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I. INTRODUCTION

A. Terminology

Glossary of Terms

Ambiguous loss

Those losses for which there are no clear boundaries, no clear ending, and often no societally recognized mechanisms or rituals for grieving or acknowledging what has been lost (Boss, 1999, 2004 as cited in [Samuels, 2008](#)). Ambiguous loss in relation to foster care often encompasses removal from one's biological parent/s, multiple placement moves and other social network disruptions (Perry, 2006 as cited in [Samuels, 2008](#)).

Broker of Services

Model of providing independent living services which places the provider in the role of connecting youth with services provided in the youth's community or through a natural, unpaid connection to the youth rather than by the contracted provider. Over time, the youth should be able to depend on their social network and individual knowledge in order to accomplish tasks related to living independently.

Chafee Foster Care Independence Program (CFCIP)

The Chafee Foster Care Independence Program (CFCIP) provides independent living (IL) services that consist of a series of developmental activities that provide opportunities for young people to gain the skills required to live healthy, productive, and responsible lives as self-sufficient adults.

(http://www.childwelfare.gov/systemwide/laws_policies/federal/index.cfm?event=federalLegislation.viewLegis&id=48

<http://www.casey.org/Resources/Publications/FrequentlyAskedQuestionsChafee.htm>)

Collaborative Care (CC)

Indiana's program developed to serve youth through the Fostering Connections to Success and Increasing Adoptions Act of 2008. Collaborative Care is a voluntary program that allows DCS youth aged 17.5 years and older and Probation youth 18 years and older, to remain under the care and placement of DCS in order to continue to receive services. CC focuses on youth-adult partnerships, positive youth development and encourages youth to develop a strong social network/social capital.

Collaborative Care Case Manager (3CM)

A Collaborative Care Case Manager (3CM) is an employee of the Indiana Department of Child Services who monitors Collaborative Care cases. The 3CM works under the principles of authentic youth engagement and has a strong understanding of trauma informed care.

Collaborative Care Youth (CCY)

A youth who is under the placement and care of the State of Indiana (CHINS or JD/JS) who chooses to participate in Indiana's Collaborative Care program.

Education and Training Voucher (ETV)

The Chafee ETV Program makes financial resources available to meet the postsecondary education and training needs of youth aging out of foster care and enrolled in a qualified higher education program. (<http://www.casey.org/Resources/Publications/pdf/ChafeeETV.pdf>)

Emancipation Goods and Services (EG&S)

EG&S is a funding source to provide one-time goods and services that a youth may need as they become independent of the system. EG&S funds have a lifetime maximum cap of \$1,000 for assistance per eligible youth to age 21.

Federal Definition of Foster Care

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

Source: http://edocket.access.gpo.gov/cfr_2010/octqtr/45cfr1355.20.htm

Fostering Connections to Success and Increasing Adoptions Act of 2008

The Fostering Connections to Success and Increasing Adoptions Act (H.R. 6893) (the FCA or Fostering Connections Act) was signed into law on October 7, 2008, as Public Law 110-351. FCA amended parts B and E of title IV of the Social Security Act to connect and support relative caregivers, improve outcomes for children in foster care, provide for Tribal foster care and adoption access, improve incentives for adoption, and for other purposes (Child Welfare Information Gateway, 2011)

http://www.childwelfare.gov/systemwide/laws_policies/federal/index.cfm?event=federallegislation.viewLegis&id=121

Source: <http://www.childwelfare.gov/fosteringconnections/>

Independent

Able to operate alone, not dependent on others.

Interdependent

Relying on mutual assistance, support, cooperation, or interaction among constituent parts or members.

Older Youth Services Service Provider

An agency or individual who is contracted to provide Older Youth Services in accordance with the Older Youth Services Service Standards. The Older Youth Services provider can work with youth who are in the Collaborative Care program, foster youth who are eligible to receive Chafee IL Services, and former foster youth who are eligible to receive Chafee Voluntary IL Services.

Older Youth Services Service Standards

Document which outlines roles and responsibilities of service providers and youth from which provider performance and the payment of claims submitted by the provider is based.

Permanency

Legal Permanency

Permanency as defined by Child Welfare Systems is a safe, stable, secure home and family. There are five (5) federal Permanency Goals: Reunification, Adoption, Guardianship, Fit & Willing Relative, and Another Planned Living Arrangement (APPLA). These relationships are recognized in a court of law. Examples include: biological parent/child relationship or adoptive parent/child relationship.

Relational Permanency

A concept that defines familial relationships in ways that extend beyond biological connections, including familial ties formed during care and after exiting foster care (Samuels, 2008). The role of the biological family extends beyond that family's official or legal status in a child's permanency plan (Samuels, 2008).

Plans

IL/Transition Plan

Per DCS Policy 11.6: Independent Living/Transition Plan; this plan and its transitional service component is a comprehensive, written plan that is personalized for each youth and is to be used at each meeting with the youth and at the Child and Family Team to guide the transition planning process with the youth. The IL/Transition Plan is developed with the youth's participation. It is the responsibility of the Department of Child Services to ensure that an IL/Transition plan is completed for every youth in foster care starting at age of 15.5. Specific information that must be covered in the IL/Transition Plan include, but is not limited to, planning information for the youth's: education and training, employment services and workforce support, housing, healthcare (including insurance), and available resources (local, state and federal). The youth should receive a copy of this plan.

IL Learning Plan

Unlike the IL/Transition Plan, the IL Plan is developed between the youth and the contracted OYS service provider. This plan should be based off of results from the Ansell-Casey Life Skills Assessment and strongly driven by the youth's input. This plan may be developed during the IL/Transition Plan CFT Meeting, but it is not required to be done at that time. The plan must be completed within 30 days of the youth's referral to an Older Youth Services service agency. The IL Plan must include information on specific steps that will be taken to ensure that the youth's IL needs are met, including: Identifying the youth's need/goal, what activities will be done to help complete that goal, who is responsible for completing specific activities and expected dates of completion for each activity and goal. The IL Plan should be used as a tool to help teach older youth the planning and goal making process as well as a tool to document casework completed for the youth's individual case record. The youth should receive a copy of this plan.

Room and Board (R&B)

Funds that are for the payment of rent deposits and payments and utility deposits and payments only for youth who are no longer wards and are participating in Voluntary IL Services. R&B funds have a lifetime maximum cap of \$3,000 for assistance per eligible youth to age 21. R&B payments will only be made through a contracted Older Youth Services Provider who is also providing independent living case management services to the youth. Youth in Collaborative Care are not eligible for R&B funding as defined in Voluntary IL Services.

Re-entry

Collaborative Care allows for youth who were formerly in foster care to return to DCS care. To be eligible to reenter care a youth must have been in foster care during the month prior to turning 18, OR, turned 18 in foster care.

Services

Chafee Independent Living Services

Chafee Independent Living Services should be seen as a service to young people that will help them transition to adulthood, regardless of whether they end up on their own, are adopted, or are reunified. IL services should be based on the Ansell Casey Life Skills Assessment following the youth's referral for services. Youth receiving IL services must participate directly in designing their program activities, accept personal responsibility for achieving independence, and have opportunities to learn from experiences. IL services should be provided according to the services standards. These services are provided by Collaborative Care providers, LCPAs, residential/group home providers depending on the age and placement of the youth. Services should be administered based upon the broker of resources model.

Chafee Voluntary Independent Living Services

Chafee Voluntary Independent Living services are reserved for youth who are no longer wards and who meet eligibility requirements. Services offered range from individual case management based on the broker of services model, emancipation goods and services and room and board funds.

Staff Supported Housing

This is reserved for youth who are in need of a higher level of supervision than traditional Collaborative Care participants. The ideal youth for this placement is a youth who is transitioning out of a residential facility placement or a youth who is awaiting an adult assistance program.

Social Capital

Supportive social relationships and networks

Trauma Informed Care

Trauma-informed organizations, programs, and services are based on an understanding of the vulnerabilities or triggers of trauma survivors that traditional service delivery approaches may

exacerbate, so that these services and programs can be more supportive and avoid re-traumatization (SAMSHA, 2011). <http://www.samhsa.gov/nctic/trauma.asp>

Youth-adult Partnerships

In an authentic youth-adult partnership, both partners have equal opportunities to utilize skills, make decisions, and independently carry out tasks to reach shared goals. Each acknowledges learning from the other. Optimally, a balance is created—among young people interacting with peers, adults interacting with other adults, and, importantly, young people and adults working together to reach common goals. ([Jones & Perkins, 2006](#)) [Table of Contents](#)

B. History

The [Fostering Connections to Success and Increasing Adoptions Act of 2008](#) is federal legislation that was written to provide assistance from the federal government to states in order to improve outcomes for children and youth in foster care (<http://library.childwelfare.gov/cwig/ws/library/docs/gateway/Blob/64590.pdf?w=+NATIVE%28%27sti+%3D%22Index+of+Federal+Child+Welfare+Laws%22%27%29&upp=0&pp=-10&order=+NATIVE%28%27year+%2F+descend%27%29&r=1&m=6>). This legislation is often referred to as “Fostering Connections”.

Research conducted by Mark Courtney et. al. (2007) as cited in Peters (2009) demonstrates that extending foster care past the age of 18 positively impacts youth outcomes in “educational attainment, delayed pregnancy, higher earnings and an increased likelihood of receiving independent living services” (p. 12).

Collaborative Care is Indiana’s program that extends and allows for reentry into foster care. Youth who choose to participate in Collaborative Care are agreeing to participate in services that strive to impact several developmental needs and goals. Recent research by Jim Casey Youth Opportunities Initiative (2011a) on the adolescent brain suggest that youth benefit from remaining in foster care for a multitude of reasons that stretch across different social and developmental arenas such as:

- Positive Brain and Emotional Development
- Planning and Decision Making
- Building of [Relational Permanency/Social Capital](#)

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C. Service Delivery

In order to support positive youth development during adolescence, services must be adjusted to account for the unique needs of youth who are aging out of foster care. Services should be designed in such a way to: 1) provide support; and, 2) foster interdependence (different from independence by the inclusion of/emphasis on social capital) to each youth. This can be done by designing services that allow for youth to learn from experiences and mistakes. These experiences and mistakes promote positive brain development at a time when adolescents’ brains are in a state of plasticity, allowing youth to gain self-confidence, coping skills, self-regulation and resiliency skills. Indiana’s “broker of services” model for Chafee Independent Living Services support older youth in this manner by being structured to allow for youth-adult partnerships in the planning process. Additionally, the standards are structured in a way that allow for a myriad of individuals to role-model, teach, train, monitor, etc. particular IL skills. Youth should have the opportunity to experience situations that build social relationships and networks (i.e. strengthen their social capital). The contracted Older Youth Services provider is not solely responsible for the growth and development of the young person participating in services. All youth should be supported by a team of people including formal and informal connections. Finally, Indiana’s IL service standards are designed to give differing levels of

support to the youth depending on the youth's skill developmental and comfort level. Youth with less experience may require more guidance and face to face instruction time while other youth may only need assistance occasionally with less guidance.

Pregnant and/or Parenting Youth

Youth who are pregnant/parenting shall be supported through referrals to services which address the individual youth's situation. Such services may include but are not limited to: Women, Infants, Children (WIC), The Father's Forever Coalition, Healthy Families or First Steps. Equal support shall be given to expecting and parenting mothers and fathers. When possible, the father and mother should work together to share responsibility for the child's health, development, wellbeing and support. As appropriate, regular contact between the child/ren and the absent parent/s shall occur, in compliance with any court orders.

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D. Youth-Adult Partnerships

Services alone are not enough to promote positive youth development. Indiana's Collaborative Care model was designed to support youth-adult partnerships during the case planning, implementation and monitoring process. Collaborative Care Case Managers (3CMs) are individuals who have experience working with older youth and adolescents during this critical developmental stage. These workers have an understanding of trauma-informed care and specific practices that allow them to identify and address issues related to trauma, grief and [ambiguous loss](#) that youth aging out of foster care are likely to face. Additionally, these workers have a full understanding of how having a healthy partnership throughout the case, including the development and implementation of case and transition/IL plan allows for certain corrective actions to occur regarding the negative impact of trauma on the developing brain. By creating these partnerships and supporting healthy risk taking through constructive, meaningful activities 3CMs also provide opportunities for older youth and adolescents to reverse the negative impact of trauma and ambiguous loss on the brain. An added benefit to youth-adult partnerships in the planning process is that the resulting plan is more effective due to the buy-in from the youth.

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E. Relational Permanency/Social Capital

Samuels (2008) identified that youth in foster care related settings need to have emotional support, peer and insider wisdom for insight and understanding. This is known as relational permanency. While youth and young adults are still involved in foster care-related programs, efforts should be made to enhance and develop existing relationships with adults who youth trust, or with whom trust could be strengthened. Building the capacity of existing relationships to offer more empathic and insightful emotional support could provide important resources for youth as they leave foster care and continue to deal with the emotions and questions raised by their experiences prior to, and during, foster care.

An essential aspect of Collaborative Care is the impetus of interdependence. Interdependent living occurs when an individual depends upon others in areas in which he/she lacks the capacity to function on his/her own. The goal is for young people to be able to reach out to and

count on others for support to manage the experiences and tasks encountered in the world when they do not have sufficient skill, energy, confidence, and/or time to do it themselves ([Propp et al., 2003](#), as cited in [Samuels, 2008](#)).

Indiana's IL service delivery method introduces the broker of resources model designed to: 1) ensure youth have or establish ongoing connections with caring adults; and 2) promote youth to develop as productive individuals within their community, by the acquisition and maintenance of gainful employment, the achievement of educational/vocational goals, and the receipt of financial skills training. This model shall also aid in future program development and design for other resources to facilitate the successful transition to adulthood for foster youth.

Another essential piece of Collaborative Care is giving youth the opportunity to build and strengthen their social capital. Having diverse social relationships and networks are crucial to healthy development and functioning ([Jim Casey, 2011d](#)). Collaborative Care places an emphasis on assisting youth in creating social capital through interactions with family, peers, caring adults and communities. This development can be found in different aspects of case planning and implementation as well as in the provision of services. Youth who are participating in Collaborative Care are likely to have missed out on the opportunity to find legal permanency. The building of social capital with the guidance of a 3CM gives youth the opportunity to achieve relational permanency, therefore securing opportunities for heightened positive brain development and a chance at a higher level of success after leaving foster care.

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F. Social Networking

Youth in Collaborative Care will develop interconnected relationships in the service network of caseworkers, foster parents, other providers and in the personal network of biological family and community supports. Additionally, many of today's youth use social networking as one of their primary methods of communication. This medium of communication offers an opportunity to broaden the means of interaction, build rapport with Collaborative Care youth and maintain contact that may otherwise been deemed challenging. Alternative modes of contact allow the 3CM and providers an effective medium to share information quickly through the use of technology. Communication in this form continues to evolve as should the methods utilized in communicating with the youth in Collaborative Care. Communication between program youth, 3CM's, Older Youth Service providers shall be as effective as the channel being used and not limited to Facebook, Skype, oovoo, Myspace, Twitter, google+, and text messaging.

With the assistance of social networking, opportunities may arise for the youth to gain contact and renew relationships that may have occurred prior to or during their time in foster care. The 3CM will, with the youth's input, incorporate new members to the youth's existing CFT such as the Older Youth Services provider, the Regional Education and Training Voucher (ETV) program Specialist, campus resources, neighbors, related and unrelated supports, etc. to address the specific needs of the youth.

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G. DCS/Provider Responsibilities Chart

The below chart outlines the case management, placement supervision and services responsibilities of DCS, Older Youth Services providers and other providers.

CHINS/Probation Placement		Agency Responsibilities		
		DCS FCM	Older Youth Service Provider	Other Providers
Traditional Foster Care	Foster Home <ul style="list-style-type: none"> • County • Relative • Unlicensed Court Approved Placement 	DCS case management Placement supervision Service referral and oversight	Independent Living Services (starting at age 16 years)	Other services as referred
	Foster Home <ul style="list-style-type: none"> • Licensed Child Placing Agency (LCPA) 	DCS case management Service referral and oversight	Independent Living Services (starting at six months before placement transition)	Other services as referred LCPA provides: <ul style="list-style-type: none"> • Independent Living Services (starting at age 16) • Placement supervision • Case management to LCPA foster home
	Group Home	DCS case management Service referral and oversight	Independent Living Services (starting at six months before placement transition)	Other services as referred Group Home provides: <ul style="list-style-type: none"> • Independent Living Services (starting at age 16) • Placement supervision • Internal case management
	Residential/Child Caring Institution (CCI)	DCS case management Service referral and oversight	Independent Living Services (starting at six months before placement transition)	Other services as referred CCI provides: <ul style="list-style-type: none"> • Independent Living Services (starting at age 16) • Placement supervision • Internal case management

Collaborative Care Program Placements		Agency Responsibilities		
		DCS 3CM	Older Youth Service Provider	Other Providers
Traditional Foster Care	Foster Home <ul style="list-style-type: none"> • County • Relative • Unlicensed Court Approved Placement 	DCS case management Placement supervision Service referral and oversight	Independent Living Services	Other services as referred
	Foster Home <ul style="list-style-type: none"> • Licensed Child Placing Agency (LCPA) 	DCS case management Service referral and oversight	Independent Living Services	Other services as referred LCPA provides: <ul style="list-style-type: none"> • Placement supervision • Case management to LCPA foster home
	Group Home	DCS case management Service referral and oversight	Independent Living Services	Other services as referred Group Home provides: <ul style="list-style-type: none"> • Placement supervision • Internal case management
	Residential/Child Caring Institution (CCI)	DCS case management Service referral and oversight	Independent Living Services	Other services as referred CCI provides: <ul style="list-style-type: none"> • Independent Living Services (starting at age 16) • Placement supervision • Internal case management
Older Youth Placements	Host Home	DCS case management Placement supervision Service referral and oversight	Independent Living Services (only as referred)	Other services as referred Host Home Adult provides: <ul style="list-style-type: none"> • Independent Living Services (Teachable Moments) • Ansell-Casey Life Skills Assessment (ACLSA)
	Shared Apartment/Housing	DCS case management Service referral and oversight	Independent Living Services Placement supervision and fiscal responsibility	Other services as referred
	College Dorm	DCS case management Placement supervision Service referral and oversight	Independent Living Services (only as referred)	Other services as referred
	Own Apartment/Housing	DCS case management Service referral and oversight	Independent Living Services Placement supervision and fiscal responsibility	Other services as referred
	Staff Supported Housing-	DCS case management Service referral and oversight	Staff Supported Housing provider will provide: <ul style="list-style-type: none"> • Independent Living Services • Placement supervision • Internal case management 	Other services as referred

	Agency Responsibilities		
	DCS IL Specialist	Older Youth Service Provider	Other Providers
Voluntary IL Services	VSA referral IL service monitoring Approval of Chafee funding for Room and Board and Emancipation Goods and Services	Independent Living Services Connect youth to community services as needed	N/A
	Agency Responsibilities		
	DCS 3CM	Older Youth Service Provider	Other Providers
Specialized Vocation Education	DCS case placement Service referral and oversight	Services dependent upon individual program	Other services as referred

Youth in Traditional Foster Care Placements; Foster Homes supervised by DCS or Licensed Child Placing Agencies (LCPAs), Group Homes and Child Caring Institutions who are eligible and enter Collaborative Care will transfer to a 3CM at age 17.5 and will remain in these placements until the youth turns 18 and/or is ready to step down to a less restrictive placement.

*The term “case management” refers to the acts of service coordination, service monitoring and overseeing other ongoing activities related to a case which may include but is not limited to: communication with the older youth and service provider, crisis intervention and compiling and submitting required reports (i.e. DCS case management includes writing regular reports to the court; LCPA case management includes writing monthly reports to the referring agency).

**The term “placement supervision” refers to the acts of monitoring the older youth’s safety and stability in their placement.

***The term “IL services” refers to the act of providing specific activities outlined as outlined in the older youth services service standards. These activities should be youth specific and be designed in a manner that allows the older youth opportunities to further develop his/her interdependence.

****Budget 1: Chafee IL services ONLY

Independent Living Services as defined and provided to those youth in placements identified as Budget 1 in Chart 1.

Budget 2: Collaborative Care-services and placement supervision

Includes placement costs and supervision for youth for whom DCS has placement and care. Supervision for older youth includes preparing the youth to live independently by serving as a broker of services to connect youth to community service providers as defined in the service standards.

Budget 3: Staff Supported Housing

Includes placement cost and supervision, for youth for whom DCS has placement and care. Supervision for older youth includes preparing the youth to live independently by serving as a broker of services to connect youth to community service providers as defined in the service standards.

Budget 4: Chafee IL Services-Voluntary ONLY

Independent Living Services (including case management and limited financial assistance to support rent, utilities, and items to support independent living, i.e., Room & Board) as defined in the service standards and provided to those youth in placements identified as Budget 4 in Chart 1.

Budget 5: Specialized Vocational Education Program:

Includes placement supervision and full room and board for youth for whom DCS has placement and care. Supervision for older youth includes preparing the youth to live independently by providing vocational training.

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H. Potential Pathways to Interdependence

Older Youth Services are described below:

Chafee Independent Living Services

- Independent Living Services start at age 16. Who provides this service is based upon where the youth is placed.
 - If a youth is between the ages 16 or older and is placed in a DCS foster home, a relative home or a court approved placement, DCS will make a referral for Chafee Independent Living Services. The Older Youth Services provider would receive the referral and provide Chafee Independent Living Services according to the corresponding Service Standard (see Attachment A).
 - If a youth is 16 or older, up to 6 months before transition out of placement and is placed in a foster home supervised by a Licensed Childcare Placing Agency (LCPA), a Residential Facility or a Group Home, the agency providing the placement supervision and case management is responsible for providing independent living services according to the corresponding Service Standard (see Attachment A).

Collaborative Care

- Collaborative Care Services start when a youth enters Collaborative Care (no earlier than age 17.5 years for CHINS youth and age 18 for probation youth).
- The Independent Living Services associated with Collaborative Care should mirror and follow the Chafee Independent Living Service Standards.
- Placement supervision services start once the youth enters an Older Youth placement. Supervision responsibilities of Older Youth Services provider are outlined in Attachment A: Older youth Services Service Standards.
- All services continue until the youth ages out of foster care or until the youth's 20th birthday.
- Youth who aged out of foster care and meet the eligibility criteria are able to re-enter foster care after the age of 18. Service delivery will be the same.

Chafee Voluntary Independent Living Services

- Voluntary Independent Living Services start once the youth's foster care or Collaborative Care case closes and the youth meets the eligibility criteria as outlined in DCS policy.
- Older Youth Services providers will receive a Voluntary Services referral prior to the initiation of services.
- Voluntary Independent Living Services administered must follow the corresponding Service Standard (Attachment A).
- Services may continue until one day before the youth's 21st birthday.
- Includes providing voluntary IL services to youth wishing to reenter care until such youth have been accepted into the CC program.

All three of these older youth services exist on a continuum comprised of Chafee Independent Living Services, Collaborative Care Services and Chafee Voluntary Independent Living Services. Where a youth falls on the service continuum depends on a variety of factors which may include: the youth's current age, the youth's age when the youth entered foster care, the youth's placement, and/or how the youth chooses to engage in offered services. The service continuum, referred to as "Potential Pathways to Interdependence" (see figure 1), may be organized into four possible service pathways.

Path 1: Chafee IL Services-Collaborative Care-Chafee Voluntary IL Services

This is the pathway of a youth who receives all three Older Youth Services offered. The youth begins by participating in Chafee IL Services and opts into the Collaborative Care program. After the Collaborative Care case closes, the youth chooses to participate in Chafee Voluntary IL Services.

Example: Christine enters care at age 16.5 and is referred to Chafee IL Services by her FCM. Christine remains in foster care until she turns 17.5 years of age and has a case plan goal of APPLA. Christine chooses to participate in the Collaborative Care program and her case is transferred from her FCM to a 3CM. Christine then remains in the Collaborative Care program until she reaches 20 years of age, at which time her case is closed and she chooses to participate in Chafee Voluntary IL Services.

Path 2: Chafee IL Services-Chafee Voluntary IL Services

A youth may choose not to participate in the Collaborative Care program. In this instance, a youth participates in Chafee IL Services during their open CHINS/JD/JS case. After case closure the youth chooses to participate in Chafee Voluntary IL Services.

Example: Scott enters foster care at age 15 and begins Chafee IL Services at age 16. Scott turns 17.5 years in care and at this time has case plan goal of adoption and is living in a pre-adoptive placement. Scott chooses to not participate in the Collaborative Care program. He then turns 18 in the pre-adoptive placement and is adopted shortly afterward. After case closure, Scott chooses to participate in Chafee Voluntary IL Services.

Path 3: Chafee Voluntary IL Services-Collaborative Care

A youth may choose to re-enter foster care after their CHINS/JD/JS case has closed. A youth must be 18 or over to re-enter foster care into the Collaborative Care program. The illustration shows the youth re-entering foster care from Chafee Voluntary IL Services, but enrollment in Chafee Voluntary IL Services is not an eligibility requirement.

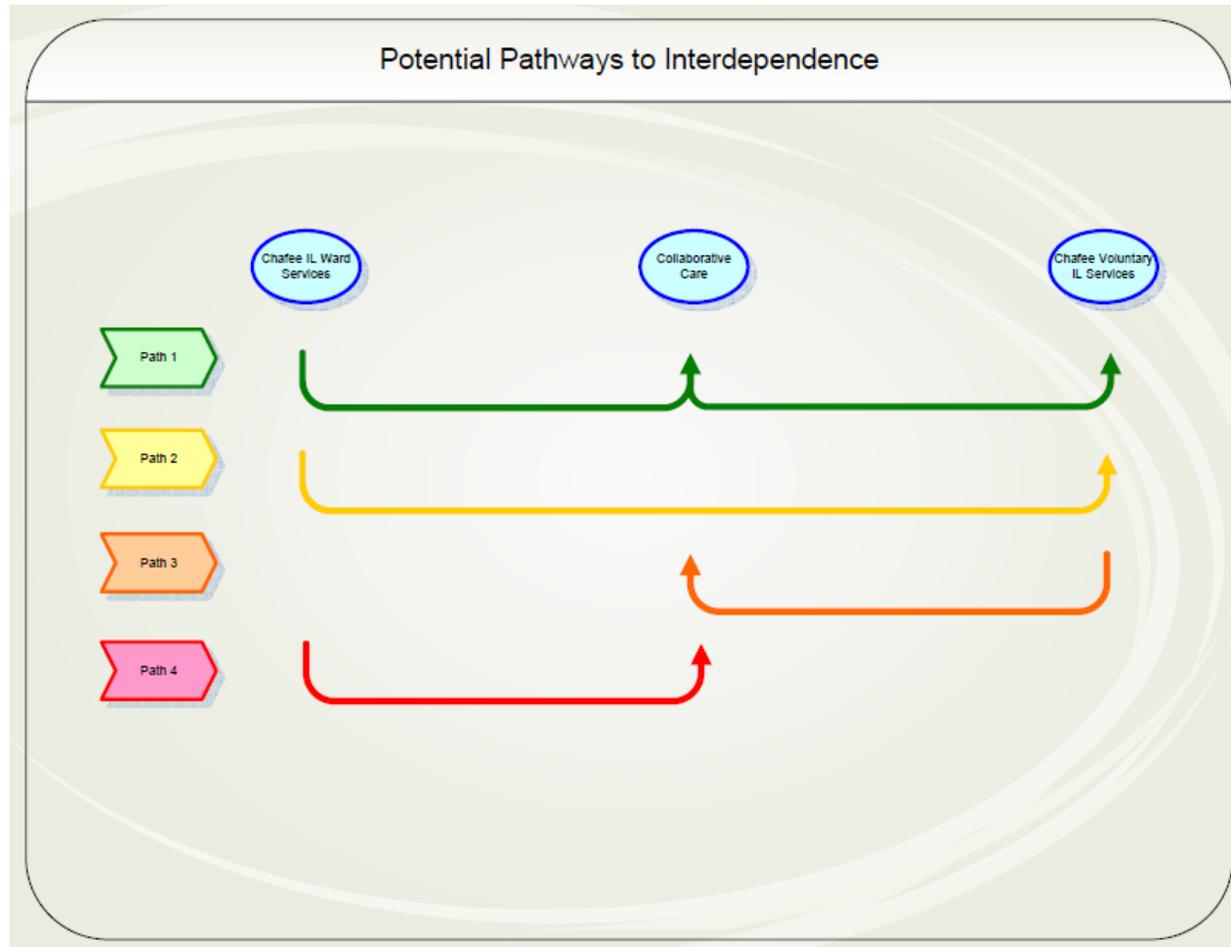
Example: Skye enters foster care at age 17 years and 11 months and turns 18 years of age in placement. Skye chooses to participate in Chafee Voluntary IL Services after her CHINS case closed on her 18th birthday. While in Chafee Voluntary IL Services Skye begins the foster care reentry process for the Collaborative Care program.

Path 4: Chafee IL Services-Collaborative Care

A youth may choose move from Chafee IL Services into the Collaborative Care program, but opt out of Chafee Voluntary IL services.

Example: Jason enters foster care at 14.5 years of age and is placed with a relative. Jason is referred to Chafee IL Services when he turns 16 years of age and chooses to participate in the Collaborative Care program when he turns 17.5 years of age. Jason continues to live with the relative who he was initially placed with at 14.5 years. Jason participates in the Collaborative Care program until he reaches 20 years of age and chooses not to participate in Chafee Voluntary IL services.

Figure 1



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II. GENERAL REQUIREMENTS FOR THE COLLABORATIVE CARE PROGRAM

A. Collaborative Care

Collaborative Care is designed to allow older youth to have more freedom in decision making and planning in their lives. Older youth in foster care often miss out on natural opportunities to practice decision making, community engagement and leadership ([Jim Casey, 2011b](#)). These missed opportunities stunt youth development and place foster youth at a distinct disadvantage from youth who are able to practice such skills. Additionally, foster youth are often limited in how they are able to build and maintain their social capital. Youth who choose to participate in Collaborative Care will move beyond being participants in their DCS case by becoming a partner in their DCS case. The youth's 3CM will have a focus on the youth and the youth's transition from foster care with an emphasis and understanding of youth-adult partnerships. Part of the focus on transition will be partnering with the youth in building a social network through team building that is led by the Collaborative Care youth. The 3CM will also be supportive of the youth's self-constructed familial unit (i.e. development of relational permanency).

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B. Program Description

Candidates for Collaborative Care are current Indiana wards of DCS, 17 years or older, or probation, 18 years or older, that meet or are expected by age 18 to meet at least one of the below conditions:

- Enrolled in a secondary education institution or a program leading to an equivalent credential, e.g., a youth age 18 and older is finishing high school or taking classes in preparation for a general equivalency diploma (GED) exam. OR enrolled in an institution which provides post-secondary or vocational education, e.g., a youth could be enrolled full-time or part-time in a university or college, or enrolled in a 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 or attending classes on resume writing and interview skills or working with an Older Youth Service provider on Independent Living skills.
- 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 of employment.
- Incapable of performing any of the activities described above due to a medical condition documented in the youth's case plan.

At age 17 (or 6 months after case initiation if the youth enters care after his/her 17th birthday) a member of the Older Youth Initiatives (OYI) team shall be present at the youth's IL/Transition planning CFTM to inform the youth on the Collaborative Care program, and complete the NYTD survey. If a youth chooses to opt into Collaborative Care the youth's case will then transfer from the FCM to the 3CM when the youth turns 17.5 years of age for CHINS youth or 18 years of age for probation youth.

Youth will remain in their current placement until the youth graduates high school, obtains her/his GED or turns 18. Once a youth has obtained their high school diploma or GED or turns 18, most will step down to an Older Youth Placement (see section II B of this document) and may remain in this placement for up to six months with the support of DCS. After this six months has passed youth may choose to continue to stay in foster care and receive support from DCS until they reach 20 years of age, at which time they may choose to participate in Chafee Voluntary Independent Living Services.

Building, preparing and maintaining Child and Family Teams is part of the Practice Model utilized by DCS staff to ensure that families and their support systems are engaged in the planning and decision-making process throughout their relationship with the Department. Older youth may have multifaceted aspects of familial support ([Samuels, 2008](#)) relationships. Youth in Collaborative Care will be the foremost voice of the Child and Family Team (CFT). This team will be convened every six (6) months as outlined in the IL/Transition Planning process, see policy 11.6 for further details.

Youth in Collaborative Care shall establish working relationships with the CFT that shall be characterized by behaviors that impart respect for human dignity, full disclosure of information, inclusion in the decision-making process, and an awareness of the appropriate use of Youth-Adult Partnerships. Through the use of quality Child and Family Team Meetings (CFTM), combined with ongoing work led by the youth and supported by the family team this model will be utilized to complete and/or renew the Transition/IL Plan every six months. The youth-led CFTM shall identify steps to transition out of Collaborative Care, including but not limited to the following:

- a. Post-foster care housing arrangements;
- b. Employment or methods of paying bills;
- c. Post-secondary education or training (if applicable);
- d. Physical and mental health care;
- e. Sources of support (i.e., supportive relationships and community support);
- f. Referral for enrollment in Chafee Voluntary IL Services for all youth turning 20, to begin services after the youth's Collaborative Care case is closed;

The CFT will convene for the continuous assessment of the youth's specific needs, for accessing healthy risk taking behaviors and developing individualized goals.

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C. Re-entry

Collaborative Care allows for youth who were previously in foster care to re-enter care after case dismissal. Indiana does not restrict re-entry based upon a youth's past successes/failures within the Collaborative Care program.

Re-entry into care may be initiated by the interested youth contacting the DCS Hotline (1-800-800-5556). At the first point of contact eligibility will be determined and the older youth will be referred to local agencies/community services, voluntary IL services and/or an IL Specialist to assist the youth with meeting any service gaps or needs that might be present until a

Collaborative Care case can be opened. In some instances an older youth may inquire about the CC program and may not be eligible for CC or any other DCS related IL services. In such cases the DCS contact shall ensure that the youth is connected with information regarding how to access local agencies and community services that best fit that youth's specific needs.

Provider responsibilities:

If a youth contacts a contracted OYS provider and has an interest in re-entering care, the provider may initiate services through a Voluntary Service Agreement. The OYS provider is responsible for ensuring that the youth calls the DCS Hotline (1-800-800-5556) to begin the reentry process.

If a re-entry youth is referred to an OYS provider by DCS the provider should follow the service standard requirements for voluntary IL services until the time the youth has been accepted into the CC program. Special attention should be given to re-entry and returning voluntary youth to ensure that the youth's immediate needs (food, shelter and clothing) are met.

D. Older Youth Placements

Older Youth Placement settings are a new placement option for youth participating in Collaborative Care, created in the federal Fostering Connections to Success and Increasing Adoptions Act of 2008. These placements are either directly supervised by DCS or the Older Youth Services Provider, as outlined below.

The Older Youth Placements include:

- a. Supervised by DCS
 - i. Host Home (including licensed foster homes);
 - ii. College Dorms
- b. Supervised by Older Youth Services Provider
 - i. Shared Housing;
 - ii. Supervised Apartments; and
- c. Supervised by the Older Youth Services Provider which is the owner and operator of the Staff Supported Housing facility
 - i. Staff Supported Housing,

An Older Youth placement must meet health and safety standards and must be approved by the youth's 3CM. Youth in these placement types shall remain court dependents under the supervision of DCS. Older Youth Placements do not need to be licensed.

Once youth have met the Collaborative Care participation criteria the following will be considered as the youth and the 3CM, along with the youth's team, plan for a step down process to ensure that the youth is in a least restrictive placement according to their individual needs:

- a. The youth has obtained 18 years of age;

- b. The youth has obtained secondary education credential including; High School Diploma or General Equivalency Diploma (GED);
- c. The youth's CANS score

CANS assessments will be completed for youth to determine service needs and placement recommendations. When completing a CANS assessment for a Collaborative Care youth the 3CM will answer questions with the youth in mind as the caretaker. The results of the CANS assessment should be considered by the youth, the youth's team and the 3CM when discussing Collaborative Care placement options. A placement of Staff Supported Housing or continued care in their current placement will likely be most appropriate for youth whose CANS score shows that they require a high level of services and supervision. Youth with a CANS score that shows they do not require a high level of services or supervision will be most appropriate for shared housing, college dorms or apartments. The CANS score is not the final determinant for placement. The final determination is made by the youth, the youth's 3CM and the youth's team.

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- a. Older Youth Placements Supervised by DCS
 - i. Host Home

A host home setting is one where a youth resides in the home of a family/single adult's (who may or may not be related) home, shares basic facilities, and agrees to basic expectations as established by both the Host Home and youth and detailed in the Collaborative Care agreement. This placement shall be used when an existing positive adult relationship has been identified by the youth or members of the youth's team by the youth's agreement.

Host Home settings shall be paid, court-approved placements. Host Home Adults shall undergo CPS and limited Background checks. Host Home Adults shall provide interdependent living training that includes but is not limited to:

- Providing food and shelter for the youth residing in the home;
- Displaying positive role modeling behaviors;
- Utilizing teachable moments that provide the youth opportunities to engage in healthy risk taking, fostering both positive and negative consequences;
- Adhering to the expectations of the Host Home Agreement resulting in positive and negative consequences;
- Establishing progressive and appropriate expectations based on needs and age of the youth.

Adults open their homes and their hearts to young people who need and are looking for healthy and nurturing connections, along with a stable environment that meets their basic needs. During their stay in a host home, young people experience living with support, witness the give and take of living in a positive household and experience situations where their individual needs are respected and celebrated. This experience of

sharing lives is challenging but powerful and a key element to the youth's future success.

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1. Supervision

The host home option is not required to be licensed and will be monitored by the 3CM. As with traditional DCS placements, the 3CM face to face contact requirements remain the same (every 30 days) for a Collaborative Care Youth in a Host Home placement.

Host Home adults shall be at least twenty-one years of age. A waiver may be requested by the 3CM and approved by the Older Youth Initiatives Manager or designee for potential Host Home Adults under the age of twenty-one.

The adults and youth will participate in youth and adult partnering/convening opportunities, as offered.

Expectations of the host home placement will be discussed and agreed upon in the CFTM held prior to the youth's transition, if the host home will be a change of placement for the youth. The following topics, which are included in the Host Home Agreement, shall be discussed:

- Physical description of space (Physical Environment Checklist);
- Refrains from discriminating against the youth based on race, religion, national origin, gender, disability, or sexual orientation.
- Respect of the expectations, roles, and responsibilities and consequences of youth and Host Home Adult.
- Frequency of services and provider visits/meetings
- Per diem and payments

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2. Services

The services provided in Collaborative Care should be specific to the needs of the youth. The Host Home Adult will assist in the facilitation of services through cooperative communication with the 3CM as to the areas of opportunity that arise. The Host Home Adult will complete the Ansell-Casey Life Skills Assessment (ACLSA) for care-giver and also administer the ACLSA to the youth. These tools will be utilized to remain progressive in accordance to the youth's Transition/Independent Living Plan. Host Home Adults will recognize teachable moments and assist the youth in budgeting funds, purchasing personal items and setting up bank savings and/or checking accounts to promote and increase the youth's financial responsibility, as outlined in the Independent Living Service Standards.

The need for referral to an Older Youth Service provider will be determined by the youth, with the guided support of the 3CM, Host Home Adult, and assessment tools. If the youth is not employed 80 hours per month or enrolled an educational or vocational

setting, the youth must participate in services with an Older Youth Service provider in order to maintain eligibility for the Collaborative Care program.

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ii. College Dorm

This placement type shall be used for youth that have demonstrated an elevated level of personal responsibility and accountability to be successful in a dorm living situation.

The Department of Child Services will offer continuing support and services to youth whose goals include continuing their education while living on campus at one of the many public/private colleges/universities throughout the State.

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1. Supervision

The college dorm placement type shall be supervised by the youth's 3CM. The 3CM is responsible for making face to face visits with the Collaborative Care youth once each calendar month. The 3CM and youth may use social networking to communicate in the interim (see [section I F](#) of this document). The 3CM is assigned to the youth based on the youth's county of residence rather than court of jurisdiction. Court dates should be scheduled in a manner that does not interfere with the youth's school or work. The youth and the youth's 3CM are responsible for securing transportation to the court date.

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2. Services

Independent Living services will be delivered via the broker of resources model. The 3CM is responsible for monitoring all services provided to the youth and for ensuring that NYTD eligible services are reported. An Older Youth Service Provider may work with the youth if the youth and 3CM decide a referral is needed. The provider shall work in conjunction with the Education and Training Voucher (ETV) program Specialist ensuring that the youth is not receiving duplicate services.

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b. Older Youth Placements Supervised by the Older Youth Services Provider

i. Shared Housing

This placement type will allow youth to obtain their own apartment with a roommate(s). The roommate may or may not be a sibling and does not have to be a ward of the state. DCS will cover the youth's share (percentage based on the number of roommates) of documented rent, utilities (gas, water, electric and telephone) food, clothing and personal hygiene expenses.

A CHINS or adjudicated Juvenile Delinquent youth that has reached the age of 18 may qualify to participate in this placement type. Youth must be employed and/or in an educational program (diploma, GED, vocational or college.) Eligible youth must consent to being under the supervision of the Juvenile court, meet with their case manager as required and follow all rules of the placement.

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1. Supervision

The shared housing placement is not required to be licensed and will be monitored by the contracted collaborative care agency. As with traditional DCS placements, face to face contact requirements between the Collaborative Care youth and 3CM would remain the same (at least once every calendar month).

Housing may be shared by a Collaborative Care youth and one or more relative or non-relative. The other individuals living in the residence may or may not also be under the placement and care of DCS. All tenants should be listed on the lease. Seek guidance from the Independent Living Specialist for potential exceptions. Youth transitioning from residential facilities or group home settings may receive special consideration for this placement type.

Prior to moving into a Shared Housing placement a CFTM will be conducted to address the youth's skill level and needs. Based on the CFT's discussion and the Transition/IL plan, an IL Learning Plan will be devised by the youth and Older Youth Service Provider outlining services. Intensive case management will be allowed for the first month of placement. Unless otherwise directed by the referring 3CM the expectation for the Older Youth Service Provider is to have a minimum of three (3) face to face meetings with the Collaborative Care Youth per week for the first four weeks after a placement transition (i.e. moving from a Host Home to Own Apartment/Housing; moving from Own Apartment/Housing to Shared Apartment/Housing.) At least two of these face to face meetings must take place in the youth's residence. Supplementing the face to face meetings will consist of a daily phone call between the Older Youth Service Provider and Collaborative Care Youth. Intensive case management will be allowed for the first month of placement, with decreased supervision over time in order to build IL skills and strengthen the youth's social network resulting in increased social capital. The intensity of supervision will depend upon the youth's needs and will be decided upon by the youth and his/her team. Most youth will have a supervision check- in either by face to face or phone call once per day starting out for the first month after a placement transition.

The Collaborative Care youth's rights and responsibilities will be discussed and agreed upon in the CFTM held prior to the youth's transition. The following topics shall be discussed:

- Youth's participation in services, including home visits
- Roommate or roommates acknowledgement and agreement to monthly visits from the 3CM and development of protocol for visits
- The expectations, roles, and responsibilities and consequences of youth, Older Youth Service Provider and 3CM including frequency of services and provider visits/meetings
- Payment of rent and utilities
- Emergency protocol/planning

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2. Services

Independent Living Services will be delivered by the broker of resources model. The Older Youth Service Provider will be responsible for assisting the youth in locating safe and affordable housing that will meet the youth's needs. The youth should be able to maintain this housing once services are no longer provided and DCS placement and care has ended. The Older Youth Service Provider will be responsible for ensuring that the youth has a bed, basic kitchen supplies, access to a phone, food, and personal hygiene items upon entering the placement. Additional furnishings may be obtained by the youth and/or Older Youth Service Provider during case progression.

Youth must be able to reach the Older Youth Service Provider 24/7 in the event of an emergency

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ii. Apartments

Supervised apartments are placements where youth live in an apartment setting that can be maintained post Collaborative Care. In this setting youth live alone and learn practical independent living skills with the assistance of the Older Youth Service Provider.

A CHINS or adjudicated Juvenile Delinquent youth that has reached the age of 18 may qualify to participate in this placement type. Youth must be employed and/or in an educational program (diploma, GED, vocational or college.) Eligible youth must consent to meet with their case manager as required and follow all rules of the placement.

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1. Supervision

The Apartment placement is not required to be licensed and will be monitored by the Older Youth Service Provider. As with traditional DCS placements, face to face contact requirements between the Collaborative Care youth and 3CM would remain the same (at least once every calendar month).

Youth transitioning from residential facilities or group home settings may receive special consideration for this placement type.

Prior to moving into an Apartment placement a CFTM will be conducted to address the youth's skill level and needs. Based on the CFT's discussion and the Transition/IL plan, an IL Learning Plan will be devised by the youth and Older Youth Service Provider outlining services. Intensive case management will be allowed for the first month of placement. Unless otherwise directed by the referring 3CM the expectation for the Older Youth Service Provider is to have a minimum of three (3) face to face meetings with the Collaborative Care Youth per week for the first four weeks after a placement transition (i.e. moving from a Host Home to Own Apartment/Housing; moving from Own Apartment/Housing to Shared Apartment/Housing.) At least two of these face to face meetings must take place in the youth's residence. Supplementing the face to face

meetings will consist of a daily phone call between the Older Youth Service Provider and Collaborative Care Youth. Intensive case management will be allowed for the first month of placement, with decreased supervision over time in order to build IL skills and strengthen the youth's social network resulting in increased social capital. The intensity of supervision will depend upon the youth's needs and will be decided upon by the youth and his/her team. Most youth will have a supervision check- in either by face to face or phone call once per day starting out for the first month after a placement transition.

The Collaborative Care youth's rights and responsibilities will be discussed and agreed upon in the CFTM held prior to the youth's transition. The following topics shall be discussed:

- Youth's participation in services, including home visits
- The expectations, roles, responsibilities and consequences of youth, Older Youth Service Provider and 3CM including: frequency of services and provider visits/meetings
- Payment of rent and utilities
- Emergency protocol/planning

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2. Services

Independent Living Services will be delivered by the broker of resources model. The Older Youth Service Provider will be responsible for assisting the youth in locating safe and affordable housing that will meet the youth's needs. The youth should be able to maintain this housing once services are no longer provided and Collaborative Care has ended. The Older Youth Service Provider will be responsible for ensuring that the youth has a bed, sofa/love seat, basic kitchen supplies, access to a phone, food, and personal hygiene items upon entering the placement. Additional furnishings may be obtained by the youth and/or Older Youth Service Provider during case progression.

Youth must be able to reach the contacted Older Youth Service Provider 24/7 in the event of an emergency.

Co-signing leases:

The OYS provider for Collaborative Care youth shall negotiate with each landlord the following arrangements:

1. The provider shall co-sign the youth's lease. If the youth moves out of the housing their name will be removed from the lease and the provider shall be solely liable to the landlord after the youth moves out
2. The youth shall have the right to renew the lease, without the need for a co-signor, after his/her participation in Collaborative Care ceases

DCS shall not be responsible for rent accruing during any period of time (including partial months) beyond the last day of the month during which the youth vacates the space. Such amounts are not reimbursable.

The provider shall not arrange for a youth to obtain housing in which the youth will not be able to remain after his/her participation in Collaborative Care ceases. Exceptions may be granted by the Collaborative Care Supervisor assigned to the case.

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- c. Supervised by the Older Youth Services Provider which is the owner and operator of the Staff Supported Housing facility

- i. Staff Supported Housing

This placement shall be reserved for youth who are in need of a higher level of supervision than traditional Collaborative Care participants. The ideal youth for this placement is a youth who is transitioning out of a residential facility placement or a youth who is awaiting an adult assistance program.

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1. Supervision

This placement shall be a setting where multiple youths may live in a campus or apartment complex setting. This placement may also look like a group home setting. Youth should have opportunities to interact in the community, with decreased supervision over time in order to build IL skills and strengthen their social network resulting in increased social capital. The placement provider will have staff on site, available for supervision at all times.

On call supervision will be made available 24/7 to the residents. Youth must be able to reach the contacted Older Youth Service Provider 24/7 in the event of an emergency.

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2. Services

Each youth will receive daily supervision. However, this does not require 24/7 supervision. During this time the youth should receive instruction on Independent Living skills as indicated in the youth's Independent Living Transition Plan. The amount of instruction will be determined by each youth's skill level and need.

The placement provider will provide furnishings for the placement. The furnishings may be new or used, but must be in good condition, and must include, but are not limited to, the following:

- A stove and refrigerator
- Kitchen furnishings (pots, pans, cooking and eating utensils)
- A dining table and chairs
- A telephone (landline or cellular)
- Living room furniture

Each youth will have a separate bedroom which must include, but not limited to, in good condition:

- A bed and bed linens
- Desk or table with a chair
- Bookshelf
- Dresser

E. Youth Funding

Youth will have access to individual funding, including a yearly allowance and per diem, while they participate in an Older Youth Placement. How the youth is able to access this funding is determined on a case by case basis and should be discussed and agreed upon during a CFTM. In most circumstances a youth will not have direct access to funding when first entering the Older Youth Placement. The service provider or care giver will take responsibility for paying for food, rent, utilities and personal allowance items while engaging the youth in budget education. Over time, the youth may be given direct access to such funding in order to pay for their own food, rent, utilities and personal allowance items. This may be done through methods such as helping the youth create a joint checking account with the OYS agency/caregiver, or, giving the youth checks pre-written for the landlord/utility company, etc. Receipts for transactions will be required for billing purposes.

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III. GENERAL REQUIREMENTS FOR CHAFEE INDEPENDENT LIVING SERVICES

A. Independent Living Services

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

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

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

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B. Program Description

The independent living assessment must include a comprehensive, written assessment of the youth's strengths as well as areas of improvement. The Ansell-Casey Life Skills Assessment (ACLSA) at www.caseylifeskills.org is the **only** assessment tool approved for use. This assessment must be completed annually and shared with the youth, caregiver and referring agency within ten (10) days of completion.

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

The expectation of IL providers is to serve in the role of community resource broker for youth receiving Chafee IL services (see section III). 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. IL providers need to first seek community resource providers to provide the direct services associated with the outcome areas outlined below. Providers must maintain documentation in the file if no community resource exist thus direct service was provided by the IL provider. If the IL provider can document a service gap in a region/county for an outcome area, approval may be granted for that specific region/county, thus documentation would not be needed for each youth seeking services in that region/county. Group services with a pre-approved curriculum by the ILS will not need to seek this additional approval.

C. Independent Living Services for Youth placed in Licensed Child Placing Agency (LCPA) Foster Homes, Residential Treatment Facilities, or Group Homes

All youth are to start receiving IL services at age 16. If a youth is placed in a LCPA foster home, residential or group home, the agency/facility is responsible for providing IL services as part of their per diem. Agencies/facilities shall refer to [sections III](#) and [IV](#) of this document for instruction regarding IL service delivery. Youth should receive a minimum of three (3) hours per week of IL instruction (should not include time spent on Activities of Daily Living). Seventy-five percent (75%) of the allotted IL instruction time per month must be experiential instruction not utilizing classroom or worksheet instruction. In addition a portion of the IL instruction time must be in the community. Youth need training that is community oriented, outside of a placement facility. Youth who have approved Medicaid waivers are not required to receive IL services.

Eligibility

Chafee IL Services:

- Youth ages 16 to 21 who are in foster care or a Collaborative Care placement as a CHINS or adjudicated a delinquent with a case plan establishing the need for independent living services.

Youth, ages **16 through 18** who are not participating in Collaborative Care will receive services that include individual guidance, case management, and soft skill independent living services as reflected in the IL Learning Plan (LP). Youth must be given an independent living assessment (i.e., ACLSA) to determine the appropriate services. These services may include but are not limited to; locating tutorial services, self-esteem building, life interest explorations, and education in housing options, budgeting, money management, health care, transportation options, secondary and post-secondary education, and interpersonal relationship skills.

Chafee Voluntary IL Services:

- Youth ages 16 to 21 who were formerly in foster care or a Collaborative Care placement or adjudicated a delinquent between the ages of 16-18 that were returned to their own homes on a Trial Home Visit and remained a CHINS or adjudicated a delinquent with a case plan establishing the need for independent living services.
- Youth age 18 to 21 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 independent living services.
- Youth who are 18 to 21 who would otherwise meet the eligibility criteria above and who were in the custody of another state or were a “ward of another state” will be eligible if through the Interstate Compact for the Placement of Children there is a verification of wardship and all eligibility criteria from the state of jurisdiction.
- Youth age 16-21 that left foster care after obtaining 16 years of age for kinship guardianship or adoption.

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

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

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

Emancipation Goods and Services (EG&S):

- All youth who are eligible to receive Chafee IL Services and Chafee Voluntary IL Services are also eligible to access EG&S funding.

Emancipation Goods and Services (EG&S) are goods and services required to ensure a safe and successful case closure for youth aging out of the system and must be approved by the local DCS office or IL Specialist on a dollar for dollar basis. The state approved form must be used to request needed funding for youth. Requests for items not listed on the EG&S form require pre-approval from the IL Specialist. The signature of the DCS Local Office Director or designee on the approved form provides approval for expenditure of the funds as does the emailed form with the email cover sheet attached to the form that was received from the DCS Director or designee. **DCS will not reimburse taxes paid on items purchased through EG&S.**

For youth receiving Chafee Voluntary IL Services: The EG&S form is to be signed by the IL Specialist serving the county in the region where the youth resides.

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

Room and Board:

Foster youth must have turned 18 years of age while in foster care or a Collaborative Care placement and they cannot have an open CHINS or JD/JS case. This includes:

- Youth who move directly from foster care or a Collaborative Care placement into their own housing at age 18 up to age 21.
- Youth who leave care voluntarily at age 18 without accepting assistance but return prior to turning age 21.

Room and Board (R&B) expenses are considered as security deposits, rent, utility deposits and utilities. Utilities are limited to electric, gas, water and sewage. These funds are contingent upon availability as well as verification of the youth's eligibility for voluntary services by the IL Specialists. Room and board payments include a maximum lifetime cap of \$3,000 for assistance up to age 21. Youth may access this assistance as long as they continue to participate in case management services and receive SSI (Supplement Security Income through Social Security) or participate in a full or part time schedule of work (or are actively seeking employment) until the \$3,000 limit is exhausted. While receiving room and board funds, youth are expected to make incremental payments toward their own housing and utility expenses beginning in the third month of assistance and should be prepared to accept full responsibility by the sixth month unless there are extenuating circumstances. In cases where the youth is unable to accept full

responsibility for their rent in the sixth month, approval must be received from the DCS IL Specialist to allow payment beyond the fifth month. Requests for an extension of this capped amount will be considered on a case-by-case basis by DCS Older Youth Initiatives Manager or designee, based on availability of funds. Room and Board payments will only be made through a contracted service provider who is providing independent living case management services to the youth.

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

Housing Options:

Potential housing options for youth accessing Voluntary IL services may include host homes with foster families, relatives other than biological or adoptive parents, or other adults willing to allow the youth to reside in their home with or without compensation. [This setting does not require the same responsibilities provided by the host home adult as the Host Home placement type in Collaborative Care.] Other housing options may include youth shelters, shared housing, single room occupancy, boarding houses, semi-supervised apartments, their own apartments, subsidized housing, scattered site apartments, and transitional group homes.

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

IV. BROKER OF SERVICES MATRIX

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

OUTCOME AREA: EDUCATION

Result:

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

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

CORE COMPETENCIES	YOUTH OUTCOMES	PROVIDER RESPONSIBILITIES
Ability to succeed in school	<p>Young people attain their educational goals and are knowledgeable about and understand the importance of:</p> <ul style="list-style-type: none"> • Participating in educational activities including, but not limited to: tutoring, mentoring, extra-curricular activities, support programs, voluntary office hours with educational supports • Identifying when and if they require support services and how to seek out assistance that meets their needs • Resources for youth-specific connections for transitions (either in the educational and social community) 	<p>Assist youth in understanding different opportunities and support services and how to access those support services to aid in successful completion of educational goals. Specific activities that the provider may conduct include:</p> <ul style="list-style-type: none"> • Working with the youth to identify connections for transitions between grade levels and school systems (academic support). If applicable, helping the youth transition from high school to post-secondary education and/or training (post-secondary educational support) • Advocating to keep youth in school and in the school district that is familiar to the youth • Advocating for youth to graduate from high school, unless high school graduation is not possible • Assist youth in assessing and sustaining tutoring services (academic support)
Ability to explore and select the right	<p>Young people will demonstrate knowledge of:</p> <ul style="list-style-type: none"> • How educational attainment links to future 	<ul style="list-style-type: none"> • Partner with the youth, using tools that can be accessed through the school system or

<p>education setting for future success</p>	<p>quality of life</p> <ul style="list-style-type: none"> Options for continuing education that will allow for the youth to gain employment within their specific areas of strengths and interest 	<p>other reputable public access assessment resources, to assess specific strengths, needs, interests and barriers (academic support)</p> <ul style="list-style-type: none"> Facilitate visits to institutions of higher education, including but not limited to colleges (post-secondary educational support), vocational/technical schools, beauty/barber colleges and administrative schools, apprenticeship/internship programs (career preparation) Assist the youth in exploring alternatives to classroom learning such as AmeriCorps, Job Corps and military service. (career preparation)
<p>Secondary or Post-secondary Education and/or Training Planning</p>	<p>Young people will demonstrate knowledge of:</p> <ul style="list-style-type: none"> The benefits of having future goals and ambitions during secondary education The multiple tracks that young people can pursue during secondary education Admission criteria to enter into post-secondary education and/or training program of choice <p>Young people will competency in:</p> <ul style="list-style-type: none"> Planning their curriculum and scheduling Planning secondary education opportunities to meet short and long term goals Applying to post-secondary education and/or a training program of choice 	<ul style="list-style-type: none"> Expose youth to available educational opportunities (post-secondary educational support, career preparation) Provide education regarding the benefits of continuing education and/or training (post-secondary educational support) Refer the youth to post-secondary support programs, if applicable (post-secondary educational support)
<p>Awareness of Financial Support for Post-secondary Education</p>	<p>Young people will demonstrate knowledge of:</p> <ul style="list-style-type: none"> Identifying sources of financial assistance, including but not limited to: FAFSA, ETV, and 21st Century Scholars Determining which financial assistance/scholarship programs best meet their needs <p>Young people will competency in:</p> <ul style="list-style-type: none"> Accessing financial assistance 	<ul style="list-style-type: none"> Take youth to College Goal Sunday or another similar activity (post-secondary educational support) Ensure that a Twenty-first Century Scholars application has been submitted for the youth and ensure that the name and address is up to date with the Twenty-first Century Scholar office (post-secondary educational support)

		<ul style="list-style-type: none"> • Assist youth in accessing systems of financial support including accessing and providing information for: FAFSA, ETV and if applicable Twenty-first Century Scholars monies. (post-secondary educational support) • Provide education on proprietary/private schools and costs/benefits/consequences of such schools (post-secondary educational support)
Youth takes ownership over their education or becomes their own educational advocate	<p>Young people will competency in:</p> <ul style="list-style-type: none"> • Obtaining their educational records • Leading their educational planning 	<ul style="list-style-type: none"> • Support the youth taking on an increasing level of responsibility over time • Assist youth with how to obtain education records (academic support)
Navigation of higher education system	<p>Young people will demonstrate knowledge of:</p> <ul style="list-style-type: none"> • Appropriate social skills for post-secondary education, including appropriate self disclosure and boundaries <p>Young people will competency in:</p> <ul style="list-style-type: none"> • Identifying when and if they require support services and how to seek out assistance that meets their needs • Gathering and maintaining all necessary documentation to support post-secondary education • Exploring post-secondary housing options 	<ul style="list-style-type: none"> • Help the youth identify someone in their support network that can provide guidance and support educational goals • Provide initial support in educational planning (post-secondary educational support, career preparation) • Advocate for youth engagement in each step of the educational plan • Connect youth to college readiness/student services program on college campus, if available (post-secondary educational support) • Assist youth in identifying a supportive adult to accompany him/her to their college orientation **If the youth requests that a Chafee IL Service provider attends as the supportive adult, approval must be given ahead of time from an IL Specialist**

OUTCOME AREA: EMPLOYMENT

Result:

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

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

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

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

OUTCOME AREA: FINANCIAL AND ASSET MANAGEMENT

Result:

- Young people will effectively manage their personal finances.

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

CORE COMPETENCIES	YOUTH EXPECTATIONS	PROVIDER RESPONSIBILITIES
Ability to Perform Basic Banking Functions	<p>Youth will demonstrate an understanding of the following:</p> <ul style="list-style-type: none"> • Selecting a bank • Roles of bank personnel • Distinguishing between savings and checking/debit accounts and other types of accounts • Banking fees and services 	<ul style="list-style-type: none"> • Assist youth in understanding how to navigate the banking system. • Support youth in choosing the best banking system to meet their needs.
Ability to Budget and Manage Money	<p>Youth will demonstrate an understanding of the following:</p> <ul style="list-style-type: none"> • The difference between fixed and flexible expenses • Income and how to read a pay stub • How to read and pay bills • Budgeting techniques and the importance of savings • Saving strategies • Using banking tools, such as money orders, checks, and deposit slips • Record keeping techniques, including keeping paperwork current if their income is based on public resources 	<ul style="list-style-type: none"> • Assist youth in building financial literacy skills. • Assist youth in developing a budget based upon fixed and flexible expenses and income. • Assist youth in recognizing the differences between “needs” and “wants”.
Understanding the Pros and Cons of Credit	<ul style="list-style-type: none"> • Youth will be aware of the benefits and consequences of using credit cards and the impact bad credit can have on their future 	<ul style="list-style-type: none"> • At age 17, assist youth in obtaining a credit report. <ul style="list-style-type: none"> ○ If a credit report is not available online then a paper application should be

	<ul style="list-style-type: none"> • Youth will know how to access and read credit reports, including the purpose of credit score • Youth will know the difference between good credit cards and bad credit cards (APR, credit limit, fees, grace period, interest rate, annual vs. initial fees, etc.) • Youth will understand the advantages and disadvantages of instant credit (i.e. RTO stores, payday advances, other scams and predatory practices) 	<p>completed.</p> <ul style="list-style-type: none"> ○ If any inaccuracies are present in the credit report, assist the youth in pursuing needed corrective actions • Assist youth in learning and understanding: <ul style="list-style-type: none"> ○ benefits and consequences of credit ○ credit reports and credit scores ○ instant credit ○ information about obtaining credit ○ consequences of predatory lending practices
<p>Ability to File Taxes and Understand the Basics of Local, State and Federal Taxes</p>	<ul style="list-style-type: none"> • Youth will know how to locate critical tax forms and be able to identify the uses for those forms • Youth will know how to read and complete common tax forms • Youth will be aware of timelines/deadlines associated with taxes and will demonstrate this knowledge • Youth will be aware of different options for completing taxes and the cost of those options • Youth will understand why we pay taxes and the use of federal, state and local taxes and sales taxes • Youth will understand the basics of payroll taxes and will know what to withhold from their paycheck • Youth will be aware of their eligibility for tax credits, if any 	<p>Assist youth in locating forms and resources, benefits and penalties associated with filing taxes, etc.</p>

OUTCOME AREA: PHYSICAL AND MENTAL HEALTH

Result:

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

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

CORE COMPETENCIES	YOUTH EXPECTATIONS	PROVIDER RESPONSIBILITIES
Accessing Healthcare	<ul style="list-style-type: none"> • Youth will have identified providers for vision, mental health, physical and dental care • Youth will have had a medical appointment within the last year • Youth will be able to identify the consequences of missing medical appointments • Youth will demonstrate that they know about co-pays • Youth will have the knowledge and ability to seek answers to questions about healthcare coverage • Youth will know how to change medical providers 	<ul style="list-style-type: none"> • Provide education on local vision, medical, mental health and dental health care providers and how to change health care providers if needed. • Assist youth with navigating access to medical treatment. • Educate youth about the ramifications of missing appointments. • Help the youth understand co-pays
Knowing how to obtain health history	<ul style="list-style-type: none"> • Youth will understand how to obtain medical records • Youth will demonstrate basic understanding of HIPAA • Youth will have a copy of their medical passport from FCM 	Provide training to youth regarding: <ul style="list-style-type: none"> ○ Obtaining medical records ○ Reviewing medical records ○ Connecting with appropriate resources ○ HIPPA
Access to appropriate systems	<ul style="list-style-type: none"> • Youth will be able to voice their needs for adult DMHA, BDDS, and/or IL services according to their needs • Youth will know how to fill prescriptions <ul style="list-style-type: none"> ○ Youth will understand the differences 	<ul style="list-style-type: none"> • Educate youth regarding how to communicate with medical providers and pharmacists. • Educate youth regarding how to advocate for specific health care needs, including

	<p>between generic and name brand prescriptions, including formulary and non-formulary for the most cost effective prescription.</p>	<p>seeking a second opinion when they do not agree with their doctor and/or identifying medication side effects</p>
<p>Prevention and Maintaining a Healthy Lifestyle</p>	<ul style="list-style-type: none"> • Youth will maintain a healthy lifestyle • Youth will understand the benefits and consequences of using emergency services vs. using a primary medical provider • Youth will have a full scope understanding of pregnancy, including the financial impact 	<p>Provide education on:</p> <ul style="list-style-type: none"> ○ Maintaining a healthy lifestyle ○ Emergency care vs. care from a primary care physician ○ STD and pregnancy prevention

OUTCOME AREA: HOUSING

Result:

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

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

CORE COMPETENCIES	YOUTH OUTCOMES	PROVIDER RESPONSIBILITIES
Understanding Available Housing Resources	Youth will understand: <ul style="list-style-type: none"> • Tenant and lease rules and responsibilities • How to access rent and utility subsidies • The benefits and consequences of using a payee 	Provide education on: <ul style="list-style-type: none"> • Tenant and lease rules and responsibilities • Accessing rental and utility subsidies • Using a payee
Financial Resources	Youth will understand: <ul style="list-style-type: none"> • The benefits, consequences and responsibilities associated with a co-signer/roommate • How to turn on, utilize and pay for utilities • The benefits and costs of renters insurance • Credit and loan/mortgage issues associated with housing • The benefits, consequences and costs of home ownership 	Provide education on: <ul style="list-style-type: none"> • Having a co-signer and/or roommate • Utilities • Security deposits and utility deposits • Renters insurance • Home ownership Use the wage calculator tool provided by the IHCDA to assist youth in understanding the costs associated with the different types of housing.
Homelessness Prevention	Youth will understand: <ul style="list-style-type: none"> • Available housing options • How to leave housing appropriately Youth will demonstrate: <ul style="list-style-type: none"> • The ability to handle a housing crisis, if necessary • Appropriate landlord communication 	Provide education on: <ul style="list-style-type: none"> • Available, appropriate, and affordable housing • Vacating a housing arrangement • Handling of a housing crisis • Landlord communications Work with IHCDA to utilize the homelessness prevention curriculum: Provider will utilize homeless vulnerability assessment provided by

<p>Housing Options</p>	<p>Youth will understand:</p> <ul style="list-style-type: none"> • Available supportive housing options • How to locate housing using multiple methods • How to choose safe and affordable housing, including considering included utilities and amenities 	<p>the IHCD</p> <p>Provide education on:</p> <ul style="list-style-type: none"> • Supportive housing options • A variety of methods to locate housing • How to choose safe and affordable housing, including consideration of included amenities (i.e., dead bolt, windows that lock, kitchen appliances, etc.) <p>Arrange for youth to visit an apartment or home for rent.</p>
<p>Housing Stability</p>	<p>Youth will understand:</p> <ul style="list-style-type: none"> • Tenant rights and responsibilities associated with their lease • The definition of visitors, guests, household composition • Various ways to manage their utility cost and consumption • Consequences of violating lease rules • How to repair rental history • How to get housing back once lost • Home safety 	<p>Review the lease, tenant's Rights and Responsibilities with youth</p> <p>Encourage youth to attend apartment orientation</p> <p>Provide education on:</p> <ul style="list-style-type: none"> • Consequences of violating lease rules • Keeping utility costs affordable • Vacating housing appropriately • Repairing rental history • Home safety

OUTCOME AREA: ACTIVITIES OF DAILY LIVING

Result:

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

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

CORE COMPETENCIES	YOUTH OUTCOMES	PROVIDER RESPONSIBILITIES
Basic living skills	<ul style="list-style-type: none"> • Youth will know how to perform activities of daily living, including cooking, cleaning, doing laundry, comparison shopping, etc. • Youth will demonstrate appropriate personal hygiene 	<p>Provide resources and support to ensure youth are able to perform activities of daily living</p> <p>Provide opportunities for youth to practice daily living skills</p>
Social Skills	<ul style="list-style-type: none"> • Youth will understand appropriate boundaries and practice strategic sharing • Youth will be aware of civic engagement opportunities and the benefits of participation • Youth will engage appropriately with peers • Youth will know healthy rules, conflict resolution and time management 	<p>Provide resources and support to youth to develop healthy social skills, including but not limited to:</p> <ul style="list-style-type: none"> • Boundaries and strategic sharing • Etiquette
Have legal documents and knowledge on how to obtain documents	Youth will have in their possession their drivers license/state ID, birth certificate, social security card or other documentation that applies to youth's specific needs	Assist youth in obtaining vital records
Navigation or access to public systems and community resources	<p>Youth will know how to locate and access the following systems:</p> <ul style="list-style-type: none"> • Legal • DCS Medicaid • TANF • Food Stamps • Childcare Vouchers 	Assist youth in locating and accessing the legal, Medicaid, TANF, food stamps, and child care systems, if applicable.
Health/Financial	Refer to other sections of the service standards	
Family and Healthy Relationship Education	<p>Youth will understand:</p> <ul style="list-style-type: none"> • How to avoid peer pressure 	

	<ul style="list-style-type: none"> • Parenting skills, of applicable • Critical aspects of child development education, child care, and family planning 	
Safety	<p>Personal</p> <ul style="list-style-type: none"> • Youth will be aware of surroundings • Youth will understand basic safety plans, including information that they should carry with them • Youth will always let someone know their whereabouts <p>Household</p> <ul style="list-style-type: none"> • Youth will know what to do to keep themselves safe during natural disasters. • Youth will know what to do to prevent and keep themselves safe in a fire • Youth will have functional locks to their residences and will understand the importance of keeping doors locked <p>Internet</p> <ul style="list-style-type: none"> • Youth will understand the potential hazards associated with online social networking, including appropriate and inappropriate information to share on social networking sites. 	<p>Provide basic safety education</p> <p>Educate youth on legal consequences related to drinking and driving</p> <p>Educate youth on legal rights and responsibilities, including what to do if the youth is a victim of a crime</p>

OUTCOME AREA: YOUTH ENGAGEMENT

Result:

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

CORE COMPETENCIES	YOUTH OUTCOMES	PROVIDER RESPONSIBILITIES
Engagement on Personal Level	<ul style="list-style-type: none"> • Youth will demonstrate self-advocacy skills • Youth will have knowledge of court proceedings, roles of court participants, and how to self-advocate within court proceedings • Youth will demonstrate effective self-advocacy skills in multiple situations • Youth will demonstrate leadership skills and seek opportunities to apply them • Youth will be able to state the benefits of having/being an appropriate role model • Youth will demonstrate knowledge of awareness of resources 	Provide education and opportunities for youth to gain self-advocacy knowledge and skills.
Engagement on Community Level	<ul style="list-style-type: none"> • Youth will understand the benefits of volunteering and how to locate volunteer opportunities in their own communities • Youth will recognize the value of civic engagement 	Provide education and opportunities for youth to gain knowledge and skills in volunteerism and community engagement
Engagement on Youth Advocacy/Public Policy Level	<ul style="list-style-type: none"> • Youth will have basic knowledge of how public policies are created and the legislative processes • Youth will demonstrate that they know how to research and locate resources of interest • Youth will know how to access, influence and/or participate in Youth Advisory Board activities 	Provide education and opportunities for youth to gain advocacy knowledge and skills.

V. STAFFING QUALIFICATIONS

Direct Worker

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

Direct workers shall carry a case load according to the following ranges:

IL Services only: 18-22

Collaborative Care: 12-15

Voluntary IL Services: 25-30

Supervisor

Master's degree in social work, psychology, or other directly related human services field OR Bachelor's degree with minimum of 5 years/preferred 7 years of experience in social services, case management, education in a community setting, or other relevant experience.

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

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

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VI. GOALS and OUTCOME MEASURES

Goal#1

Timely provision of services to the older youth and regular, timely communication with referring worker

Outcome Measures:

- 95% of all youth that are referred will have face-to-face contact with the Older Youth Service Provider within 10 days of the referral.
- 95% of youth will have an ACLSA completed within 30 days of referral and a written service plan (IL Learning Plan) prepared with the youth, which shall be provided to the referring agent within 30 days of completion of the assessment.
- 95% of all youth will have monthly written summary reports prepared and sent to the referring worker via the NYTD web-portal. All reports must be submitted by the 10th day of the month in the approved format and submitted via the NYTD web portal or billing will not be approved.

Goal #2

DCS and youth satisfaction with services

Outcome Measures:

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

Goal #3

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

Outcome Measures:

- 80% of youth receiving room and board assistance will have safe stable housing within 6 months of receiving room and board assistance.
- 95% of youth being provided Older Youth Services will have a plan for housing identified on the Transition/IL plan and/or IL Learning plan prior to case closure.

Goal #4

Increase the percentage of youth who complete/seek educational training.

Outcome Measures:

- 70% of youth who identify an educational goal will be working towards that goal as defined by the action steps in the Transition/IL plan and/or IL Learning Plan.

Goal #5

Increase the percentage of youth who have relational permanency/social capital.

Outcome Measures:

- 80% of youth will be able to identify at least one supportive relationship, by six (6) months after initiation of services.
- 85% of youth will be able to identify two (2) or more supportive relationships by the end of one (1) year of services.

Goal #6

Increase the percentage of youth who successfully enter/receive independent living services after age 18

Outcome Measures:

- 95% of the youth will receive information on Collaborative Care and Voluntary IL.

Goal #7

Increase opportunities for youth to practice decision making/problem solving skills.

Outcome Measures:

- 85% of youth will have identified responsibilities outlined in the Transition/IL Plan and/or IL Learning Plan.
- 75% of youth will participate in at least one (1) community or leadership opportunity.

Goal #8

Increase the number of youth who leave care with an active savings or Individual Development Account with available funding.

Outcome Measures:

- 80% of youth will have at least one (1) savings or IDA account with available funding prior to ending services.

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VII. DOCUMENTATION REQUIREMENTS

A. Service Access

Services must be accessed through a valid DCS or Juvenile Probation referral. Referrals are valid from the start date until the end date as identified on the referral form. Providers must initiate, via a 3CM, a reauthorization for services to continue beyond the approved period.

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B. Case Record Documentation

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

- Authorized DCS/probation Referral
- Case Plan indicating the need for independent living services for Chafee IL Services and Chafee Voluntary IL Services
- Initial Ansell-Casey Life Skills Assessment and ongoing assessments every year during the service provision period
- Documentation of regular contact with the referred youth and the DCS
- Monthly written reports on the required form regarding the progress of the youth provided to the referral source via the NYTD web portal. This report must include the youth's full name and ICWIS number. All reports must be turned in by the 10th of the month unless otherwise specified by the referring party.

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C. Quarterly Regional IL Meetings

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

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D. Monthly Reporting

All reports must be typed and prepared in Microsoft Word or Adobe format. Reports must detail the date and time of day spent with the youth and the goal the youth is working toward. The narrative of the report should detail what goal orientated activities occurred during the time being billed. The approved format is located on the website of the Department of Child

Services at [DCS: Independent Living Program](#). Password protected documents are not an acceptable format for report submission. The signature of the individual service provider, including the date in which the report was completed, who writes an IL report is required on 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 required prior to submission into the web portal.

a. The National Youth in Transition Database (NYTD)

Data must be reported monthly regarding independent living services provided to youths over the age of 16. This federal and state requirement is fulfilled by service providers submitting their monthly provider reports by the 10th of the month, through the NYTD web portal, which can be accessed through KidTraks.

When submitting monthly reports, providers are also required to mark which service elements, as defined by the federal government, were provided to every youth during a report period. The information regarding service elements that are required for Chafee IL service providers to submit are in compliance with the Chafee National Youth in Transition Database; Final Rule and all technical documents that support the information described in this rule. Providers can be assigned user names and passwords through the DCS NYTD helpdesk email (dcsnytd@dcs.in.gov). Once providers enter the required information into the web portal and attach the monthly report, the report automatically loads into the youth specific case in the DCS case management system, as a contact. Monthly report templates, definitions and an informational webinar can be found through the following link: [DCS: NYTD](#). Failure to upload monthly reports on time or through the NYTD web portal will result in the denial of all claims submitted for each reporting period missing a monthly report.

Service element descriptions can be found in two separate places:

- In the Service Standards, following the provider activity description in each outcome area, the NYTD service element is identified in (bold)
- Each of the federal service elements, definitions and examples from Indiana's Service Standards can be found by following the link: [DCS: NYTD](#). Please note that not all service activities listed in Indiana's Service Standards are reportable as a NYTD service element. Additionally, some activities can be reported under two NYTD service elements. Questions regarding NYTD reporting should be directed to the email box: dcsnytd@dcs.in.gov.

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VIII Sources for Citations

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