

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 will also provide a measurement for program accountability.

INTRODUCTION

Permanency planning for older youth is critical in order 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 required to be completed annually for all older youth in alternate 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 in the following areas:

- Daily Living Tasks;
- Housing & Community Resources;
- Money Management;
- Self-Care;
- Social Development (Communication, Relationships, Community Values); and
- Work & Study Habits (Career Planning, Decision-Making, Study Skills).

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).)

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 will be used for creating the independent living plan and 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, 15 years of age and older 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. IL 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.

Youth who turn age 15 and are in alternate care become eligible for the Independent Living program when the youth has:

- resided in an eligible placement setting which includes foster care, residential care, Indian boarding schools, or similar foster care placement (excluding detention facilities, forestry camps, hospitals or other settings primarily designed for services to delinquent youth) and
- resided in an eligible alternate care setting for 90 cumulative days.

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.

Assessment of Youth:

When the youth is determined to be eligible for IL services, the Ansell-Casey Life Skills Assessment (ACLSA) shall be 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
- updated annually or as needed to reflect changes in the youth's development and life circumstances.

By conducting a consistent, comprehensive assessment of a youth's independent-living needs, state and tribal programs will be more likely to target services that have

a meaningful impact on the success of these youth as they prepare for living independently.

When administering the ACLSA on-line at www.caseylifeskills.org, the organizational ID will be “IDAHOCFS” for Child and Family Services, and “IDAHOCMH” for Children’s Mental Health, followed by the number of the region. For example: CFS Region 1 would look like, “IDAHOCFS1”. The youth’s identifier (ID) will be the initial of his/her first name, the youth’s last name, and their six digit date of birth. For example, the ID for John Smith born on January 1, 2001 would be JSmith010101. *It is very important that information is entered this way consistently in order to collect accurate data.*

Process of Plan Development:

After administering the ACLSA, an Independent-Living Plan will be developed with the youth and the youth will be included in all independent-living case planning meetings. The following considerations shall be made in developing the IL plan:

- As youth get closer to aging out of the alternate care system, they shall have increasing responsibility for decision-making in their case planning.
- Youth shall assist in identifying the adults who should 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 shall be done in collaboration with the independent-living service provider(s).

IL Plan:

Youth shall have an individualized written plan for permanency and independent-living skill development completed and updated annually. The IL plan will be developed using the Integrated Transition Practice Framework developed by Casey Family Programs.

- The plan should reflect the results of the ACLSA and include a plan of action to meet the assessed needs.

The individualized written case plan for the youth shall include 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.

Other Plan Considerations:

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

No later than 60 days before or after the youth's 17th birthday, the youth and case planning team will hold the initial exit planning meeting. The case planning team may include the resource parent/alternate care provider, bio-parent when appropriate, youth mentors, educators and service providers. The team will develop an aftercare plan that provides for a stable transition and support network for the youth, including:

- Ensuring that the youth has copy of his/her Birth Certificate and Social Security Card;
- Providing the youth with a list of resources and the contact information including phone numbers and addresses;

- Providing the youth with information on how to apply for Medicaid and, if potentially eligible, a referral to the Medicaid program;
- Assisting the youth in accessing and maintaining housing;
- Connecting the youth to peer support opportunities; and
- Providing the youth with support as needed during the transition to self-sufficiency.

The 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 advise, etc.

An agreement or "pact" stating what that adult is committing to, will be signed and placed in the youth's file and Health and Education Passport.

Declaration of Commitment to Provide Permanent Living Arrangement

The Declaration of Commitment to Provide a Permanent Living Arrangement is different from the "Permanency Pact" because it specifically addresses the youth's placement. 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 will be signed by the youth and resource parent or relative caregiver and 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 will 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.

Health and Education Passport

Before a youth exits foster care the caseworker will ensure that the youth has received their Health and Education Passport. The H & E Passport will include 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 diagnosis (if there is one). Childhood diseases.
- **Education Record**
Past and present schools attended, report cards, IEPs, 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**
This plan should be written with the youth before the youth leaves care. The plan should focus on situations that may occur and what the youth would do in those situations. It should also include a list of people the youth might contact if in need of help or support.
- **State and Regional Resource Guide (currently being developed)**
- **ETV Brochure**
- **Independent Living Program Brochure (currently being developed)**

Independent Living Services 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*

* Room and board services are only 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.

Continued Care – When a youth turns 18 years of age and the plan is for the youth to continue in a licensed placement while the youth completes high school, the youth’s case can remain open and the resource parent can continue to receive foster/alternate care maintenance payments funded through IV-E. The youth can also remain open for Title XIX (State Funds) 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:

- 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 is unable to sign prior to 18th birthday due to not being of legal age to sign agreements).

The regions receive a FOCUS alert when a youth is turning 18 years of age. The region will be required to send 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. In the **Education** section it must be very clear they are continuing foster care to finish high school and are on target to graduate before their 19th birthday. Adding narrative in this section will ensure clarity of their status. In the **Legal** section of FOCUS, a statement must be made in the narrative clarifying 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 will be needed for continued care. At this point funding will transfer to Title XIX (State Funds). If the youth has completed school, dropped out, or left placement, RDU should be notified at once to avoid an overpayment.

If the case is Title XIX (state funds), the region will still be required to send the re-determination and **Mutual Agreement for Youth Turning 18 Years of Age** form. The youth will remain 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 can 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.

Social Security Benefits – SSI and Social security Auxiliary benefits may be available to youth. **A consultation with the RDU Social Security Liaison is required at least six (6) months before the youth's 18th birthday in order to assure transition of these benefits beyond age 18.**

Contact and Service Provision for Youth in Care - When a youth is in foster care the social worker contact will follow the standard for monthly face to face visitation. The contact should include discussion on the youth's progress in meeting their Independent Living goals as outlined in the youth's IL plan and the IL plan should be updated at least yearly as youth's circumstances change or goals are met.

Providing Services for Youth Not in Alternate Care – All IL eligible youth who leave alternate care and subsequently contact IDHW to request services will 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.

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.

FOCUS entry for Independent Living Plan:

Adding the 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.

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.

Add an IL Plan

- 1) 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 Program:

Fundamental to a youth's successful transition to self-sufficiency is the youth's acquisition of education and/or training that will prepare the youth to obtain employment. The Education and Training Voucher Program can assist youth that 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)*.

*A public or nonprofit **institution of higher education** 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” up to \$5,000 per academic year. Eligibility for ETV is as follows:

- Youth who were eligible for services under Idaho’s current Chafee program and
- youth who were adopted from foster care after their 16th birthday.

Youth participating in ETV on their 21st birthday shall 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 will 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; and
- 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 should 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 should 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 should request 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 youth must be IL eligible.
- 2) The Service Request must be created from an INL (Independent Living) service plan.
- 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: "Education and Training."
- 5) Service Type: "Educational Fees & Costs."
- 6) Fund Description: "Independent Living Ed Cost" or (ILV ETV).

Independent-Living for Tribal Youth not in IDHW Care - The Department will make available a full array of independent-living services to tribal youth. Tribal youth must meet the same eligibility criteria as non-tribal youth. Tribes will access IL funds for their youth through the designated Regional CFS IL Coordinator. Funds for tribal youth will be allocated based on the completion of the ACLSA and the youth's IL Plan for meeting transitional-living goals.

Process for Accessing Independent Living Program Services for Tribal Youth:

- When the youth is determined to be eligible for IL services, the Ansell-Casey Life Skills Assessment (ACLSA) www.caseylifeskills.org shall be administered and used in developing the youth's IL service plan.
- After administering the ACLSA, an Independent-Living Plan will be developed with the youth and the youth will be included in all independent-living case planning meetings. Youth shall have an individualized written plan for permanence and independent-living skill development completed.
- An Independent Living Program Services Request Form will be filled out by the tribal social services worker for that youth.
- The form will be sent to the appropriate IDHW Regional Independent Living Program Coordinator for processing.
- An up-to-date list of Regional Independent Living Program Coordinators, and their contact information, will be provided to tribal members on a quarterly basis or as significant staffing changes are made.

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

MUTUAL AGREEMENT FOR YOUTH TURNING 18 YEARS OF AGE

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

place me _____, in a licensed foster home.

My reasons for this request is _____

The Department Agrees to:

- Arrange for my care in a licensed Foster Care Facility 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;
- 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 agrees 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 _____ 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 Apprts
- 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
-
-

**DECLARATION OF COMMITMENT TO PROVIDE PERMANENT
LIVING ARRANGEMENT**

I/We, _____, agree to provide a safe, stable and secure home
Adult's name
to _____ in which to grow, mature, learn, reach the age
Youth's name
of majority and complete his/her secondary education.

In addition, I/we _____ will continue to be a resource and lifelong
Adult's name
connection for _____.
Youth's name

Adult Signature

Date

Youth Signature

Date