youths needing maximum assistance may access these funds using the payment guide below. While receiving Room and Board funds, youth are expected to make incremental payments toward their housing and utility expenses beginning in the third month of assistance. They should be prepared to accept full responsibility by the sixth month unless there are extenuating circumstances.

The DCS Older Youth Initiatives Manager or designee will consider requests for an extension of this capped amount based on the availability of funds on a case-by-case basis.

Room and Board payments are disbursed through the contracted OYS service provider.

**Payment Guide:**

- Deposit and 1<sup>st</sup> and 2<sup>nd</sup> month's rent can be paid for youth.
- The youth pays 25% of the rent in the 3<sup>rd</sup> month.
- Youth pays 50% of the rent in the 4<sup>th</sup> month.
- Youth pays 75% of the rent in the 5<sup>th</sup> month.
- The youth pays the total amount of the rent in the 6<sup>th</sup> month.

iii. Emergency Assistance

Emergency cost is a one-time payment to youth who present in an emergency or crisis. These situations are temporary and extenuating. Youths receiving emergency assistance must develop a crisis plan and agree to be placed in an alternative setting. The Older Youth Initiatives Manager or designee must approve any additional emergency cost.

iv. Youth Attending Secondary Institutions

Youth participating in voluntary services and attending a post-secondary institution may access R&B assistance if they live in an apartment off campus. If the apartment is not considered campus housing, a deposit for off-campus housing can be made through Room and Board funding.

**\*Note:** If the youth receives funding through the Educational and Training Voucher (ETV) program, it is vital to contact the ETV provider to verify funded services. ETV funds are available to assist youth with the cost of housing if the youth is attending an accredited post-secondary institution. If the youth is eligible for ETV funds, housing assistance must be accessed through the ETV program rather than Room and Board. To learn more about the ETV program or determine eligibility, contact the ETV provider at [www.indiananetv.org](http://www.indiananetv.org).

v. Voluntary Host Home

Youth participating in voluntary services may access R & B to assist with renting a bedroom through a voluntary host home agreement. A voluntary host home may include living with foster families, relatives other than biological or adoptive parents, or other adults willing to allow the youth to reside in their home without a foster care per diem or compensation. This setting does not require the same responsibilities as the Host Home placement type in Collaborative Care and, therefore, will not receive a foster care per dem

rate.

The voluntary host home rental assistance is a negotiated rate between the OYS provider on behalf of the youth and the homeowner. The rental assistance may be at most \$350 per month, and all parties must sign a voluntary host home agreement. The agreement must also identify the rules and expectations of the youth while living in the home.

This housing type should be considered temporary while the youth continues to identify a more stable, long-term housing option.

#### vi. [Housing Services and Resources](#)

Youth participating in voluntary services will be provided information and resources on potential housing options in their local community housing programs or other identified homeless youth programs. DCS has partnered with various public housing authorities, Continuum of Care providers, and the Indiana Housing and Community Development Authority (IHDCA) to ensure youth aging out of foster care have access to community housing resources.

- Foster Youth Initiative Voucher (FYI)
- Family Unification Program – Youth Voucher (FUPY)

\*\*Room and Board financial assistance must be reported through the NYTD web portal during the reporting period corresponding to the disbursement of these funds. This service element is reported as "Room and Board Financial Assistance" and should NEVER be marked forward in either traditional foster care or collaborative care\*\*

### B. [D. Eligibility](#)

Indiana's OYI programs are open to youth in eligible foster care placements aged 16 up to the day before their 21<sup>st</sup> birthday and former foster youth aged 18 up to the day before their 23<sup>rd</sup> birthday who aged out of foster care at age 18 or older; or whose case closed due to adoption or guardianship at age 16 or older. The eligibility requirements for older youth services, collaborative care programs, and voluntary services are detailed below.

#### 1. [Chafee \(IL\) Older Youth Services:](#)

- Youth ages 16 to 21 who are in foster care as a CHINS or adjudicated delinquent with a case plan establishing the need for older youth services.

#### 2. [Transition to Successful Adulthood Services](#)

- Youth ages 17.5 – 21 who are in foster care as a CHINS or adjudicated delinquent with a permanency plan of APPLA are expected to age out of foster care and establish a need for transition to successful adulthood services.

### 3. Collaborative Care:

- Youth ages 18 to 21 who are in foster care or were formerly in foster care on the day of their 18<sup>th</sup> birthday and meet at least one of the eligibility requirements below:
  - Enrolled in a secondary education institution or a program leading to an equivalent credential, e.g., a youth age 18 and older finishing high school or taking classes in preparation for a High School Equivalency (HSE) exam. OR enrolled in an institution providing post-secondary or vocational education, e.g., a youth could be enrolled full-time or part-time in a university, college, or vocational or trade school.
  - Participating in a program or activity designed to promote or remove barriers to employment, e.g., a youth could be in Job Corps, attend classes on resume writing and interview skills, or work with an older youth service provider on skills for Successful Adulthood.
  - Employed for at least 80 hours per month, e.g., a youth could be employed part-time or full-time at one or more places.
  - Incapable of performing any of the activities described above due to a medical condition documented in the youth's case plan.

### 4. Chafee Voluntary Older Youth Services:

Chafee Voluntary Services are continued case management and support for those who want to remain in services after their CHINS or Collaborative Care case has closed. Youth must meet the following requirements:

- Youth ages 18 to 23 who were formerly in foster care, in a Collaborative Care placement, or adjudicated a delinquent between the ages of 16-18 that were returned to their custodial parents' home on a Trial Home Visit and remained a CHINS or adjudicated a delinquent with a case plan establishing the need for older youth services.
- Youth aged 18 to 23 who were formerly in foster care or a Collaborative Care placement 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 older youth services.
- Youth who are 18 to 23 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.
- Youths aged 16 to 23 that left foster care after obtaining 16 years of age and entered a kinship guardianship or adoption.

The service provider shall provide voluntary service to youth who turn 18 in foster care and do not meet the 6-month requirement indicated by the target population. For probation youth adjudicated as delinquents,

the county of residence must have an interagency agreement between the court and DCS relating to the responsibilities of each party to meet all state and federal mandates.

## **II. OLDER YOUTH SERVICES: LICENSED CHILD PLACING AGENCY (LCPA) FOSTER HOME, RESIDENTIAL TREATMENT FACILITIES, or GROUP HOMES**

All youth are to start receiving Older Youth Services at age 16. If a youth is placed in an LCPA foster home, residential, or group home, the agency/facility is responsible for providing older youth services as part of their per diem. Agencies/facilities shall refer to the Older Youth Services Protocol and the Older Youth Services Service Standards for instruction regarding Older Youth service delivery.

Agencies/facilities should provide at least one (1) to three (3) hours per week of older youth services based on a youth's developmental age and skill set. Older youth services instruction should not include time spent solely on Activities of Daily Living. Experiential learning should be provided based on youths' behavioral and developmental needs and in conjunction with classroom, group, or one-on-one instruction.

When appropriate, older youth instruction should be community-based learning. In addition, a portion of the older youth services must be in the community. Youth benefit from community-oriented training outside of a placement facility.

Youth experiencing critical behaviors, mental health challenges, or developmental challenges that the placement provider is addressing must continue to receive a basic level of older youth services that consist of life skills training. The placement provider must communicate the needs of the youth with the FCM / OYCM and develop a plan to increase older youth services in the future.

Youth with an approved Medicaid waiver or working towards Medicaid waivers may not be required to receive Older Youth Services. This would include youth who are:

- Incapacitated
- Non-Verbal
- May Require Skilled Care Services

The placement provider must consult with the FCM / OYCM to determine the appropriateness of older youth services, and DCS will involve the clinical specialist when needed.

### **A. Transition Aged Youth**

Placement providers are responsible for continued older youth services when a youth has been referred to an OYS provider for transitional services at age 17.5 or older. The placement provider must collaborate with DCS and the OYS provider to ensure no duplication of services. This may include attending child and family team meetings, transition team meetings, and other forms of communication.

## **III. FUNDED SERVICES & SUPPORTS**

The Service Provider shall provide financial support to youth referred to and participating in services based on their needs and independent living goals.

Some specific services and supports may be funded under Title IV-E: Extended Foster Care – Collaborative Care and Transition to Adulthood Services or the Chafee Program: Older Youth Services, Transition to Adulthood Services, and Voluntary Services. These funded services and supports may be used to eliminate barriers and meet the needs of youth as they transition into successful adulthood and gain self-sufficiency.

#### A. Title IV-E Funds

Title IV-E funds are designed to assist states with expenses such as food, clothing, and shelter to support the daily care and supervision of eligible youth in foster care. Expenses also include extended foster care, which provides supervised independent living to youth ages 18 – 21.

Title IV-E funds are available to current foster youth placed in home foster care or youth who re-enter foster care at age 18 up to the day before their 21st birthday.

The OYS providers are responsible for the foster care maintenance payment of youth placed in an apartment or shared apartment setting.

#### B. Chafee Funds

Chafee funds are designed to assist youth with meeting their older youth services goals and should be linked to their learning and transition plans. Not all requests, such as payment for rent, utilities, or any other item under budget two that was added to the program cost, will require a referral.

Chafee-funded services and supports are available to current and former foster youth ages 16 – 23, based on the Indiana DCS older youth services policy, service standards, and protocol.

The Older Youth Services Funded Categories chart below represents financial supports and services allowable under older youth services (also known as The Chafee Program) and is identified by the older youth services budget type. The chart provides a high-level overview of items appropriate for financial support. Many of these items are fundable under the NYTD service elements and should be identified under the right element in the NYTD service logs.

**\*\*\*Note:** Chafee billable services are set on the Federal fiscal calendar year (October 1st – September 30th).

**\*\*\*\*Note:** Items with an asterisk are not billable Chafee items but can be funded by DCS through other funding mechanisms for youth.

The Older Youth Services Funded Categories chart below represents financial supports and services allowable under older youth services and is identified by the older youth services budget type. The chart provides a high-level overview of items appropriate for financial support.



Many funded service payables through Chafee funds have additional discounts and resources that can be applied to the overall cost of the service, item, or program. These other discounts and resources should be identified and used as needed.

**Example:** SAT Fee Waiver Services

### Older Youth Services Funded Categories

A. Transportation:				
Note: Review the transportation guidance for more information and capped amounts.				
Item	Budget Type			
1. Bus Passes	Budget 1	Budget 2	Budget 3	Budget 4
2. Taxi, Uber, Lyft	Budget 1	Budget 2	Budget 3	Budget 4
3. Gas Card	Budget 1	Budget 2	Budget 3	Budget 4
4. Car Insurance	Budget 1	Budget 2	Budget 3	Budget 4
5. Bicycle / Electronic Bicycles	Budget 1	Budget 2	Budget 3	Budget 4
6. Drivers Education & Driving Hours	Budget 1	Budget 2	Budget 3	Budget 4
7. Vehicle Purchase	Budget 1	Budget 2	Budget 3	Budget 4
8. Car Repairs	Budget 1	Budget 2	Budget 3	Budget 4
B. Other Financial Assistance				
Item	Budget Type			
1. School Supplies (up to \$100)	Budget 1	Budget 2	Budget 3	Budget 4
2. Bed & Bedding (up to \$500)	Budget 1	Budget 2	Budget 3	Budget 4
3. Cell phone (up to \$150) – onetime expense	Budget 1	Budget 2	Budget 3	Budget 4
4. Luggage (up to \$100) – onetime expense	Budget 2	Budget 3	Budget 4	
5. Groceries (up to \$300 monthly)	Budget 2	Budget 3	Budget 4	
6. Work-Related Items (up to \$100) - onetime expense	Budget 1	Budget 2	Budget 3	Budget 4
7. Clothing – Ongoing	Budget 2			
8. Prom Package: (Ticket, Attire, Prom Dress, shoes, Accessories) – (up to \$250)	Budget 1	Budget 2	Budget 3	
9. Graduation Fees (up to \$200) a. Senior Class Ring b. Senior Cap and Gown c. Senior Pictures d. Yearbook	Budget 1	Budget 2	Budget 3	Budget 4
10. *Childcare Cost	Budget 2			
C. Education Financial Assistance				
Item	Budget Type			
1. High School Equivalency Testing Fees (TASC)	Budget 1	Budget 2	Budget 3	Budget 4
2. TASC preparation courses	Budget 1	Budget 2	Budget 3	Budget 4
3. Tutoring	Budget 1	Budget 2	Budget 3	Budget 4
4. College Application Fees	Budget 1	Budget 2	Budget 3	Budget 4

5. Dorm Deposit Fee	Budget 1	Budget 2	Budget 3	Budget 4
6. Textbooks	Budget 1	Budget 2	Budget 3	Budget 4
7. Computer Hardware / Software	Budget 1	Budget 2	Budget 3	Budget 4
8. Uniforms	Budget 1	Budget 2	Budget 3	Budget 4
9. Other Educational Test	Budget 1	Budget 2	Budget 3	Budget 4
D. Career / Employment				
Items	Budget Type			
1. Vocational / Job Skill Training Class	Budget 1	Budget 2	Budget 3	Budget 4
2. License / Certification	Budget 1	Budget 2	Budget 3	Budget 4
E. Housing / (Room & Board)				
Items	Budget Type			
1. Housing Application Fees & Deposit	Budget 2	Budget 3	Budget 4	
2. Furniture / Start-up Cost	Budget 2	Budget 3	Budget 4	
3. Rental Assistance	Budget 2	Budget 3	Budget 4	
4. Utilities	Budget 2	Budget 3	Budget 4	
5. Emergency Assistance (onetime assistance up to \$300 from room and board)	Budget 4			
6. Voluntary Host Home (Up to \$350 monthly from room and board)	Budget 4			

### C. Maximum Allowance

The items listed below have an identified maximum dollar amount per state fiscal year. These items may not exceed the maximum dollar amount.

<b>Items</b>	<b>Maximum Allowance</b>
*Birthday Allowance	\$50
*December Holiday Allowance	\$50
*Personal Allowance	\$300
Room and Board	\$3000
Emancipation of Goods and Services	\$1000

Birthday Allowance, Holiday Allowance, and Personal Allowance can be accessed for youth in budget 1, budget 2, and budget 3. The OYS provider is only responsible for disbursing these funds for budget 2 or budget 3 youth when they're placed in an apartment or shared apartment setting.

Budget 1 or budget 3 youth placed with a licensed resource parent must access these funds per DCS policy Chapter 16, section 1: Financial Services / Assistance.

Room and Board (R&B), and Emancipation of Goods and Services (EG&S) can be accessed for young adults in voluntary services / budget 4. R&B and EG&S are capped for the life of the case and cannot be exceeded.

To access additional information on maximum allowance for transportation or other OYS-funded services, review the OYS Transportation Guidance and OYS Chafee & IV-E Allowable Expenses guide.

#### D. Documentation

All Chafee-funded services must have viable documentation supporting the need for the services and how the services are connected to the youths' learning plan and transition plan. Documentation should show the cost of the item, a description of the program and cost, collateral information, and receipts. This information must be documented in the NYTD service logs and at least one or all of the following: DCS monthly contacts, DCS case files, provider monthly reports, provider notes, and provider case files.

##### **a) *Example of Documentation***

- a. Program Brochure
- b. Proof of Enrollment or Acceptance Letter
- c. Receipt or Invoice
- d. Estimates (Car Repairs)
- e. Proof of Purchase
- f. Proof of Attendance
- g. Proof of Employment
- h. Registration Letter or Proof of Registration

#### E. Access to Chafee Funding

Accessing Chafee funds depends upon the OYS program referrals and the identified budget type. Referrals will need to be completed by DCS before the contracted OYS Service Provider disburses funds. The EG&S form will need to be completed by the OYS provider before funds are distributed. Please note that some budget two or four costs are included in the program and do not require an additional referral.

##### 1. Referrals & EG&S Form

Accessing Chafee-funded services through budget 1, budget 2, or budget 3 will require a global service referral completed by the DCS Family Case Manager / Older Youth Case Manager.

- Global Services Referrals: A global services referral may need to be completed under budget 1, budget 2, or budget 3 with the following referral type.
  - Clothing
  - Bedding
  - Driver's Education
  - Transportation
  - Prom

- Education

Accessing Chafee-funded service through budget four will require completing the EG&S form. The form must be completed by the contracted OYS Service Provider and approved by the DCS Older Youth Initiatives Manager or Independent Living Specialist before Chafee funds can be disbursed. More information about EG&S can be found in [section C](#), Older Youth Service Delivery.

## F. Direct Financial Assistance Program

Youth placed in a supervised apartment or shared housing setting may opt into the direct financial assistance program designed to provide youth with a higher level of experiential learning before transitioning out of foster care into adulthood. Youths may be eligible for direct financial assistance based on their developmental aptitude and upon approval of their Older Youth Case Manager. Youth must have received a financial and asset management assessment from the OYS provider to determine skill level and services.

The OYS provider must facilitate a meeting to obtain DCS approval with the youth, the Older Youth Case Manager, and the youth's team. Upon approval, the youth must enter into a direct financial assistance agreement with the OYS provider.

The OYS service provider will provide direct financial assistance to the youth through direct deposit to the youth's bank account or through an alternative electronic payment system. Before direct financial assistance can be utilized, the service provider will assist the youth with opening a bank account in their community or provide a mechanism for payment.

### 1. Direct Financial Assistance Funding & Utilization

Youth may receive a monthly stipend based on their transition plan and participation in Transition Adulthood Services or Collaborative Care. The youth will sign a direct financial assistance agreement. This agreement will provide information on the amount of assistance, the youth's responsibility to utilize Chafee funds, and the OYS provider's responsibility to disburse funds in a timely manner. The youth and OYS provider staff must sign this agreement.

The OYS provider will develop a budget with the youth and review the utilization of the direct cash assistance monthly.

#### a. Direct Financial Assistance Agreement

The OYS service provider will develop a direct financial assistance agreement with the youth. The direct financial assistance agreement must:

- 1) Be completed within **30 calendar days** of approval.
- 2) Be signed by the youth, and the youth should receive a copy.

- 3) Be reviewed monthly and during critical junctures, i.e., when the youth is excessively spending and not following the agreement.
- 4) Be provided to the DCS within ten days of signature.

The youth must identify how funding will be utilized to encourage experiential learning. Youth may use direct financial assistance for the following expenses:

- Groceries
- Phone Bill
- Housing Essentials, i.e., Cleaning Supplies
- Gas or other transportation
- Other items under the “Other Youth Services Funded Category.”

The direct financial assistance agreement will be terminated upon DCS case closure. The youth, DCS, or OYS provider may also terminate the agreement if funding is continually misused.

## G. Youth Reimbursement Program

Employed youth placed in a supervised apartment or shared housing placement setting may opt into the youth reimbursement program designed to provide youth with a higher level of experiential learning before their transition out of foster care into adulthood. The OYS provider must facilitate a meeting to obtain DCS approval with the youth, the Older Youth Case Manager, and the youth’s team. Upon approval, the youth must enter a reimbursement agreement with the OYS provider. This agreement must be developed with the youth and the Older Youth Care Case Manager. The OYS provider may only reimburse youth for items eligible under Chafee supports and services agreed upon in the reimbursement agreement.

### 1 Youth Reimbursement Funding and Utilization

Youth may receive reimbursement for costs attributed to their transition and learning plans. This agreement will provide information on what items can be reimbursed, the youth’s responsibility in utilizing Chafee funds, and the OYS provider reimbursement process and timeline. The youth and OYS provider staff must sign this agreement. The youth must identify items they will be responsible for paying and provide a receipt for proof of purchase to the OYS provider to be eligible for reimbursement.

#### a. Youth Reimbursement Agreement

The youth reimbursement agreement is a document signed by the youth, and the OYS provider developed with the youth and the OYS provider detailing the agreed-upon Chafee items that will be paid for by the youth and subsequently reimbursed by the OYS provider. The youth reimbursement agreement must:

- 1) Be developed with the youth.
- 2) Be completed within **30 calendar days** of approval.
- 3) Be signed by the youth, and the youth should receive a copy.

- 4) Be reviewed monthly and during critical junctures, i.e., when the youth is excessively spending and not following the agreement.
- 5) Be provided to the DCS within ten days of signature.

The youth must identify how funding will be utilized to encourage experiential learning. Youth may be reimbursed for the following expenses:

- Rent
- Utilities
- Phone Bill
- Groceries
- Housing Essentials, i.e., Cleaning Supplies
- Personal hygiene Products
- Other items under the “Other Youth Services Funded Category” (As Negotiated)

The youth reimbursement agreement will be terminated upon DCS case closure. However, the youth, DCS, and the OYS provider may terminate the agreement before case closure. If the youth continuously misuses funds, DCS or the OYS provider may terminate the agreement. The youth must be provided with written notice.

- ❖ Note 1: Youth who receive direct cash assistance cannot be reimbursed for using those funds.
- ❖ Note 2: OYS Providers may not fund service items with an unidentified specified amount. Providers must seek approval from the Older Youth Initiatives Manager or designee.

#### **IV. National Youth in Transition Database Service Elements and Outcome Survey**

The National Youth in Transition Database (NYTD) reportable service elements are identified in the broker of services matrix highlighted in yellow and placed in bold.

Please refer to these when submitting monthly reports through the web portal. All questions regarding reportable service elements should be directed to the NYTD email box: [dcscopytd@dcscopy.in.gov](mailto:dcscopytd@dcscopy.in.gov).

##### NYTD Service Elements

1. Independent Living Assessment
2. Academic Support
3. Post-Secondary Educational Support
4. Career Preparation
5. Budget and Financial Management
6. Health Education
7. Housing Education and Home Management Training
8. Family Support and Health Marriage Education
9. Mentoring
10. Employment Program or Vocational Training

11. Supervised Independent Living
12. Other Financial Assistance

The Service Provider shall provide information to youth on taking the NYTD outcomes survey. The provider will:

1. Ensure youth watch the "Take the NYTD Survey" informational NYTD video and are provided an NYTD flyer explaining the NYTD Survey during the intake process (<https://www.in.gov/dcs/2793.htm>)
2. Complete within **30 calendar days** of the youth's initial OYS referral.
3. Document and date on the intake form when the youth was provided NYTD information.
4. Review the "Taking the NYTD Outcomes Survey" video annually and document it on a monthly report.

The Service Providers shall update youth contact information monthly and collaborate with the NYTD service provider and the Department on youth selected to complete the NYTD survey to ensure that contact information is updated, and surveys are conducted on time.

#### A. Youth Satisfaction Survey

Service Providers shall ensure youth participating in services complete a youth satisfaction survey **30 days** before services end for each older youth initiatives OYS program type. Service Providers are responsible for administering the youth satisfaction survey and managing the data.

#### B. Case Management

Service Providers shall provide instruction, experiential learning, coaching, and mentoring and monitor that the youth receive services that include, but are not limited to, the following:

- Education
- Employment
- Financial and Asset Management
- Physical and Mental Health
- Housing
- Activities of Daily Living
- Youth Engagement

Service providers will collaborate and partner with community agencies to provide direct services to youth and ensure youth have the community resources needed as they emerge into adulthood.

The OYS provider provides direct case management to the youth and works closely with the youth to ensure that the most appropriate services have been delivered. OYS providers should assist the youth with organizing and coordinating a network of activities, services, and support designed to optimize the well-being and IL skills of youth transitioning into adulthood. Case Management should include the following functions:

1. Youth Engagement

2. IL / Supportive Assessments
3. Learning Plan Development
4. Linkage to Additional Supportive Services and Resources
5. Monitoring Progress
6. Advocacy

#### Face to Face Contact

The OYS case manager will have ongoing face-to-face contact with the youth based on their needs and as identified by the youth's DCS case manager and child and family team.

### C. Older Youth Services Outcomes Area Matrix Guide

The older youth services outcomes are a matrix guide identifying each outcome area's results and NYTD-related activities. The service providers shall use the matrix to guide services based on the desired core competencies, youth outcomes, and service providers' responsibilities. The service providers are responsible for ensuring that service delivery meets The Chafee Program federal NYTD requirements and that services are delivered to ensure a successful transition into adulthood.



## OLDER YOUTH SERVICES OUTCOMES MATRIX GUIDE

### OUTCOME AREA: EDUCATION

#### Outcome Results:

- Young people acquire sufficient education, advocacy skills, and training 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\*\*

All activities identified in bold font listed under "provider responsibilities" are reportable as NYTD service elements.  
**"Academic Support" and "Post-Secondary Educational Support"**

Core Competencies	Youth Outcomes & Benchmarks	Provider Responsibilities
Ability to succeed in school	<ol style="list-style-type: none"> <li>1. Young people attain their educational goals and are knowledgeable about and understand the importance of: <ol style="list-style-type: none"> <li>a. Participating in educational activities including, but not limited to, tutoring, mentoring, extra-curricular activities, support programs, and voluntary office hours with academic support.</li> <li>b. Identify when and if they require support services and how to seek assistance that meets their needs.</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. Assist youth in understanding different educational opportunities and supportive services and how to access those support services to successfully complete their educational goals.  <u>Specific activities that the provider must complete include:</u> <ol style="list-style-type: none"> <li>a. Complete Educational Assessment</li> <li>b. Complete Education Plan  <b>(Academic Support)</b></li> <li>c. Connect youth to the JAG program or other supportive school-based programs.  <b>(Academic Support)</b></li> </ol> </li> </ol>

	<p>c. Resources for youth-specific connections for transitions (either in the educational or social community)</p>	<p><u>Other specific activities that providers may complete include:</u></p> <ol style="list-style-type: none"> <li>a. 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 training (<b>Post-Secondary Educational support</b>).</li> <li>2. Advocating to keep youth in school and the school district familiar to the youth.</li> <li>3. Advocating for youth to graduate from high school only if graduation is possible.</li> <li>4. Assist youth in assessing and sustaining tutoring services (<b>Academic Support</b>).</li> </ol>
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<p>Ability to explore and select the proper education setting for future success.</p>	<ol style="list-style-type: none"> <li>1. Young people will demonstrate knowledge of:               <ol style="list-style-type: none"> <li>a. Educational attainment and how it links to future quality of life.</li> <li>b. Options for continuing education that will allow for the youth to gain employment within their specific areas of strengths and interest.</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. Partner with youth using tools that can be accessed through the school system or other reputable public access assessment resources to assess specific strengths, needs, interests, and barriers (<b>Academic Support</b>).</li> <li>2. Facilitate visits to higher education institutions, including but not limited to colleges (<b>Post-Secondary Educational Support</b>), vocational/technical schools, beauty/barber colleges and administrative schools, and apprenticeship/internship programs (<b>Career Preparation</b>).</li> <li>3. Assist the youth in exploring alternatives to classroom learning, such as AmeriCorps, Job Corps, and military service. (<b>Career Preparation</b>).</li> </ol>
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<p>Secondary or Post-secondary Education and Training Planning</p>	<ol style="list-style-type: none"> <li>1. Young people will demonstrate knowledge of:               <ol style="list-style-type: none"> <li>a. The benefits of having future goals and ambitions during secondary education.</li> <li>b. There are multiple tracks that young people can pursue during secondary education.</li> <li>c. Admission criteria to enter post-secondary education and training program of choice.</li> </ol> </li> <li>2. Young people will demonstrate competency in:               <ol style="list-style-type: none"> <li>a. Planning their curriculum and schedule.</li> <li>b. Planning secondary education opportunities to meet short- and long-term goals.</li> <li>c. Applying to post-secondary education and training.</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. Expose youth to available educational opportunities (<b>Post-Secondary Educational Support, Career Preparation</b>).</li> <li>2. Provide education regarding the benefits of continuing education and training (<b>Post-secondary Educational Support</b>).</li> <li>3. Refer the youth to post-secondary support programs if applicable <b>Post-secondary Educational Support</b>).</li> </ol>
<p>Awareness of Financial Support for Post-secondary Education</p> <p>i.e., youth take ownership of their education or become their educational advocate.</p>	<ol style="list-style-type: none"> <li>1. Young people will demonstrate knowledge of:               <ol style="list-style-type: none"> <li>a. Identify sources of financial assistance, including but not limited to FAFSA, ETV, and 21st. Century Scholars.</li> <li>b. Determining which financial assistance/scholarship programs best meet their needs.</li> </ol> </li> <li>2. Young people will demonstrate competency in:               <ol style="list-style-type: none"> <li>a. Accessing financial assistance.</li> </ol> </li> <li>3. Young people will demonstrate competency in:               <ol style="list-style-type: none"> <li>a. Obtaining their educational records</li> <li>b. Leading their academic planning.</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. Take youth to College Goal Sunday or another similar activity (<b>Post-secondary Educational Support</b>).</li> <li>2. Ensure that a Twenty-first Century Scholars application has been submitted for the youth and that the name and address are up to date with the Twenty-first Century Scholar office <b>Post-secondary Educational Support</b>).</li> <li>3. Assist youth in accessing financial support systems, including accessing and providing information for FAFSA, ETV, and, if applicable, Twenty-first</li> </ol>

		<p>Century Scholars monies. (<b>Post-Secondary Educational Support</b>).</p> <ol style="list-style-type: none"> <li>Provide education on proprietary/private schools and the costs/benefits/consequences of such schools <b>Post-secondary Educational Support</b>).</li> <li>Support the youth taking on an increasing level of responsibility over time.</li> <li>Assist youth with how to obtain education records (academic support)</li> </ol>
Navigation of the higher education system	<ol style="list-style-type: none"> <li>Young people will demonstrate knowledge of: <ol style="list-style-type: none"> <li>Appropriate social skills for post-secondary education, including proper self-disclosure and boundaries.</li> </ol> </li> <li>Young people will demonstrate competency in: <ol style="list-style-type: none"> <li>Identify when and if they require support services and how to seek assistance that meets their needs.</li> <li>Gathering and maintaining all necessary documentation to support post-secondary education.</li> <li>Exploring post-secondary housing options</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>Help the youth identify someone in their support network who can provide guidance and support educational goals.</li> <li>Provide initial support in educational planning (<b>Post-Secondary Educational Support, Career Preparation</b>)</li> <li>Advocate for youth engagement in each step of the educational plan</li> <li>Connect youth to college readiness/student services program on college campus, if available (<b>Post-Secondary Educational Support</b>)</li> <li>Assist youth in identifying a supportive adult to accompany them</li> </ol>

		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**)
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## OUTCOME AREA: EMPLOYMENT

### Outcome Results:

- Young people can support themselves by obtaining and retaining steady employment and seeking career development opportunities.

**\*\*NYTD\*\***

**ALL activities** listed under “**Provider Responsibilities**” are reportable as the NYTD service element.  
**“Career Preparation” and “Employment Programs or Vocational Training”**

Core Competencies	Youth Outcomes & Benchmarks	Provider Responsibilities
Resume and Job Application Preparation	<ol style="list-style-type: none"> <li>1. 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).</li> </ol>	<ol style="list-style-type: none"> <li>1. Assist the youth in creating and maintaining a copy of the following:               <ol style="list-style-type: none"> <li>a. Resume</li> <li>b. Cover Letter</li> <li>c. Application cheat sheet</li> <li>d. Professional and personal reference list</li> <li>e. Other necessary career documents based on the youth’s specific situation.  <b>(Career Preparation)</b></li> </ol> </li> <li>2. Assist the youth with translating how life experiences can apply to various positions and how to include such experiences in a resume.  <b>(Career Preparation)</b></li> </ol>
Job Search Skills	<ol style="list-style-type: none"> <li>1. Youth demonstrate the basic skills to navigate the required paperwork and internet sites to search and apply for employment.               <ol style="list-style-type: none"> <li>a. Youth will complete follow-up calls/emails after turning in job applications.</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. Assist youth in maintaining a job search log, including contact information for potential employers.</li> <li>2. Assist youth in navigating how to search and apply for employment online, in person, through professional networks, at the Work One office, etc.</li> <li>3. Give opportunities to practice completing applications.</li> </ol>

	b. Youth will show appropriate conduct when turning in job applications	
Professional Conduct	<ol style="list-style-type: none"> <li>1. Youth demonstrate knowledge of: <ol style="list-style-type: none"> <li>a. Time management</li> <li>b. Appropriate Appearance</li> <li>c. Appropriate Communication with Co-workers and Supervisors</li> <li>d. Appropriate Workplace Relationships / Interactions</li> <li>e. Work Ethic</li> <li>f. Strategic Sharing</li> <li>g. Drug Screening Process</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. Provide training standards of professional conduct before and throughout employment. <b>(Career Preparation)</b></li> <li>2. Provide training and examples of making an excellent first impression and being formally evaluated. <b>(Career Preparation)</b></li> </ol>
Interview Skills	<ol style="list-style-type: none"> <li>1. Youth will demonstrate knowledge of appropriate interviewing skills, including: <ol style="list-style-type: none"> <li>a. Appearance</li> <li>b. Appropriate Interview Responses</li> <li>c. Appropriate Behaviors / Conduct during the Interview</li> <li>d. How / When to Follow Up After Interview.</li> <li>e. Other Applicable Skills Based Upon the youth's specific situation.</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. Plan and prepare youth for practice interviews and arrange a practice interview. <b>(Career Preparation)</b></li> <li>2. Train on appropriate interviewing skills. <b>(Career Preparation)</b></li> <li>3. Assist youth in identifying their experiences and skills and help them translate those into potential employment. <b>(Career Preparation)</b></li> </ol>



Career Exploration	<ol style="list-style-type: none"> <li>1. Youth will translate how life experiences can apply to a job. <ol style="list-style-type: none"> <li>a. Youth will know how their strengths and interests can lead to a career and what education is necessary to meet their goals.</li> <li>b. Youth will have a multi-year career and educational plan.</li> <li>c. Youth will identify short- and long-term employment goals.</li> <li>d. Youth will understand job requirements beyond educational credentials.</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. Expose youth to available educational opportunities. <b>(Career Preparation)</b></li> <li>2. Provide opportunities for youth to participate in credible, formal assessments and inventories to assist in identifying potential career paths. <b>(Career Preparation)</b></li> <li>3. Assist youth with thoroughly exploring their strengths, interests, and abilities and how those might lead to a career or job. <b>(Career Preparation)</b></li> </ol>
Career Development	<ol style="list-style-type: none"> <li>1. Youth can identify the internship and apprenticeship options available in their career field of choice.</li> <li>2. Youth demonstrate the ability to learn from both positive and negative work experiences.</li> </ol>	<ol style="list-style-type: none"> <li>1. Provide opportunities for youth to explore internship and apprenticeship options in several career fields. <b>(Career Preparation)</b></li> <li>2. Provide opportunities for youth to explore positive and negative past experiences and explore lessons learned from those experiences. <b>(Career Preparation)</b></li> <li>3. Help youth identify the level of education required to meet short-term and long-term employment goals. <b>(Career Preparation)</b></li> </ol>

Employment Programs or Vocational Training	<ol style="list-style-type: none"> <li>1. Youth actively attend an employment program or vocational training designed to build skills for a specific trade, vocation, or career.               <ol style="list-style-type: none"> <li>a. Apprenticeship</li> <li>b. Internship</li> <li>c. Summer Employment Program</li> <li>d. Cosmetology</li> <li>e. Mechanics</li> <li>f. Building Trade</li> <li>g. Nursing i.e.: CAN</li> <li>h. Computer Camp Program</li> <li>i. Other Vocational Programs</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. Assist youth in enrolling and obtaining an apprenticeship, internship, or employment. <b>(Employment Programs or Vocational Training)</b></li> <li>2. Link youth to an employment program. <b>(Employment Programs or Vocational Training)</b></li> <li>3. Link youth to a vocational training program. <b>(Employment Programs or Vocational Training)</b></li> </ol> <p><b><u>Note:</u></b> Youth must actively participate in the</p>
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**OUTCOME AREA: FINANCIAL AND ASSET MANAGEMENT**

**Result:**

- Young people will effectively manage their finances.

**\*\*NYTD\*\***

**ALL activities** listed under “**Provider Responsibilities**” are reportable as the NYTD service element.  
**“Budget and Financial Management.”**

<b>CORE COMPETENCIES</b>	<b>YOUTH EXPECTATIONS</b>	<b>PROVIDER RESPONSIBILITIES</b>
Ability to Perform Basic Banking Functions	<ol style="list-style-type: none"> <li>1. Youth will demonstrate an understanding of the following: <ol style="list-style-type: none"> <li>a. Selecting a bank</li> <li>b. Roles of bank personnel</li> <li>c. Distinguishing between savings and checking/debit accounts and other types of accounts</li> <li>d. Banking fees and services</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. Assist youth in understanding how to navigate the banking system.  <b>(Budget and Financial Management)</b></li> <li>2. Support youth in choosing the best banking system to meet their needs.  <b>(Budget and Financial Management)</b></li> </ol>

<p>Ability to Budget and Manage Money</p>	<ol style="list-style-type: none"> <li>1. Youth will demonstrate an understanding of the following:               <ol style="list-style-type: none"> <li>a. The difference between fixed and flexible expenses</li> <li>b. Income and how to read a pay stub.</li> <li>c. How to read and pay bills</li> <li>d. Budgeting techniques and the importance of savings</li> <li>e. Saving strategies</li> <li>f. Using banking tools, such as money orders, checks, and deposit slips</li> <li>g. Record-keeping techniques, including keeping paperwork current if their income is based on public resources</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. Assist youth in building financial literacy skills. <b>(Budget and Financial Management)</b></li> <li>2. Assist youth in developing a budget based on fixed and flexible expenses and income. <b>(Budget and Financial Management)</b></li> <li>3. Assist youth in recognizing the differences between “needs” and “wants.” <b>(Budget and Financial Management)</b></li> </ol>
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<p>Understanding Credit Reporting. The pros and cons of credit</p>	<ol style="list-style-type: none"> <li>1. Youth will be aware of the benefits and consequences of using credit cards and the impact poor credit can have on their future.</li> <li>2. Youth will know how to access and read credit reports, including the purpose of credit scores.</li> <li>3. Youth will know the difference between good and poor credit cards (APR, credit limit, fees, grace period, interest rate, annual vs. initial fees, etc.)</li> <li>4. Youth will understand the advantages and disadvantages of instant credit (i.e., RTO stores, payday advances, other scams, and predatory practices)</li> </ol>	<ol style="list-style-type: none"> <li>1. Assist youth in obtaining a credit report. <b>(Budget and Financial Management)</b></li> <li>2. A paper application should be completed if a credit report is unavailable online. <b>(Budget and Financial Management)</b></li> <li>3. If any inaccuracies are present in the credit report, assist the youth in pursuing needed corrective actions. <b>(Budget and Financial Management)</b></li> <li>4. Assist youth in learning and understanding: <ol style="list-style-type: none"> <li>a. benefits and consequences of credit reports, credit scores, instant credit</li> <li>b. information about obtaining credit.</li> <li>c. consequences of predatory lending practices. <b>(Budget and Financial Management)</b></li> </ol> </li> </ol>
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<p>Ability to File Taxes and Understand the Basics of Local, State, and Federal Taxes</p>	<ol style="list-style-type: none"> <li>1. Youth will know how to locate critical tax forms and be able to identify the uses for those forms.</li> <li>2. Youth will know how to read and complete common tax forms.</li> <li>3. Youth will be aware of timelines/deadlines associated with taxes and will demonstrate this knowledge.</li> <li>4. Youth will be aware of different options for completing taxes and the cost of those options.</li> <li>5. Youth will understand why we pay taxes and use federal, state, local, and sales taxes.</li> <li>6. Youth will understand the basics of payroll taxes and know what to withhold from their paycheck.</li> <li>7. Youth will be aware of their eligibility for tax credits.</li> </ol>	<ol style="list-style-type: none"> <li>1. Assist youth in locating forms and resources, benefits and penalties associated with filing taxes, etc. <b>(Budget and Financial Management)</b></li> </ol>
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## 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	<ol style="list-style-type: none"> <li>1. Youth will have identified providers for vision, mental health, physical, and dental care.</li> <li>2. The youth will have had a medical appointment within the last year.</li> <li>3. Youth will be able to identify the consequences of missing medical appointments.</li> <li>4. Youth will demonstrate that they know about co-pays.</li> <li>5. Youth will have the knowledge and ability to seek answers to questions about healthcare coverage.</li> <li>6. Youth will know how to change medical providers.</li> </ol>	<ol style="list-style-type: none"> <li>1. Provide education on local vision, medical, mental health, and dental health care providers and how to change health care providers if needed.  <b>(Health Education)</b></li> <li>2. Assist youth with navigating access to medical treatment.  <b>(Health Education)</b></li> <li>3. Educate youth about the ramifications of missing appointments.  <b>(Health Education)</b></li> <li>4. Help the youth understand co-pays.  <b>(Health Education)</b></li> </ol>

Knowing how to obtain health history.	<ol style="list-style-type: none"> <li>1. Youth will understand how to obtain medical records.</li> <li>2. Youth will demonstrate a basic understanding of HIPAA.</li> <li>3. Youth will have a copy of their medical passport from FCM</li> </ol>	<ol style="list-style-type: none"> <li>1. Provide training to youth regarding: <ul style="list-style-type: none"> <li>• Obtaining medical records</li> <li>• Reviewing medical records</li> <li>• Connecting with appropriate resources</li> <li>• HIPPA</li> </ul> <b>(Health Education)</b> </li> </ol>
Access to appropriate systems	<ol style="list-style-type: none"> <li>1. Youth will be able to voice their needs for adult DMHA, BDDS, and IL services according to their needs.</li> <li>2. Youth will know how to fill prescriptions.</li> <li>3. Youth will understand the differences between generic and name-brand prescriptions, including formulary and non-formulary, for the most cost-effective prescription.</li> </ol>	<ol style="list-style-type: none"> <li>1. Educate youth regarding how to communicate with medical providers and pharmacists. <b>(Health Education)</b></li> <li>2. Educate youth on advocating for specific health care needs, including seeking a second opinion when disagreeing with their doctor or identifying medication side effects. <b>(Health Education)</b></li> </ol>
Prevention and Maintaining a Healthy Lifestyle	<ol style="list-style-type: none"> <li>1. Youth will maintain a healthy lifestyle.</li> <li>2. Youth will understand the benefits and consequences of using emergency services vs. a primary medical provider.</li> <li>3. Youth will have a full scope understanding of pregnancy, including the fiscal impact</li> </ol>	<ol style="list-style-type: none"> <li>1. Provide education on: <ul style="list-style-type: none"> <li>• Maintaining a healthy lifestyle</li> <li>• Emergency care vs. care from a primary care physician</li> <li>• STD and pregnancy prevention</li> <li>• Domestic Violence</li> </ul> <b>(Risk Prevention)</b> </li> </ol>



OUTCOME AREA: HOUSING		
<b>Result:</b> <ul style="list-style-type: none"> <li>Young people have and maintain safe, stable, affordable housing to access services and transportation.</li> </ul>		
<b>**NYTD**</b> <b>ALL activities</b> listed under “Provider Responsibilities” are reportable as the NYTD service element. <b>“Housing Education and Home Management”</b>		
CORE COMPETENCIES	YOUTH OUTCOMES	PROVIDER RESPONSIBILITIES
Understanding the critical components of obtaining and sustaining affordable housing and housing resources	<ol style="list-style-type: none"> <li>Youth will understand:               <ol style="list-style-type: none"> <li>Tenant and lease rules and responsibilities</li> <li>How to access rent and utility subsidies</li> <li>The benefits and consequences of using a payee.</li> </ol> </li> <li>Youth will develop a housing plan in addition to their learning plan.</li> </ol>	<ol style="list-style-type: none"> <li>Provide education and a housing curriculum:               <ol style="list-style-type: none"> <li>Tenant and lease rules and responsibilities</li> <li>Accessing rental and utility subsidies</li> <li>Using a payee</li> </ol> <b>(Housing Education)</b> </li> <li>Providers will provide a housing curriculum or ready-to-rent program to educate youth on obtaining and sustaining housing. <b>(Housing Education)</b></li> </ol>

Financial Resources	<ol style="list-style-type: none"> <li>1. Youth will understand: <ol style="list-style-type: none"> <li>a. The benefits, consequences, and responsibilities associated with a co-signer/roommate.</li> <li>b. How to turn on, utilize and pay for utilities</li> <li>c. The benefits and costs of renter's insurance</li> <li>d. Credit and loan/mortgage issues associated with housing.</li> <li>e. The benefits, consequences, and costs of home ownership</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. Provide education on: <ul style="list-style-type: none"> <li>• Having a co-signer or roommate</li> <li>• Utilities</li> <li>• Security deposits and utility deposits</li> <li>• Renters Insurance</li> <li>• Homeownership</li> </ul> <b>(Housing Education)</b> </li> <li>2. Use the wage calculator tool provided by the IHCD to help youth understand the costs associated with different housing types. <b>(Housing Education)</b></li> </ol>
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Homelessness Prevention	<ol style="list-style-type: none"> <li>1. Youth will understand:               <ol style="list-style-type: none"> <li>a. Available housing options</li> <li>b. How to leave housing appropriately</li> <li>c. Youth will demonstrate:                   <ul style="list-style-type: none"> <li>• The ability to handle a housing crisis, if necessary</li> <li>• Appropriate landlord communication</li> </ul> </li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. Provide education on:               <ul style="list-style-type: none"> <li>• Available, appropriate, and affordable housing</li> <li>• Vacating a housing arrangement</li> <li>• Handling of a housing crisis</li> <li>• Landlord communications</li> </ul> <b>(Housing Education)</b> </li> <li>2. Work with IHCD to utilize the homelessness prevention curriculum: The provider will use the homeless vulnerability assessment provided by the IHCD. <b>(Housing Education)</b></li> </ol>
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Housing Options	1. Youth will understand: <ul style="list-style-type: none"> <li>a. Available supportive housing options</li> <li>b. How to locate housing using multiple methods</li> <li>c. How to choose safe and affordable housing, including considering utilities and amenities</li> </ul>	1. Provide education on: <ul style="list-style-type: none"> <li>• Supportive housing options</li> <li>• A variety of methods to locate housing.</li> <li>• How to choose safe and affordable housing, including consideration of included amenities (i.e., deadbolt, windows that lock, kitchen appliances, etc.)</li> </ul> <b>(Housing Education)</b> 2. Arrange for youth to visit an apartment or home for rent. <b>(Housing Education)</b>
		3. Provide information on HUD / Public Housing Authority Resources. <ul style="list-style-type: none"> <li>• Family Unification Program</li> <li>• Foster Youth Initiative Voucher</li> <li>• Housing Choice Voucher</li> </ul> <b>(Housing Education)</b>

Housing Stability	<ol style="list-style-type: none"> <li>1. Youth will understand:               <ol style="list-style-type: none"> <li>a. Tenant rights and responsibilities associated with their lease.</li> <li>b. The definition of visitors, guests, household composition</li> <li>c. There are various ways to manage their utility cost and consumption.</li> <li>d. Consequences of violating lease rules</li> <li>e. How to repair rental history</li> <li>f. How to get housing back once lost</li> <li>g. Home Safety</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. Review the lease, tenant's Rights, and Responsibilities with youth. <b>(Housing Education)</b></li> <li>2. Encourage youth to attend apartment orientation. <b>(Housing Education)</b></li> <li>3. Provide education on:               <ul style="list-style-type: none"> <li>• Consequences of violating lease rules</li> <li>• Keeping utility costs affordable</li> <li>• Vacating housing appropriately</li> <li>• Repairing rental history</li> <li>• Home Safety</li> </ul> <b>(Housing Education) (Home Management)</b> </li> </ol>
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## 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 need help to meet this full goal. Youth will achieve their fullest potential\*\***

**\*\*NYTD\*\***

**ALL activities** listed under “Provider Responsibilities” are reportable as the NYTD service element.

**“Family Support, Health Marriage Education, Mentoring”**

CORE COMPETENCIES	YOUTH OUTCOMES	PROVIDER RESPONSIBILITIES
Basic living skills	<ol style="list-style-type: none"> <li>Youth will know how to perform activities of daily living, including cooking, cleaning, doing laundry, comparison shopping, etc.</li> <li>Youth will demonstrate appropriate personal hygiene.</li> </ol>	<ol style="list-style-type: none"> <li>Provide an independent living needs assessment.</li> <li>Provide an independent living curriculum that teaches life skills.</li> <li>Provide resources and support to ensure youth can perform daily living activities.</li> <li>Provide opportunities for youth to practice daily living skills.</li> </ol> <p><b>Note:</b> Providing independent living skills needs assessment, curriculum, and experiential learning can be documented under other OYS outcomes areas that apply.</p>

Social Skills	<ol style="list-style-type: none"> <li>1. Youth will understand appropriate boundaries and practice strategic sharing.</li> <li>2. Youth will be aware of civic engagement opportunities and the benefits of participation.</li> <li>3. Youth will engage appropriately with peers.</li> <li>4. Youth will know healthy rules, conflict resolution, and time management.</li> <li>5. Youth will know how to advocate for themselves.</li> </ol>	<ol style="list-style-type: none"> <li>1. Provide resources and support to youth to develop healthy social skills / interpersonal skills development, including but not limited to: <ul style="list-style-type: none"> <li>• Boundaries and strategic sharing</li> <li>• Conflict resolution</li> <li>• Etiquette</li> <li>• Partner Communication</li> </ul> <b>(Family Support)</b> </li> <li>2. Self-Advocacy Skill Development. <b>(Family Support)</b></li> </ol>
Have legal documents and knowledge of how to obtain documents	<ol style="list-style-type: none"> <li>1. Youth will have in their possession their driver's license/state ID, birth certificate, social security card, or other documentation that applies to youth's specific needs</li> </ol>	<ol style="list-style-type: none"> <li>1. Assist youth in obtaining vital records.</li> </ol>
Navigation or access to public systems and community resources	<ol style="list-style-type: none"> <li>1. Youth will know how to locate and access the following systems: <ol style="list-style-type: none"> <li>a. Legal</li> <li>b. DCS Medicaid</li> <li>c. TANF</li> <li>d. Food Stamps</li> <li>e. Childcare Vouchers</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. If applicable, assist youth in locating and accessing the legal, Medicaid, TANF, food stamps, and childcare systems.</li> </ol>
Health/Financial	Refer to other sections of the service standards	

<p>Family and Healthy Relationship Education</p>	<ol style="list-style-type: none"> <li>1. Youth will understand: <ol style="list-style-type: none"> <li>a. How to avoid peer pressure</li> <li>b. How to effectively communicate and advocate to have desired needs met.</li> <li>c. How to develop and build appropriate relationships and set boundaries with family, friends, and significant partners.</li> <li>d. How to build social capital and develop permanent relationships.</li> <li>e. Parenting and Co-parenting skills and parental responsibilities</li> <li>f. Critical aspects of child development education, safe sleep, shaken infant, childcare, and family planning</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. Provide education, resources, and support in healthy relationship skill building and development. <b>(Family Support) (Health Marriage Education)</b></li> <li>2. Assist youth in identifying at least one dependable, caring adult who can serve as a stable, ongoing connection. <b>(Family Support)</b></li> <li>3. When appropriate, support youth in exploring connections with their biological family members and maintaining healthy relationships. <b>(Family Support)</b></li> <li>4. Encourage youth to develop appropriate peer supportive networks through participation in group activities of youth with similar interests. <b>(Family Support)</b></li> <li>5. Ensure youth have appropriate pre- and post-natal services to support the developmental needs of both the youth and their child. <b>(Family Support)</b></li> </ol>
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		6. Refer youth to the Fatherhood Engagement Program. <b>(Family Support)</b>  7. Support the youth taking on an increasing level of responsibility over time. <b>(Family Support)</b>
Mentoring	1. Youth will have an adult supporter and role model.	1. Connect youth to a mentor that has been facilitated and paid for.
Safety	1. Personal: a. Youth will be aware of their surroundings. b. Youth will understand basic safety plans, including information they should carry. c. Youth will always let someone know their whereabouts.  2. Household: a. Youth will know what to do to keep themselves safe during natural disasters. b. Youth will know how to prevent and keep themselves safe in a fire. c. Youth will have functional locks to their residences and understand the importance of keeping doors locked.	1. Provide primary safety education. <b>(Risk Prevention)</b>  2. Develop a safety or crisis plan. <b>(Risk Prevention)</b>  3. Educate youth on legal consequences related to drinking and driving. 4. <b>(Risk Prevention)</b>  5. Educate youth on substance abuse. <b>(Risk Prevention)</b>  6. Educate youth on legal rights and responsibilities, including what to do if they are victims of a crime. <b>(Risk Prevention) (Family Support)</b>  7. Educate youth on domestic violence or family violence.

	<p>3. Internet: Youth will understand the potential hazards associated with online social networking, including appropriate and inappropriate information to share on social networking sites.</p>	<p><b>(Risk Prevention) (Family Support) (Healthy Marriage Education)</b></p> <p>8. Provide home management safety education. <b>(Risk Prevention) (Home Management)</b></p> <p>9. Develop a home safety or crisis plan. <b>(Risk Prevention)</b></p> <p>10. Educate youth on internet and web safety / security and what to do if you're a victim of a cybercrime. <b>(Risk Prevention)</b></p>
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### UTCOME 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 a Personal Level	<ol style="list-style-type: none"> <li>1. Youth will demonstrate self-advocacy skills.</li> <li>2. Youth will know court proceedings, the roles of court participants, and how to self-advocate within court proceedings.</li> <li>3. Youth will demonstrate practical self-advocacy skills in multiple situations.</li> <li>4. Youth will demonstrate leadership skills and seek opportunities to apply them.</li> <li>5. Youth can state the benefits of having/being an appropriate role model.</li> <li>6. Youth will demonstrate knowledge of</li> </ol>	<ol style="list-style-type: none"> <li>1. Provide education and opportunities for youth to gain self-advocacy knowledge and skills. <b>(Family Support)</b></li> </ol>

Engagement on the Community Level	<p>resources.</p> <p>7. Youth will understand the benefits of volunteering and how to locate volunteer opportunities in their communities.</p> <p>8. Youth will recognize the value of civic engagement.</p>	<p>1. Provide education and opportunities for youth to gain volunteerism and community engagement knowledge and skills. <b>(Family Support)</b></p>
Engagement on Youth Advocacy/Public Policy Level	<p>1. Youth will have basic knowledge of public policies and the legislative processes.</p> <p>2. Youth will demonstrate that they know how to research and locate resources of interest.</p> <p>3. Youth will know how to access, influence, and participate in Youth Advisory Board activities.</p>	<p>1. Provide education and opportunities for youth to gain advocacy knowledge and skills. <b>(Family Support)</b></p> <p>Example: Indiana Youth Advisory Board</p>

## **V. CONTRACTED PROVIDERS ADMINISTRATIVE DUTIES**

### **A. On Call Responsibilities**

The Service Provider shall be available 24/7 for emergencies and provide a written on-call plan. The plan will be provided to the DCS Collaborative Care team Division Manager, Supervisor, and Independent Living Specialist. The on-call plans should detail the agency's call process/procedure and contact information.

### **B. Staffing Qualifications**

#### **1. Direct Worker**

Service Provider staff who provide direct case work must have a bachelor's degree in social work, psychology, sociology, or a related field. Service Providers and direct case workers shall carry a caseload according to the following ranges:

- Older Youth Services only: 18-22
- Transition to Successful Adulthood Services: 10 - 15
- Collaborative Care: 10 - 15
- Voluntary Services: 25-30

#### **2. Supervisor**

Service Provider supervisors must have a master's degree in social work, psychology, or a related human services field OR a bachelor's degree with a minimum of 5 years of relevant experience in social services, case management, education in a community setting, or other relevant field.

Supervision/consultation includes at least one (1) hour of face-to-face supervision/consultation per 20 hours of direct client services provided, occurring at least every two (2) weeks. The Service Provider Supervisor ensures direct workers engage clients and deliver individual-based services based on the OYS service standards and OYS protocol. The Supervisor is responsible for consulting with direct workers to address case management barriers and review client service delivery.

All staff with contact with youth must be aware of and sensitive to racial, sexual, or gender preference, cultural, ethnic, religious, and linguistic differences. Services will be conducted with behavior and language that demonstrates respect for socio-cultural values, personal goals, lifestyle choices, and complex family (biological or other) interactions; services will be delivered in a neutral, valued, culturally competent manner.

### C. Interpretation, Translation, and Sign Language Services.

The service provider's responsibility is the location and cost of interpretation, translation, and sign language services. If the service is needed in the delivery of OYS services, DCS will reimburse the service provider for the cost of the interpretation, translation, or sign language service at the actual cost to the service provider. If the agency utilizes its staff to provide interpretation, it can only bill for the interpretation services. The agency cannot bill for performing two services at one time.

- The Service Provider can
- use an agency or persons of their choosing if the service is provided accurately, competently, and billed at a fair market rate.

### D. Court

The service provider is only required to attend court if an appearance is requested in writing via letter, email, or subpoena from DCS.

### E. Documentation Requirements

#### 1. Service Access

Services must be accessed through a valid DCS or Juvenile Probation referral. Referrals are good from the start date until the end date as identified on the referral form, when the youth age out of Collaborative Care, or when their CHINS case closes. Providers must initiate, via an OYCM, a reauthorization for services to continue beyond the approved period.

#### 2. Case Record Documentation

The Service Provider is responsible for necessary case record documentation of service eligibility for CHINS and probation youth must include:

1. Authorized DCS/probation Referral
2. Case Plan indicating the need for older youth services for Chafee Older Youth Services and Chafee Voluntary Older Youth Services
3. Initial Life Skills Assessment and ongoing assessments every year during the service provision period
4. Other identified assessments
5. Learning Plan for Successful Adulthood Service
6. Additional plans
7. Documentation of regular contact with the referred youth and DCS
8. Monthly written reports on the required form regarding the youth's progress are provided to the referral source via the NYTD web portal. This report must include the

youth's full name and MaGIK number. All reports must be turned in by the **10th of the month** unless otherwise specified by the referring party.

#### 9. Completed Youth Satisfactory Survey

### 3. Monthly Reporting

The Service Providers are responsible for providing monthly reports. 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 report's narrative should describe what goal-orientated activities occurred during the time being billed. The approved format is on the Department of Child Services website at [DCS Older Youth Initiatives: Forms](#). Monthly reports are to be submitted to the DCS KidTraks portal. Other means of submitting reports may be accepted upon request; however, they will not be recognized as the official report. The signature of the individual service provider who writes an older youth services report, including the date the report was completed, is required on all 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 on monthly reports are required for auditing purposes but are not necessary before submission into the web portal.

### 4. National Youth in Transition Database (NYTD) Reporting

Older Youth services (independent living) and support must be reported monthly.

This federal and state requirement is fulfilled by service providers submitting their monthly provider reports, life skills assessment, learning plan, and other collateral documents by the 10th of the month through the NYTD web portal, which can be accessed through KidTraks.

When submitting monthly reports, providers must document the progress of each OYS outcome measure and the service elements provided to every youth during a reporting period (the NYTD service elements can be found in section G, National Youth in Transition Service Elements and Outcome Survey). Reporting the NYTD service elements is required under the federal Chafee Program rule. The Final Rule requires states to collect information on each youth who receives older youth (independent living) services paid for or provided through the administration of the Chafee Program.

Providers can be assigned usernames and passwords through the DCS NYTD helpdesk email ([dc snytd@dcs.in.gov](mailto:dc snytd@dcs.in.gov)). Monthly report templates, definitions, and other NYTD information are available through the following link: [DCS: NYTD](#). Please upload monthly reports on time and through the NYTD web portal to avoid denying all claims submitted for each reporting period or missing a monthly report.

Service element descriptions can be found in two separate places:

1. In the Service Standards under section II, Broker of Services Matrix under each outcome area description, the NYTD service element is identified in (bold).
2. The federal service elements, definitions, and examples from Indiana's Service Standards can be found by following the link: [DCS: NYTD](#). Not all service activities listed in Indiana's Service Standards are reportable as an 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 [dcscopytd@dc.in.gov](mailto:dcscopytd@dc.in.gov).

*a) NYTD Dashboard*

Service Providers shall document NYTD data elements: basic information, contact data, and an OYS data snapshot for youth referred to and receiving older youth services on the NYTD dashboard, which must be updated by the 10th day of each month.

*NYTD Service Log Report*

The older youth initiatives team will pull service log reports to review service delivery and the time the provider spends providing services within each performance measure. NYTD service logs assist providers with enhancing services by looking at data trends within the service area.

## **F. Quarterly Regional Older Youth Meetings**

All contracted Service Providers will have at least one representative present at the Quarterly Regional Older Youth Meeting. Quarterly Regional Older Youth meetings are designed to inform the DCS local staff about the Older Youth Initiatives (OYI) program and services. They connect local office field staff to their area Older Youth service provider and Older Youth Case Management team in their regions. Chafee and Collaborative Care Provider will attend provider meetings. Provider meetings are held with DCS OYI and OYCM management staff to provide high-level updates and overviews of older youth programs and services, which include identifying service gaps and providing solutions to meet the needs of the youth.

## **G. Data Collection: Annual Review and Outcomes Report**

The Service Providers shall provide an annual review of their service delivery and outcomes data. The annual review and outcomes report are due by the **10<sup>th</sup> day of August**.

The Service Providers shall provide detailed information on their service delivery, each performance measure, interventions or protective factors provided, and stakeholder collaborations. The report will also describe barriers to services and improvements.



## H. Continuous Quality Improvement & Quality Assurance

### 1. Continuous Quality Improvement

All Service Providers will be responsible for completing the yearly Continuous Quality Improvement (CQI) project. The Service Providers shall use the Plan–Do–Study–Act CQI framework. The Service Provider shall utilize the CQI process to address service gaps and improve service delivery and outcomes. The Service Providers shall identify a CQI champion, develop a CQI team of at least one youth, and utilize data to inform decisions. The Department may provide training on the plan–do–study–act framework while available. Service Providers shall adhere to the model's fidelity.

### 2. Quality Assurance

All service providers must maintain the quality and performance of Older Youth Services' service delivery. Service Providers shall ensure all case records maintain the appropriate case documentation and ensure services are delivered appropriately to meet the individualized needs of youth.