

STANDARD: WORKING WITH OLDER YOUTH

PURPOSE

The purpose of these standards is to provide direction and guidance to the Children and Family Services (CFS) program to ensure a seamless process of case planning and decision making for older youth that addresses both the youth's permanency needs and independent living skills development in preparation for transition to adulthood. These standards are intended to achieve statewide consistency in the development and application of CFS core services and shall be implemented in the context of all applicable laws, rules and policies. The standard also provides a measurement for program accountability.

INTRODUCTION

Permanency planning for older youth is critical to ensure that youth successfully transition out of alternate care into living independently as an adult. Older youth should be provided with a seamless process of service planning and decision making that addresses both the youth's permanency needs and independent-living skills development. Decisions concerning a youth's permanency plan are made on a case by case basis, taking into account the unique needs of the youth and the circumstances surrounding the youth's placement.

Through relationships with family, friends, and community, staff must make certain that youth will have the resources necessary to succeed in all areas or "domains" of their lives. These domains include: identity formation, community connections and supportive relationships, physical and mental health, life skills, education, employment, and housing.

DEFINITIONS

Ansell-Casey Life Skills Assessment (ACLSA) An online automatically scored evaluation of independent living skills. It is available and can be accessed at www.caseylifeskills.org. The ACLSA is completed annually for all older youth in alternate care or receiving Independent Living services after leaving care and serves as the basis for the youth's independent living plan. The assessment is completed based on information provided by the youth and their caregivers.

Chafee Independence Program Act of 1999 Legislation to establish independent-living services for youth 16-21 who are in alternate care and likely to remain in alternate care until 18 years of age.

Idaho Chafee Foster Care Independence Program State Plan A plan designed to achieve the purposes of sections 477(b) (20)(A) and sections 477(a) (1-5) of the Chafee Foster Care Independence Program Act by assisting youth in achieving a goal of self-sufficiency. Idaho's plan states that youth are eligible for IL services between the ages of 15 and 21 years when they have been in an eligible alternate care placement for 90 cumulative days. The state's program assists youth in making a successful transition from alternate care to living as a self-sufficient adult. Program outcomes measures include achievement of educational goals, homelessness, incarceration, and unemployment. Statistics related to avoidance of dependency, minimization of high risk behaviors and pregnancy prevention are also used to measure the effectiveness of the state's program plan. (See State of Idaho Chafee Foster Care Independence Program State Plan 2005-2009.)

Education and Training Voucher Program (ETV) A program established through an amendment to the Chafee Act which appropriated funds for states to provide educational and vocational training funds and services to youth. A maximum of \$5,000 per youth per year may be used to assist youth to attend an institution of higher education. (See State of Idaho Chafee Foster Care Independence Program State Plan 2005-2009, 3(c).)

Fostering Connections to Success and Increasing Adoptions Act of 2008 An act that 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. One provision of the Fostering Connections Act affecting older youth in care is a transition plan during the 90-day period immediately prior to a youth's 18th birthday.

Integrated Transition Practice Framework A holistic approach used by child welfare professionals and others responsible for guiding and supporting older youth as they prepare for adulthood. The approach, developed by the Casey Family Program ("*It's My Life*"), draws on the expertise and insights of youth in foster care, alumni of foster care, social workers, researchers, and education specialists. It emphasizes a strengths-based, integrated approach and focuses on seven key elements that influence a youth's likelihood of successful transition to adulthood. These elements include cultural and personal identity formation, community connections and supportive relationships, physical and mental health, life skills, education, employment, and housing.

Life Skills Knowledge and abilities that support a youth's independent functioning. Examples of life skills include the following: maintaining a home, accessing transportation, understanding legal rights and responsibilities, accessing and utilizing community resources, budgeting, identifying safety concerns, identifying health care needs, decision making and problem solving skills, effective communication, developing healthy and meaningful relationships, and developing a sense of one's self and cultural awareness.

STANDARDS

Every youth who is 15 years of age and older and is in the custody of IDHW, must have a case plan that specifically addresses life skills, education, employment, housing, use of community resources and life long connections which provide support within their community. It is important to note that the Independent Living Program (ILP) is not a permanency plan. The ILP is a set of services that an older youth would be expected to need for a smooth and successful transition into adulthood, regardless of which permanency plan is in place for the youth. Independent living skills alone, without the support of some type of family connection may not be adequate to meet the youth's needs for safety, permanency, and well-being.

Eligibility for IL and ETV

To be eligible for Independent Living Services in Idaho, youth must meet all of the following criteria:

- A youth must be, or have been, the responsibility of the State or Indian Tribe either through a court order or voluntary placement agreement with the child's family;

- Only youth between the ages of fifteen (15) to twenty-one (21) years are eligible for services and use of funds through the independent living program;
- A youth must have resided in an eligible placement setting which includes foster care, group care, Indian boarding school, or similar foster care placement and excludes detention facilities, forestry camps, or other settings primarily designed for services to delinquent youth;
- A youth must have resided in an eligible foster care setting for ninety (90) cumulative days after the 15th birthday; and
- Room and board services will be available only to those eligible youth, including Native American/Alaska Native youth, who have aged out of foster care settings upon reaching the age of eighteen (18) years, but have not yet reached the age of twenty-one (21).

If a child is determined eligible for independent living services and is subsequently adopted, the child remains eligible for independent living services until age 21.

Birth Family Connections and Involvement

Unless otherwise indicated, staff shall encourage birth parents and other family members to contribute toward the care of their youth to the greatest extent possible. These contributions may include providing emotional, cultural, financial, or material support. In situations where the youth may be at psychological or physical risk from family members, care must be taken to ensure that the contributions do not compromise the youth's safety. The primary purposes of birth family connections and support are to ensure that the relationship with birth parents, siblings, and other family members remain intact.

Worker Contact

While a youth is in foster care, social worker contact follows the standard for monthly face to face visitation. The contact and narrative include discussion on the youth's progress in meeting Independent Living goals as outlined in the youth's IL plan. Contact with youth over age 18 who have exited care does not require monthly face to face visitation but contact should be frequent enough to monitor youth's progress and identify any current needs; contact can be face to face, by letter, e-mail or by phone, unless the youth is in continued care.

CMH AND IL UNDER AGE 18

The regional Children's Mental Health program is responsible for IL assessments, plans and services for youth eligible for IL but who have no open case in CFS.

ASSESSMENT OF INDEPENDENT LIVING NEEDS

After a youth is determined to be eligible for IL services, the Ansell-Casey Life Skills Assessment (ACLSA) is administered and used in developing the youth's IL service plan. The assessment must:

- Include participation of the youth as well as their family, resource parents, child welfare professionals, and others having knowledge of a youth's preparedness for living independently;

- Utilize a strength based approach;
- Be copied and given to the youth, care giver/parent(s)/guardian and placed in the family or youth's case file; and
- Be updated annually, quarterly or as needed to reflect changes in the youth's development and life circumstances, but no longer than annually.

For the on-line ACLSA at www.caseylifeskills.org, the organizational ID is "IDAHOCFS" for Child and Family Services, and "IDAHOCMH" for Children's Mental Health, followed by the number of the region. For example: the organization ID for CFS Region 1 is "IDAHOCFS1." The youth's identifier (ID) is the initial of his/her first name, the youth's last name, and the six digit date of birth. For example: the ID for John Smith born on January 1, 2001 is JSmith010101. Information must be entered correctly in order to collect accurate aggregate data.

INDEPENDENT LIVING PLAN DEVELOPMENT

Every youth, 15 years of age or older and in the custody of IDHW, must have an individualized written plan for permanence and independent living skill development that is completed and updated at least annually. The Independent Living (IL) Plan is developed using the Integrated Transition Practice Framework developed by Casey Family Programs. The plan reflects the results of the Ansell-Casey Living Skills Assessment and includes a plan to meet the assessed needs.

The resource family or alternate care provider is an important source of guidance for the youth while the youth is working on their transition. An assessment of the resource family's/alternate care provider's own needs for information or training on working with older youth may be necessary for the resource family/alternate care provider to be successful in helping the youth.

The youth's plan should include specific goals to be accomplished and time lines for completion, as well as provision for services with timelines to meet the case plan goals. When developing the plan with the youth, consideration should be given to any services that can be provided by independent living service provider(s) such as contracts with community service providers, other agencies like Department of Labor, Vocational Rehabilitation, public schools, universities and housing authorities.

If services are being provided by someone other than the IDHW social worker (e.g., a contractor or Casey Family Programs), a quarterly report detailing progress or lack of progress towards case plan goals in the area of life skills attainment, shall be submitted to the social worker and a copy shall be maintained in the family or youth's case file.

The youth's independent living plan is included in the Family Service Plan in FOCUS and summarized in the Alternate care Plan if the youth is still in care and must be shared with the resource family/alternate care provider. The youth's Independent Living Plan is included in the youth's own case record if the youth is 18 and no longer residing in an alternate care setting. A strengths-based, youth-centered, family-focused process is used for case management and service delivery.

As youth move closer to aging out of the alternate care system, they have increasing responsibility for decision-making in their case planning. The youth is included in all

independent living case planning meetings. Youth assist in identifying the adults who attend planning meetings. Attendees may include birth parents, resource parents, siblings, tribal members, or adults from a youth's natural network of support, (teachers, coaches, mentors, or former resource parents). Representatives from multiple systems within the community, including health, mental health, education, recreation, employment, juvenile justice, family court, or faith-based organizations, should be included in the planning process, as indicated. If the youth is eligible for Chafee-funded independent-living services, the service planning is done in collaboration with the independent-living service provider(s).

The individualized written case plan for the youth includes the 7 Integrated Transition Practice Framework (ITPF) domains. The domains are as follows:

1. Cultural and personal identity formation:

- Value and promote birth family connections. Invest in providing a continuum of information, opportunities and supports that enable youth to connect with birth families as they choose;
- Assess and provide service planning that addresses cultural needs;
- Connect youth to activities that address cultural needs;
- Provide activities which support youth in developing a positive sense of self, with specific focus on dealing with racism and discrimination.

2. Supportive relationships and community connections:

- Connect youth with community resources;
- Connect youth with adult mentors;
- Create job/career opportunities for youth; and
- Create leadership opportunities for youth.

3. Physical and mental health:

- Arrange comprehensive screenings to assess physical health, mental health and substance abuse before youth leave care;
- Arrange safety training for youth that addresses social relationships, home safety, preventing accidents and violence, reporting unsafe events, and safety response plans;
- Provide information to youth on pregnancy and STIs (sexually transmitted infections) including HIV infection;
- Assist youth in learning how to manage their own health care needs;
- Connect youth with appropriate health resources in their own community; and
- Provide youth information about available health care resources, including Medicaid or other insurance options.

4. Life skills:

- Provide instruction for youth in goal setting and attainment; problem solving and decision-making; and self-advocacy;
- Assess youth's level of self-determination and sense of hope for the future;
- Provide youth opportunities to practice life skills in a "real world" environment, such as money management and transportation issues;
- Provide youth with information on the responsibilities of parenting and effective parenting skills, including prevention of abuse and neglect and;

- Provide services to help youth face the challenges of forming healthy attachments with others.

(5) Education:

- Structure and coordinate educational advocacy;
- Provide educational case management;
- Involve parents and caregivers along with youth;
- Make basic skill acquisition a priority;
- Recognize the impact of trauma on a child's ability to develop and learn;
- Coordinate special education services;
- Provide career development, vocational and job training;
- Arrange for post-secondary planning and supports
- Encourage co-curricular or extracurricular engagement and;
- Ensure collection and retrieval of all educational records for youth.

(6) Employment:

- Assist youth in identification of natural skills and abilities;
- Encourage career exploration through experience;
- Support development of job readiness training and employment skills including how to fill out a job application and create a resume;
- Work with job placement agencies and assist youth with job coaching;
- Provide preparation and training in non-traditional careers for young women;
- Teach youth how to save money and accumulate assets and;
- Provide opportunities for internships, volunteer opportunities and paid employment.

(7) Housing:

- Provide life skills classes that teach youth how to live independently such as finding an apartment and paying his or her own bills and maintain their own budget;
- Provide opportunities for youth to practice living on their own;
- Provide information on available resources to accommodate housing needs;
- work out landlord/roommates disputes;
- Provide opportunities to learn about assuming a lease or establishing his/her own housing arrangement at exit or at the end of a transitional-living experience and;
- Ensure that youth have a safe, affordable place to live when leaving care.

IL TRANSITION PLANNING AT AGE 17 AND BEFORE AGE 18

The purpose of transition planning is to assess the youth's readiness, resources and skills and provide services to prepare the youth to live independently after leaving care. The Transition Plan is part of the youth's IL Plan which is required for all youth in care who are age 15 or older. An IL Transition Plan is required at two points, when the youth in care turns 17 and when the youth is within 90 days of leaving care.

1. AT AGE 17

No later than 60 days before or after the youth's 17th birthday, an initial transition planning meeting must be held. Transition planning participants include the youth for whom the plan is being developed, resource parent/alternate care provider, biological parent(s) when appropriate,

youth mentors, educators, service providers, and others requested by the youth or specific to the youth's needs. The plan should provide for a stable transition and support network for the youth during the transition period and following the exit from care. The Transition Plan must be personalized and directed by the youth.

If an IL Plan has been developed prior to the age of 17, it must be reviewed and updated to ensure that it is current and reflects the current status of the youth. If an IL Plan has not been developed prior to the age of 17, all components of the IL Plan described above within this Standard must be developed. In addition, the IL Transition Plan must include, but is not limited to, the following:

- Assistance in accessing and maintaining housing;
- Health insurance options including how to apply for Medicaid and a referral to the Medicaid program, if potentially eligible;
- Specific options on education;
- Local opportunities for mentors and continuing support services;
- Workforce supports and employment services;
- List of resources and contact information including phone numbers and addresses. The Permanency Pact identifies contacts who have pledged to be available to the youth have the youth leaves care;
- Connections to peer supports, such as the Foster Care Alumni Association (FCAA) <http://www.fostercarealumni.org/> Information about Idaho's FCAA Chapter can be found by clicking on "FCAA Chapters";
- Support as needed during transition to self-sufficiency; and
- Birth Certificate and Social Security Card.

2. WITHIN 90 DAYS OF AGE 18

During the 90-day period immediately prior to a youth's 18th birthday or at exit from foster care if the youth remains in care past the age of 18 to complete high school, the Independent Living Plan/Transition Plan must be reviewed and updated to ensure that the IL Plan is current and reflects the current status of the youth. As a youth approaches age 18, transition planning should already be in place and the youth should be acquiring life skills and information necessary to a successful transition to live independently of foster care. The team must review what has been accomplished on the plan, and what steps need to be taken to assure the youth will move to independent living. Courts are expected to request this final transition plan prior to the youth aging out of care.

PERMANENCY PACT

Youth transitioning from foster care are often unsure who they can count on for ongoing support. Many of their significant relationships with adults have been based on professional connections which will terminate once the transition from care is completed. It is critical to the youth's success to identify those adults who will continue to provide various supports through and beyond the transition from care. Clarifying exactly what the various supports will include can help to avoid gaps in the youth's safety net and misunderstandings between the youth and the supportive adult(s).

Suggested Supports include: a home for the holidays, a place to do laundry, emergency place to stay, food/occasional meals, care package at college, employment opportunity, job search

assistance, career counseling, housing hunt, recreational activities, mentor, transportation, educational assistance, relationship counseling, assistance with medical issues, storage, motivation, someone to discuss problems with, a phone to use, a computer to use, clothing, spiritual support, legal advice, etc. A "Permanency Pact" stating what that adult is committing to is to be signed and placed in the youth's file and Health and Education Passport.

HEALTH AND EDUCATION PASSPORT

Before a youth exits foster care the caseworker ensures that the youth has received their Health and Education Passport. The Health and Education Passport includes the following:

- Birth Certificate
- Social Security Card
- Immunization Record - complete and up to date
- Health Records and Medical Card - allergies, hospitalizations, treatments, medications; list of all past medical exams with diagnoses (if there are any); childhood diseases
- Education Record - past and present schools attended, report cards, IEP's, transcripts, letters of achievement
- Independent Living Plan - Most recent independent living plan
- Letter of Verification of Dependency in the State of Idaho - A letter of verification establishes eligibility for future independent living services and enables the youth to receive independent living services from another state if he/she leaves Idaho
- Permanency Pact Safety Plan - written with the youth before the youth leaves care. The plan focuses on situations that may occur and what the youth would do in those situations. It includes a list of people the youth might contact if in need of help or support.
- State and Regional Resource Guide, as available
- ETV Brochure
- Independent Living Program Brochure, as available

Independent Living Services may include employment programs, job readiness training, assistance with job services, employment placement, required clothing for employment, education and training programs, health care counseling and education, preventative health care services, counseling services including self-esteem, individual, family, and group counseling, social skills development, basic living skills training, and personal safety training.

Room and board services are available to those youth who have turned 18 AND aged out of alternate care. They must have been in care on their 18th birthday. Room and board can include limited housing payments, deposits, utilities, furnishings and foodstuffs. If a youth is on run when the youth turns 18 but is still in IDHW custody, the youth is considered to have aged out of foster care and is eligible for room and board services. Room and board services are funded through the independent living program.

DECLARATION OF COMMITMENT TO PROVIDE PERMANENT LIVING ARRANGEMENT

The "Declaration of Commitment to Provide a Permanent Living Arrangement" is appropriate in all foster care cases in which at least one (if there are concurrent goals) of the child's current or most recent goals is emancipation/independent living or planned permanent living arrangement other than adoption, guardianship, reunification, or permanent place with relatives. In all foster

care cases in which the permanency goal is other planned permanent living arrangement, the Department is required to show that the child is in a “permanent” living arrangement with a resource parent or relative caregiver and that there is a commitment on the part of all parties involved that the youth remains in that placement until he or she reaches the age of majority.

The “Declaration of Commitment to Provide a Permanent Living Arrangement” form must be signed by the youth and resource parent or relative caregiver, placed in the youth’s file, and documented in narrative in FOCUS. The resource parent or relative caregivers are not required to sign this form but efforts should be made to explain the importance of permanency and encourage them to make that commitment. The youth should not be moved from this placement just because the resource parent or relative caregiver does not sign the form. However, if a resource parent or relative caregiver is reluctant to sign the Declaration of Commitment agreement, thought should be given as to whether or not this is the most appropriate and “permanent” situation available for this youth.

CONTINUED CARE BEYOND AGE 18

When a youth reaches age 18 and the plan is for the youth to continue in a licensed placement while the youth completes high school, the youth’s case may remain open and the resource parent may continue to receive foster/alternate care maintenance payments funded through IV-E. The youth may also remain open for Title XIX Foster Care Medicaid if the purpose of continued care is not to complete their secondary education or they are not IV-E eligible. The criteria for IV-E funded Continued Care are as follows:

- The youth must have already been found to be IV-E eligible prior the youth’s 18th birthday.
- The youth must be working full time towards a secondary education. This can be accomplished in the form of traditional high school, alternative high school or a GED/Equivalency.
- Youth must be on track to graduate by age 19.
- Youth must remain in a licensed foster care home/facility.
- Youth must complete and sign a “Mutual Agreement for Youth Turning 18 Years of Age” form immediately upon reaching their 18th birthday. (Youth are unable to sign prior to 18th birthday due to not being of legal age to sign agreements).

Regional staff receive a FOCUS alert when a youth is nearing 18 years of age. Region are required to send to the Resource Development Unit a re-determination and a “Mutual Agreement for Youth Turning 18 Years of Age” form signed by the youth if the plan is for the youth to remain in alternate care. The “Mutual Agreement for Youth Turning 18 Years of Age” form replaces the “Voluntary Placement Agreement” for this purpose. The placement must remain open in FOCUS and their “Education” and “Legal” sections must be complete. The “Education” section of FOCUS must reflect that the youth is continuing foster care for the purpose of finishing high school and is on target to graduate before the 19th birthday; adding narrative in this section ensures clarity of that status. In the “Legal” section of FOCUS, a statement must be made in the narrative to the effect that this is a “Mutual Agreement for Youth Turning 18 Years of Age” and not a “Voluntary Placement Agreement” that is designed to be signed by parents.

The Resource Development Unit (RDU) will extend IV-E funding and Medicaid for IV-E eligible youth for six months when the re-determination and “Mutual Agreement for Youth

Turning 18 Years of Age” form is received from the region. At this time, as determined by the youth and their social worker/clinician, the youth may apply for Medicaid independently through Self Reliance or continue through RDU. The “Mutual Agreement for Youth Turning 18 Years of Age” form must be completed with the youth’s name, signature and date once the youth turns 18 and can legally sign and the re-determination should have the expected date of school completion for verification purposes. IV-E funding will be terminated after six months and the social worker/clinician will receive an alert from FOCUS that another re-determination and “Mutual Agreement for Youth Turning 18 Years of Age” form is needed for continued care. At this point funding transfers to Title XIX. If the youth has completed school, dropped out, or left placement, RDU must be notified at once to avoid an overpayment.

If the case is Title XIX (state funds), the region is still required to send the re-determination and “Mutual Agreement for Youth Turning 18 Years of Age” form to the RDU. The youth remains open for Title XIX and Medicaid.

When the youth continues in alternate care and is no longer IV-E or Title XIX eligible, IL funds may be used to pay for the youth’s continued residence in the resource home if this is determined to be in the best interest of the youth. The foster care basic reimbursement rate for youth ages 13-18 will be used to negotiate payment with resource parents for housing. When working with the youth in locating housing other than with resource parents, staff should coordinate with local and state housing authorities, exploring all resources including Section 8 and Family Unification Program availability for youth.

If a youth continues to be eligible for Social Security (SS) benefits after the youth turns 18 years of age, the Department could continue to be payee for those benefits. Prior to a youth turning 18, the case worker should contact RDU and the Social Security Liaison to determine if the SS benefit can continue beyond age 18 and what steps need to be taken to ensure the benefits are not lost.

IL SERVICES FOR YOUTH WHO HAVE EXITED CARE

All IL eligible youth who leave alternate care and subsequently contact IDHW to request services must receive an Ansell-Casey Assessment to assess their current needs for achieving goals to ensure their successful transition into adulthood. Additionally they will actively participate in the development of their plan. Although contact with the youth does not require monthly face to face visitation, contact should be frequent enough to monitor youth’s progress and identify any current needs. Contact can be face to face, by letter, e-mail or by phone.

IL FOR YOUTH WHO HAVE MOVED TO IDAHO FROM ANOTHER STATE

IL services may be provided to eligible youth 15 to 21 who have exited foster care settings in any states’ public child welfare agency if there is an assessed independent living need and providing services is appropriate to assist them to successfully transition to self-sufficiency. Native American/Alaska Native youth, for whom a tribe is legally responsible for placement and care and who satisfies the eligibility criteria, may also receive IL services.

To contact the IL Coordinator in another state to verify eligibility or coordinate services associated with a move, go to the web site for the National Child Welfare Resource Development and click on the link “State by State.” This web site is http://www.nrcys.ou.edu/yd/state_pages.html

FOCUS ENTRY FOR INDEPENDENT LIVING PLAN

A. To add an IL “section” to an existing CHP, CMH, or ADP plan:

1. Open the existing Plan (CHP, CMH, or ADP) for the Client.
2. Click on the Outline button. With “End of List” highlighted (with the solid black line), click on the Assessment Area button to display the *Select Assessment to include in Plan* screen.
Note: To correctly identify a youth as participating in IL while still a participant on the CHP Plan, always use Question # 1 on the Immediate Risk/Safety Assessment – Vulnerability/Lack of Self-Protection Skills/Special Needs.
3. Click in the Assessment Type field and make the appropriate selection; Highlight your selection and click on Insert. Click on SAVE to return to the *Plan Outline for...* screen.
4. Highlight “End of List” and click on Insert, Area of Concern, and Maintain to display the *Area of Concern for...* screen.
5. Complete the Area of Concern field. Area of Concern Type – Select Independent Living Area of Concern Participant – Select Client from drop down list. Click on SAVE to return to the *Plan Outline for...* screen.
Note: Identifying the Area of Concern Type and Participant are critical to being able to pull IL information/numbers for reports.
6. Highlight “End of List”, Click Insert, Desired Result, and Maintain to display the *Desired Result for...* screen. Complete the Desired Result field. Participant – Select Client from drop down list.
Click Save to return to the *Plan Outline* screen.
7. Highlight “End of List” and click Insert, Task, and Maintain to display the *Task for...* screen. Complete the Task field.
Task Responsibility – Browse for and Select appropriate person(s). Participant – Select Client from drop down list. Verify the Start Date is correct; change if necessary. Click Save to return to the *Plan Outline for...* screen.

B. To Add an IL Plan

Click on the Plan icon. Search for and select the Youth’s name; click on Add.

Service Area – INL

Start Date – Defaults to current date; change if necessary

Presenting Issue – Search for and select the appropriate INL presenting issue

Participant – FOCUS populates

Responsible Staff – Search for and select

Save

EDUCATION AND TRAINING VOUCHER (ETV) PROGRAM

ETV is available to youth who are eligible for services under Idaho's Independent Living Program; however, for purposes of the voucher program, in cases where the youth has been adopted after reaching IL eligibility, ETV is restricted to youth who are adopted on or after their 16th birthday.

Youth participating in ETV on their 21st birthday remain eligible until age 23 as long as they remain enrolled in a full-time postsecondary education or training program and are making satisfactory progress in completing their course of study or training.

The Education and Training Voucher Program assists youth who have a high school diploma or GED and have a desire to attend an institution of higher education as defined by the Higher Education Act (HEA). To be considered a public or nonprofit institution of higher education, an educational entity must meet the following criteria (section 101(a) and (b) of HEA):

- (1) admits as regular students only persons with a high school diploma or equivalency degree (GED), OR students above the age of compulsory school attendance in the State where the institution is located;
- (2) is authorized by the State to provide post-secondary education;
- (3) provides an educational program for which the institution awards a bachelor's degree or at least a two year program (e.g., an associate degree) that is acceptable for full credit toward such a degree OR provides at least a one-year training program to prepare students for gainful employment in a recognized occupation; and
- (4) is accredited by a nationally recognized accrediting agency or association, recognized by the Department of Education, or has been granted pre-accreditation status by the agency or association.

A proprietary (for-profit) institution must provide a training program to prepare students for gainful employment in a recognized occupation and meet the same criteria as described in (1) and (2) above for public or nonprofit schools. In addition, the institution must: be accredited by an agency or association recognized by the Department of Education; be in existence for at least two years; and, have at least 10 percent of its funding come from sources other than title IV of HEA (section 102(a)(1)(A) and 102(b) of HEA).

A post-secondary vocational institution must be a public or nonprofit school in existence for at least 2 years, which provides a training program to prepare students for gainful employment in a recognized occupation. The school must also meet the criteria described in (1), (2) and (4) above (section 102(a)(1)(B)) and 102(c) of HEA).

Certain institutions may not be considered an "institution of higher education" if they have a high percentage of distance learning classes or students, incarcerated students and students without a high school degree, or have previously filed for bankruptcy or have been convicted of fraud using HEA funds (section 102(a)(3) and (a)(4) of HEA).

Funding is available to eligible youth to assist with the cost of attendance as defined by the educational institution up to \$5,000 per academic year. Youth who were eligible for services under Idaho's current Chafee program are eligible for ETV.

Youth participating in ETV on their 21st birthday remain eligible until 23 years of age as long as they remain enrolled in a full or part-time post secondary education or training program and are making satisfactory progress in completing their course of study or training. Satisfactory progress for ETV purposes is defined as maintaining a GPA of at least 2.0.

Cost of attendance may include tuition and fees, room and board, child care, rental or purchase of required equipment, allowance for books, transportation and other identified service needs to support the youth's education goals.

ETV Program Application Requirements

1. An ETV Program Application must be completed by the youth and endorsed by their case worker.
2. An ETV Program Application must include the written Independent-Living service plan for achieving educational goals, including documentation of collaboration with service providers and IDHW's role in supporting the youth.
3. An ETV Program Application must include a signed release of information form for the sharing of information between IDHW, Institutions of Higher or Technical Education and service providers.
4. An ETV Program Application must be signed by the youth, the youth's case manager, the case worker's supervisor and the CFS Program Manager;

A copy of the completed ETV Program Application must be sent to State Independent Living Coordinator. Due to the nature of the ETV Program and the need to monitor the youth's educational progress, case managers must provide support to youth involved in the ETV Program by maintaining monthly face to face, e-mail or telephone contact with the youth. The case manager requests semester or quarter grades to monitor the youth's academic progress.

Applications for funding through the ETV Program may be made yearly as long as the youth continues to make progress toward their academic or vocational training goals.

FOCUS ENTRY FOR ETV

1. The Service Request must be created from an INL (Independent Living) service plan.
2. The Service Request RECIPIENT must originate from an Independent Living Plan (INL) and can not be generated from a CHP Plan with an INL area.
3. The youth's EDUCATION RECORD must indicate that they are currently in Higher Education or Trade School. The STATUS DATE must be on or before the dates of any invoices.
4. SERVICE CATEGORY must be Education and Training.
5. The SERVICE TYPE must be Educational Fees & Costs.
6. The Service Request RECIPIENT must have a current Education record with a status of – Trade School-or-Higher Education- and a STATUS DATE on or before the Invoice's ACTUAL SERVICE START DATE.

7. The Service Request RECIPIENT must not be over 23 years of age.
8. The Fund Description must be Independent Living Ed Cost or (ILV ETV).

INDEPENDENT LIVING FOR TRIBAL YOUTH NOT IN IDHW CARE

The Department makes available a full array of independent living services to tribal youth. Tribal youth must meet the same eligibility criteria as non-tribal youth. Tribes access IL funds for youth through the designated IDHW Regional Independent Living Coordinator. Funds for tribal youth are allocated based on the completion of the Ansell-Casey Living Skills Assessment and the youth's Independent Living Plan for meeting transitional living goals.

When tribal youth are determined to be eligible for IL services, the Ansell-Casey Life Skills Assessment (ACLSA) at www.caseylifeskills.org, must be administered and used in developing the youth's IL Plan. See the directions above for entering the results of the assessment in Idaho. After the ACLSA is administered, an Independent Living Plan is developed with the youth, who must be included in all independent living case planning meetings. Youth must have an individualized written plan for permanence and independent-living skill development. An Independent Living Program Services Request Form may be completed by the tribal social services worker for that youth. The form is then sent to the appropriate IDHW Regional Independent Living Program Coordinator for processing.

An updated list of Regional Independent Living Program Coordinators, and their contact information, is provided to tribal members as significant staffing changes are made.

Any variance to these standards shall be documented and approved by the Division Administrator, unless otherwise noted.

Idaho Department of Health and Welfare

MUTUAL AGREEMENT FOR YOUTH TURNING 18 YEARS OF AGE

I request that the Idaho Department of Health and Welfare, Family and Children's Services

place me, _____, in a licensed foster home.
Youth name

My reason for this request is _____

The Department Agrees to:

- Arrange for my care in a licensed foster home with my participation and input;
- Provide supervision for me while in foster care;
- Assist with medical care;
- Assist me in planning for my exit from foster care;
- Other _____

Recognizing what my responsibilities in this agreement are, I agree to:

- Follow the rules of placement;
- Keep the Department informed of my progress with my education/training program;
- Discuss with my caseworker any placement problems;
- Discuss with my caseworker any issues that may make placement change necessary; and
- Use this additional time to help better prepare me for living independently.
- Other _____

I understand:

- That I retain the right to withdraw my consent to placement at any time;
- And, if I leave placement without notice or informing resource parents or caseworker, (runaway), the mutual agreement is void.
- Other _____

The undersigned agree to foster care placement and supervision by the Idaho Department of Health and Welfare, Family and Children's Services.

Signature of Foster Youth

Date

Signature of Placement Social Worker

Date

PERMANENCY PACT

In an effort to substantiate and sustain an on-going connection between a youth and a supportive adult,

_____ SUPPORTIVE ADULT _____

pledges to provide specific support to, and has been accepted as a provider of such support by,

_____ YOUTH _____

confirmed this _____ day of _____, _____

DAY MONTH YEAR

as witnessed by _____

_____ FACILITATOR _____

FosterClub's Permanency Pact documents a life-long, kin-like commitment to a relationship between a youth and a supportive adult.



the national network for young people in foster care | www.fosterclub.org

- A Home For The Holidays
- A Place To Do Laundry
- Emergency Place To Stay
- Food/Occasional Meals
- Care Packages At College
- Employment Opportunity
- Job Search Assistance
- Career Counseling
- Housing Hunt
- Recreational Activities
- Mentor
- Educational Assistance
- Relationship/Marriage/Parenting
- Transportation
- Assistance With Medical Appts
- Storage
- Motivation
- Someone To Talk To/Discuss Problems
- A Phone To Use
- A Computer To Use
- Clothing
- Spiritual Support
- Legal Troubles
- Cultural Experience
- Apartment Move-in
- Cooking Lessons/Assistance
- Regular Check-in
- Bills & Money Management Assistance
- Drug And Alcohol Addiction Help
- Mental Health Support
- Co-Signer
- Help Reading Forms, Complex Docs
- Mechanical/Building Projects
- Housekeeping
- Home Decorating
- Voting
- Volunteerism
- Finding Community Resources
- Safety And Personal Security
- Babysitting
- Emergency Cash
- Social Circle/Community Activities
- Advocacy
- Reference
- Adoption

Idaho Department of Health and Welfare

DECLARATION OF COMMITMENT TO PROVIDE PERMANENT LIVING ARRANGEMENT

I/We _____, agree to provide a safe,
Adult name(s)

stable and secure home for _____ in which to grow,
Youth name

mature, learn, and reach the age of majority and complete his/her secondary education.

In addition, I/we _____ will continue to be a
Adult name(s)

resource and lifelong connection for _____.
Youth name

Adult Signature

Date

Adult Signature

Date

Youth Signature

Date