

Section 29. Youth transitions

There are a variety of programs, services and contracted Independent Living Program providers available to assist in the transition of youth from foster care to independent adulthood. The goals of these programs and services are to assist a youth with:

- Transitioning to independent living and adulthood without reliance on public assistance programs;
- Receiving the education, training and services necessary to obtain employment;
- Preparing for and entering post-secondary training and education institutions;
- Gaining experience in taking responsibility;
- Gaining experience exercising decision-making control;
- Obtaining personal and emotional support during the process; and
- Developing the personal life management skills necessary to function independently.

A. Identifying and correcting consumer credit issues

Procedure

Under federal law, DHS is required to provide credit reports to youth in the legal custody of the department beginning at age 14 and annually until the youth's case is dismissed. The department is also required by law to assist the youth to identify and resolve any discrepancies. The DHS centralized Young Adult Programs staff will partner with the youth or young adult's caseworkers and ILP workers to comply with this law.

The centralized Young Adult Programs have contracts with each of the three credit bureaus, which allow the department to process these reports and receive the results instantly. If problems arise, Young Adult Programs also have contacts associated with the credit bureau contracts that allow for quick resolution. Young Adult Programs rely on the caseworkers and local district offices for information, documentation and support to help youth resolve any credit report issues identified in most cases.

Below is the procedure expected of both Young Adult Programs staff and the caseworker to comply with the federal law.

Chapter 4 - Services to children

Young adult programs staff responsibilities

Before running the report

Each month, the OR-Kids system generates a report that lists youth who turned 14–20 in the previous month.

- Young Adult Programs staff separate the report into lists and automatically run reports for 14 to 17 year-old youth in legal custody (verified through OR-Kids documents). Youth will fall into one of the categories below:
 - a. Recently turned 14 to 17 years old
 - b. Recently turned 18 years old
 - c. Recently turned 19 years old
 - d. Recently turned 20 years old
- For the list of youth who recently turned 14 to 17-years-old, Young Adult Programs staff verify those youth are in the legal custody of DHS.
 - a. The documentation confirming legal custody must be readily available if we are audited by the credit bureaus.
 - b. The names of those youth confirmed to be in the legal custody of the department are uploaded to the Equifax website.

Although Young Adult Programs staff can only run reports for youth in the legal custody of DHS because of the contractual relationship with the credit bureaus, Young Adult Programs staff is still able to assist caseworkers and Independent Living Program (ILP) providers with information on how to best resolve credit issues for youth in voluntary custody.

- For those 18 and older, Young Adult Programs staff notifies the caseworkers of the birthday and the option for Young Adult Programs to run the report. Young Adult Programs staff require the Credit Authorization form (Form CF 0036) be completed and signed by the youth before running the report. The form can be found here <https://apps.state.or.us/Forms/Served/ce0036.doc>. Alternatively, the caseworker can sit down with the youth and help them run the report on their own.
- For those under the age of 14 and in the legal custody of DHS, Young Adult Programs staff is able to run reports upon request of a caseworker who has a substantial concern (i.e., more than just a hunch) the youth's credit has been compromised.

Youth 18 and older who run reports on their own and encounter problems can contact DHS for help to resolve those issues.

Chapter 4 - Services to children

After running the report

- Reports are reviewed by staff before being sent to the caseworkers with instructions.
 1. There are three categories of instructions:
 - a. No indication of a poor credit rating (no record found).
 - b. Indication that there was an attempt to open a line of credit
 - c. Serious concerns such as collection, fraud, or an open line of credit that may not have been opened by the youth

Independent Living Program (ILP) providers can inquire whether reports are run, submit the authorization forms on the youth's behalf, and ask general questions of Young Adult Programs staff. However, the credit reports and any information contained in those reports can only be released to the caseworker.

Caseworker responsibility

Before running the report

- Young Adult Programs staff may contact the caseworker to verify the youth is still in DHS legal custody and, in some instances, ask for documentation.
- Whenever possible, caseworkers should verify they have a copy of the youth's Social Security card and birth certificate, as these are the documents required by the credit bureaus to resolve credit issues.

After the report is run

- Caseworkers receive a list of instructions and a link to a guide on talking to youth about credit. Caseworkers review the guide before they share the credit report results with the youth and discuss the importance of maintaining good credit.
- If the report indicates there are open accounts that have not been sent to collection, the caseworker verifies with the youth that the youth opened the account.
- Caseworkers print two copies of the reports. One report is given to the youth and the other report gets signed by the youth and is uploaded into the department's electronic information system.

Chapter 4 - Services to children

1. Caseworkers discuss what credit and credit reports mean with youth. The youth's signature demonstrates DHS has spoken with the youth about credit, regardless of whether there is a record found or not.
2. If the youth is unable to sign or understand the report because of physical, intellectual or developmental disabilities, the caseworker signs, dates and notes the youth's inability to sign. After that is done, the caseworker uploads the report the same way they would if the report had been signed by the youth.
3. If the youth is on the run, the caseworker keeps the report for the next time they meet with the youth. If the case is dismissed before the youth can sign the report, the caseworker notes this.

Please contact the Young Adult Programs Support staff at 503-945-5620 if you have questions on talking to youth about credit reports or other credit issues.

B. Comprehensive transition plan

Procedure

A Comprehensive Transition Plan (CTP) is a written plan addressing several domains (education, housing, supportive relationships/community connections, employment, mental and physical health, transportation and life skills) that outlines the transition goals, action steps, services and supports a youth needs to successfully transition to adulthood and living independently.

- Begin thinking about and preparing youth for transition planning at age 13 or older.

Child Welfare Policy I-A. 4.1 Rights of Children states each child in the legal custody of the department has the following rights: "413-010-0180(1)(l) To be involved, in accordance with his or her age and ability and with the law, in making major decisions that affect his or her life, to participate in the development of his or her case plan, permanency plan, and Comprehensive Transition Plan and to discuss his or her views about the plans with the judge."

- Begin formal transition planning with a youth at age 14.
- Use the Casey Life Skills Assessment (CLSA) as the tool for evaluating a youth's independent living skills:
 1. The assessment may be taken electronically (see www.caseylifeskills.org) or in hard-copy format.
 2. Use the assessment to determine a youth's strengths and needs to develop and use life skills.

Chapter 4 - Services to children

3. If a youth is referred to and accepted by an ILP provider, that provider will arrange for and conduct the life skills assessment.
4. Ask the caregiver to also complete the CLSA rating the youth's abilities.
- Discuss the purpose of the CLSA with the youth and encourage active participation in planning for their transition to adulthood and living independently. Explain to the youth the CLSA is not a test and there are no right or wrong answers. It determines the youth's strengths and knowledge, and areas where the youth may need additional support to gain the life skills necessary to successfully transition to adult living.
- Use information from the CLSA:
 1. Use the information from the CLSA to help determine appropriate services to assist a youth achieve his or her transition goals.
 - a. When meeting with the youth, ask questions and help the youth discover areas that need additional skill building as the transition process begins. Consider asking:
 - A. What do you see as differences in your skill levels?
 - B. What life experiences have shown a particular skill?
 - C. Where do you feel you need to improve?
 - D. How would you like help to develop skills?
 - E. Where would you like to start?
 - b. What is the substitute caregiver's opinion of the youth's skills? What are the youth's strengths? What areas need improvement?

The Casey Life Skills Assessment (CLSA) is appropriate for all youth, does not collect personal information, keeps results anonymous and covers the following topics: career planning, communication, daily living, home life, housing and money management, self-care, social relationships, work life, and work and study skills. There is no cost for the assessment. If taken electronically, results are returned by email to up to three email addresses. Refer to Appendix 4.19 for a sample CLSA.

The Child Welfare staff who manage the ILP are referred to as the "ILP desk" and are at the Salem office. CLSA training is available through videos on the Casey website at <http://www.caseylifeskills.org/> or on request from the ILP desk.

2. File copies of the CLSA and the T1 in the case file Case Administrative Activity section and the department's electronic system. Provide one copy to the youth for the FYI 3 Planner (refer to ILP services for more details on the FYI 3 Planner; a binder to help youth organize important documents), one to the substitute caregiver, and one to the ILP provider for the youth's file (if enrolled in contracted ILP services).
- Use the Transition Readiness Index

Chapter 4 - Services to children

The Transition Readiness Index, also known as the T1 (CF69), is part of the assessment process. The T1 helps a youth identify important skills and documents necessary for a successful transition to adulthood. Information on how to complete the T1 is available in the Comprehensive Transition Plan User's Guide, Appendix 4.18.

1. Youth can complete the T1 on their own or with help from an adult. All ILP providers complete the T1 with any youth enrolled in skill-building services as part of the contract requirement.
2. The T1 will help the caseworker determine the youth's commitment to participate and readiness to transition to adulthood and living independently.

Use caution sharing Transition Readiness Index results during court hearings because the index contains confidential information (e.g., addresses, phone numbers and banking information). Ask the court to conduct an in-camera review to determine if information can be shared in court or is confidential. An in-camera review takes place in the judge's office outside the presence of a jury or the public.

Develop the comprehensive transition plan

- Once the assessment and analysis of the CLSA reports generated are complete, begin the process of creating a team to help the youth develop a Comprehensive Transition Plan (CTP). The CTP typically is developed at a family meeting, sometimes called a youth decision meeting (YDM). Refer to Chapter 3, Conducting family meetings, for detailed procedures on arranging a meeting.
- Participants in the YDM include:
 1. The youth;
 2. The ILP provider (if youth is enrolled for services);
 3. The caseworker;
 4. The youth's parents whenever appropriate;
 5. The youth's substitute caregiver;
 6. Service providers identified as important to helping the youth achieve his or her goals;
 7. Other participants, which may include the youth's attorney or CASA; and
 8. At the option of the youth, up to two additional members chosen by the youth as described in OAR 413-070-0514 (D).
- The caseworker uses the Comprehensive Transition Plan (CF 69a) form, also referred to as the T2, to develop and document the transition plan. Other formats are acceptable only if they meet the requirements of ORS 419B.343, which states the plan must include the youth's goals and needs for housing, physical and mental health, education, employment, community connections and supportive relationships. The plan must also include transportation.

Chapter 4 - Services to children

It sometimes helps to start the process of transition planning with a youth by using the optional CF 69b. This is a shorter version of the Comprehensive Transition Plan, and will not substitute for the CF 69a as a final report, but may be less intimidating to the youth when beginning the process of transition planning.

- Coordinate details of the YDM with the ILP provider (if youth is participating in contracted ILP services) and the meeting facilitator to ensure the critical tasks of the YDM are accomplished. Contact the youth either in person or by phone when the YDM is scheduled. Notification by mail is not acceptable.
- As you prepare for the YDM, ensure that:
 1. The youth plays a central role in planning for and participating in the meeting.
 2. You have prepared the youth for the meeting in terms of speaking for him or herself, and helped the youth start planning for the future on education, housing, employment, mental and physical health, community connections, supportive relationships and transportation.

DHS is currently working with the Oregon Department of Transportation (ODOT) and the Driver and Motor Vehicle Services Division (DMV) to help youth with the cost of driver's education courses as they gain independence and transition to adulthood. See Chapter 33 for additional details.

3. You are sensitive to a youth's special needs (e.g., a developmental disability).
4. You have involved the youth to identify and invite other supportive adults or peers who can and will help achieve the youth's goals.
5. You have given the youth clear expectations and explained the process of a YDM.
6. You have invited everyone the youth has identified to help in this process.
7. The meeting is scheduled at a convenient time for all to participate.
8. There is an identified lead person facilitating the meeting.
9. Someone is identified to take responsibility for completing the T2 Comprehensive Transition Plan (CF 69a).
10. Conduct the meeting using a positive youth development approach. It is the caseworker's responsibility to support the youth in articulating his or her goals in a safe manner and supportive atmosphere.
11. You know of the youth's plans in advance of the YDM.
12. The youth has the opportunity to provide input on which person or what agency he or she believes can best provide assistance toward achieving his or her goals.

Chapter 4 - Services to children

13. The youth understands the meeting is an opportunity to advise the caseworker, other service providers, substitute caregivers and other significant adults about his or her goals and plans for the future regarding housing, education, employment, mental/physical health, community connections, supportive relationships, transportation and life skills.
14. The youth has the opportunity to provide input on what and who he or she feels can be most helpful or can assist with achieving his or her goals.
15. Decisions are made on services from the ILP provider, services from the department and services from other community partners or youth-serving agencies. Also determine what life skills are being taught in the youth's foster home.
16. Each team member receives a copy of the completed Comprehensive Transition Plan (T2):
 - a. The caseworker's copy is scanned and filed in the youth's case file Narratives/ Assessment section and documented in the department's electronic information system. *As a reminder all identified youth services should be included in the youth's case plan.*
 - b. The youth's copy should be placed in his or her FYI3 Planner, Independent Living Program tab.
 - c. The ILP provider (if the youth is participating in contracted ILP services) must keep a copy for the program's files.

The ILP desk has a list of questions called "Planning for my Future: Questions to Ponder" that can help a youth prepare for the meeting. An ILP User's Guide T1 and T2 (CF 69c) also is available (see Appendix 4.18). The User's Guide offers helpful guidelines and suggestions for caseworkers on what a youth needs to consider to successfully transition to adulthood.

If your youth leaves Oregon, or resides in another state (ICPC), use the following link: www.nrcyd.ou.edu/state-pages/coordinators. This website contains a list of state ILP coordinators and a brief description of each state's services. The local ILP coordinator will be able to provide information on that state's ILP referral process.

- When a youth is placed in another state through the Interstate Compact on the Placement of Children (ICPC) and the caseworker is unable to complete the transition planning process as described, the worker remains responsible to work with the receiving state and with the youth to develop a CTP.
- Regularly monitor the CTP and make reasonable efforts to ensure timely and appropriate services are made available. The CTP is a living document and likely will change several times as the youth moves toward adulthood. The caseworker is responsible for regular review and update of the goals and services of the plan during the following contacts:
 1. Regular monthly, face-to-face contacts. Remind the youth of their transition goals. Ask the youth what progress they made toward achieving those goals and if they feel any changes or updates to their plan are needed.

Chapter 4 - Services to children

2. During the 90-day case plan review you must review and document, in the department's electronic information system, the following:
 - a. Any progress in achieving the goals of the transition plan;
 - b. Any barriers and plans to address the barriers;
 - c. Any changes in the transition plan; and
 - d. Notification to service providers of changes to the CTP.

Completion of a benchmark review

- A benchmark review is a meeting the caseworker must convene six months before a youth's 18th birthday to document that the youth and the department have a plan for the adult decisions that need to be made after the legal age of 18.
 1. The meeting must include the youth (the youth plays central role in the meeting appropriate to his/her developmental ability). The meeting should include others who attended the prior YDM(s), including the two additional members of the case planning team selected by the youth as described in OAR 413-070-0514 (D).
 2. At the meeting, the following determinations are to be made for the youth after the age of 18:
 - a. Agreement on the person or persons with decision-making authority for education. Discuss with the youth the role and responsibilities required of a person with decision-making authority. Determine whether there are any special education needs to consider. Help the youth determine who should be in charge of the youth's records, IEP's, etc.
 - b. The arrangement for suitable housing. Ensure the youth understands the various housing options available in their local community (see Appendix 4.20). If the youth is planning on living in a college dorm, help the youth craft a plan that will cover periods of time when the youth may be on a break from college or a vocational program. Determine if the youth will need or plans to access financial support for housing. Determine if the youth wishes to remain in substitute care. If so, explain the expectations for young adults who remain in care after age 18. The youth must be:
 - A. Completing secondary education or in a program leading to an equivalent credential;
 - B. Enrolled in an institution that provides post-secondary or vocational education;
 - C. Participating in a program or activity designed to promote or remove barriers to employment;
 - D. Employed for at least 80 hours per month; or
 - E. If a youth's medical condition makes him or her incapable of engaging in these activities, updated information on their condition must be maintained in the youth's case plan.

Chapter 4 - Services to children

- c. The people who will provide supportive relationships. Discuss with the youth who they currently call for support, spend holidays with or depend on. Determine if the youth believes those people will be there for him/her in the future. If not, help the youth determine who may be available for him or her in the future. Help the youth craft a plan to build or strengthen those relationships.

The FosterClub Permanency Pact is a good example of efforts to sustain an ongoing connection between a youth and supportive adult and can include relationships with adults that the youth has a current connection with or would like to re-establish. Download a free PDF of the publication at www.fosterclub.com/files/PermPact.pdf

- d. The identification of community resources (e.g., where to get local food boxes, money orders, apply for food stamps, etc.)
- e. The plan for employment, continued academic or vocational education or specialized training. Consider the following questions to help the youth craft a plan:
 - A. Does the youth know what career he or she is interested in pursuing?
 - B. Does the youth require training?
 - C. Does the youth have the essential documents to obtain legal employment (Social Security card, birth certificate, driver's license or Oregon identification card)?
 - D. Have there been any career development opportunities such as job shadowing, internships, volunteer or apprenticeships available to help with these decisions? Or opportunities for visiting colleges and vocational schools while they are still in high school so they can thoroughly explore career choices?
- f. An agreement on the person or persons with decision-making authority for health and mental health services and identification of health, mental health and dental providers. This conversation must also include a discussion on the purpose of a health care representative. The youth must have the option to identify a health care representative and provided the necessary assistance to complete an Oregon Advanced Directive, if so desired. For materials or more information to assist in this conversation, call 1-800-422-4805 or go to oregonhealthdecisions.org.
- g. The plan for transportation. Determine how the youth will get to appointments, school or work. If the youth does not yet have a driver's license, discuss his or her plan for obtaining a driver's license, including the importance and benefits of completing a driver's education course. Determine if the youth plans to own a car. If so, ensure the youth has a plan regarding how to pay for auto insurance and vehicle maintenance.
- h. The plan to meet life skills development needs. How is the youth going to learn the skills necessary to become self-sufficient? What types of skills and abilities does the youth need as they transition to adulthood? If the youth is not in a program with an

Chapter 4 - Services to children

ILP contracted provider, who will be working with the youth to gain the necessary skills? The foster parent, residential treatment program, schools, etc.?

3. The caseworker must document the determinations made at this meeting on the Comprehensive Transition Plan (T2/form CE 69a), which must be signed by:
 - a. The youth (when developmentally appropriate to do so)
 - b. The caseworker
 - c. Optional - other persons attending the meeting
4. The caseworker's supervisor must review and acknowledge the completion of the benchmark review of the CTP in the department's electronic case notes.
5. Another review of the determinations and plans made during the Benchmark Review is conducted within the 90-day period before the youth's 18th birthday. The caseworker will review the progress made to date and make any necessary adjustments to the plan with the youth and, if identified, the two additional members of the case planning team chosen by the youth.

While some areas have already been addressed in the previous T2's, the benchmark review helps youth seriously contemplate and plan for their future after the age of 18. Is he or she on track to achieve those goals?

- In addition to the CLSA, T1 and T2 process and documents, to allow the youth to transition to living independently, the caseworker must:
 1. Provide timely notice to the youth of court dates, assist with transportation and encourage court attendance;
 2. Include the youth in case planning and case review meetings and ensure he or she plays a role in the process;
 3. Promote participation in extracurricular activities including assisting in identifying appropriate activities and identifying financial assistance options; and
 4. Ensure the youth receives appropriate medical, mental health, dental and educational services.

Court review of the comprehensive transition plan and benchmark review

- The caseworker must provide a copy of the CTP, including the documentation of the determinations made during the benchmark review, to the court at the next scheduled permanency hearing.
- The court will review the youth's plan, needs and goals for supportive relationships and community connections, housing, education, employment, and physical and mental health.

Chapter 4 - Services to children

1. The plans will be reviewed at the yearly permanency review by the court and the six-month Citizen Review Board (CRB) reviews and may be reviewed at other court hearings. The court (at the yearly permanency review), and CRB must determine and make findings regarding:
 - a. Whether the plan is adequate to ensure the youth's successful transition to independent living;
 - b. Whether the department has offered appropriate services pursuant to the plans; and
 - c. Whether the department has involved the youth in the development of the plan.

The supervisor's role:

- Review the caseworker's reports to the court and Citizen Review Board to ensure the CTP or benchmark review is complete and included.
- As part of the 90-day case plan review, include a review of the caseworker's CTP or benchmark review and acknowledge the completion in the department's electronic case notes.
- Ensure caseworkers working with youth are familiar with positive youth development principles.
- Ensure caseworkers are aware of Policy I-B.1.4 Guardian and Legal Custodian Consents as it relates to application for driver's training, permits and licenses.
- Ensure caseworkers are trained to use the Casey Life Skills Assessment.
- Ensure new caseworkers attend the Transition Planning NetLink offered quarterly.

C. Independent Living life skills programs

The federal grant created through the Foster Care Independence Act of 1999 is the Chafee Foster Care Independence Program, referred to as the Independent Living Program (ILP) in Oregon. Services provided under the ILP include:

- Independent living skill building (life skills);
- Two housing programs (the Independent Living Housing Subsidy and Chafee Housing);
- Education and training vouchers (ETVs); and
- Discretionary funds.

Procedures for contracted life skills training

Some ILP Providers will allow a youth on the waiting list to participate in ILP group activities. The youth will not be officially enrolled for services but may benefit from group sessions. The department will remain responsible for the CTP and managing other appropriate life skills services.

When the CTP has been developed, the caseworker or other assigned Child Welfare staff opens the ILP life skills training service as a nonpaid service because the service is provided directly through the department. Select the most appropriate service type from the dropdown list.

Remember to review the CTP during face-to-face contacts with the youth and during 90-day case reviews, and update the T2 with the youth at least once every six months.

- A youth must be referred to a contracted ILP provider at age 16, but has the right to refuse services.
 1. Discuss the benefits of the program with the youth before making a referral.
 2. Explain the referral process to the youth.
 3. Inform the youth that he or she will receive a call for an intake meeting and will receive this call even if he or she has refused services because the department is required to offer these services. Some counties require orientation before enrollment.
- Complete the ILP Referral form (CF 0080). Make sure the form is complete before submitting it to the provider. Attach the most current copy of the youth's CLSA, T1 and T2 if available. Place a copy in the department's electronic information system and file under the Case Administrative Activity section.
- Submit the completed ILP Referral form to the ILP provider serving the area where the youth resides. Refer to ILP referral instructions (Appendix 4.21) for the list of providers/vendor numbers and service areas.
 1. You will receive a referral confirmation from the provider. File with the CF80 in the case file, Case Administrative Activity section and the department's electronic information system.
 2. The youth may be placed on a waiting list. (See tip box for further details.)
- Once the provider has accepted and enrolled the youth in their ILP services, open the appropriate service as a paid service.
- Expect to receive the following documentation for each youth served by an ILP provider:
 1. Referral confirmation within five working days;
 2. Written life skills assessment, including the T1, within 60 days of acceptance;
 3. Assistance with completing the CTP within 90 days of acceptance. (The provider will attempt to complete their portion of the CTP even if the caseworker is not involved)

Chapter 4 - Services to children

in the process. However, a note will be written on the T2 indicating that it is NOT a comprehensive plan, that it is only an ILP services plan.);

4. Updates of the transition readiness index and CTP at least once every six months;
 5. Monthly progress reports; and
 6. Client profile upon discharge (including the appropriate service ending reason).
- Services available to a youth under ILP are voluntary. If a youth refuses a service, provide the youth with an ILP Services Availability letter (Appendix 4.22). The letter must explain:
 1. The youth remains eligible for services if he or she wishes to participate at a later date:
 - a. The list of services for which the youth remains eligible; and
 - b. The services the youth may access as a former foster youth.
 2. A copy of the letter is filed in the youth's case file Case Administrative Activity section and the department's electronic information system.
 3. Use this information for the report to the court.

It is important youth and young adults entering the workforce are technologically literate. Youth and young adults in the child welfare system often have limited computer and cell phone access due to residential instability, breaks in education and other challenges. Responsible youth development includes equipping teens to interact with technology in a safe way. A workgroup has created "New Technology: Recommendations & Guidelines" to help caseworkers, foster parents and other supportive adults understand their roles regarding technology. Please see Appendix 4.23 for additional details.

- The caseworker may re-refer a youth to the local ILP provider should the youth decide to use the services at a later date.

Procedures for life skills training provided by the department

- Life skills may be taught by a contracted ILP provider or directly through the local office.
- If the youth is too young for contracted ILP services, or the caseworker is unable to access contracted ILP services for an eligible youth (e.g., there is a waiting list, the youth declines services or the youth is not appropriate for contracted services), the department remains responsible for preparing for the transition to adulthood and independent living. In this case the caseworker must:
 1. Work with the caregiver to determine whether skills will be taught in the home.
 2. Determine what community partners are available to help the youth access services and assistance to accomplish his or her goals (e.g., Employment Department/One-Stop, 4-H Club, Job Corp, ASPIRE Program, School District/IEP, teen parent program, community

Chapter 4 - Services to children

- college, school or community sports/clubs, Vocational Rehabilitation Services-Youth Transition Program or Workforce Investment and Opportunities Act (WIOA) Program).
3. Develop the CTP.
 4. Document how life skills training will be provided through the substitute caregiver, the department or other community partners.
 5. Open the ILP life skills service as a nonpaid service when the caseworker and other community partners are providing the training. Review the Plans and Services Code Sheet (DHS 305 form) to determine the appropriate service(s) to open when someone other than the ILP contractor is providing independent living type services or life skills training.
 6. Document all independent living-type services provided by the department (paid or nonpaid) in the department's information system.

The ILP desk provides local offices with resources to help caseworkers and caregivers work with a youth on life skills. Each local office has the following resources:

- “Making It on Your Own” (workbook for the youth);
- “FYI3 Planner” (organizational planner for the youth); and
- “Ready Set Fly!” (teachable moments booklet for the caregiver).

Ask the supervisor where the resources can be found in the office. If additional supplies are needed, contact the ILP support staff at Central Office.

When a former foster youth receives ILP skill building services

A former foster youth terminated from the child welfare system at age 16 or older, with at least 180 days (six months) of foster care placement services after age 14, may return to Child Welfare at any time before their 21st birthday to request ILP services. Services provided to the youth are family support services. Refer to Chapter 6 for detailed procedures on opening a case. If a youth contacts the former caseworker, direct the youth to call the screener in the local office.

- During the screening and needs assessment process, youth 18 years of age or older sign the Service Application (CF 304). For a youth under 18, the youth's legal parent or guardian must sign the Service Application. The family will not be responsible for payment of ILP services.
- If the youth is 18 or older, the local office will need to assign a new case number, listing the youth as the adult in the case. If the youth has an existing adult case open, the ILP services may be opened on the existing case.
- Caseworkers must complete a case plan for former foster youth accessing ILP services on a voluntary basis.

Terminating ILP skill building services

- Planned ILP termination
 1. Terminate ILP skill building services when a youth has:
 - a. Achieved self-sufficiency to the extent there no longer is a need for services;
 - b. Made the voluntary and informed decision to no longer participate in services; or
 - c. Made him- or herself unavailable for services for 60 days or more, unless the reason for the absence is known to the skills provider or caseworker and the absence is for the purpose of supporting the youth's plan for independence.
- Termination due to move
 1. Terminate the ILP services if the youth moves out of the provider's contracted service area. If this occurs, notify the provider to discontinue services and provide the effective date of service termination.
 - a. When planning to refer a youth for ILP services in a new area, use the closure reason of "change of provider."
 - b. If no further referrals are planned, wait to receive the client profile upon discharge from the ILP provider to determine the appropriate service ending reason.
- Termination due to case closure
 1. If the ILP skill building service is being closed due to case closure, inform the ILP provider that services will no longer continue and the effective date of service termination. Ask the provider for the service ending reason when notified of the termination to allow a timely closure of the service and case.
 2. Determine if the youth is interested in continuing ILP. If yes, refer to instructions for when a former foster youth receives ILP skill building services.
- When the department is ensuring the ILP skill building services are provided by the substitute caregiver and/or other community partners, the caseworker is responsible for determining the correct service ending reason.

The supervisor's role:

- Ensure the caseworker receives information on local office procedures for referring a youth for ILP skill building services (if unique circumstances apply).
- Know the various services and funding streams available to help foster youth with transition to adulthood and living independently.
- Ensure new caseworkers attend the Independent Living Services NetLink offered quarterly.

D. Housing programs

Apply for housing programs

There are two funding streams and unique eligibility requirements to help youth with housing expenses, the Independent Living Housing Subsidy and Chafee Housing program. Each is designed to work with the Independent Living Skill Building program and provide assistance to youth in becoming self-sufficient adults. The housing programs have specific eligibility requirements and provide time-limited monetary support for a youth to live independently by supplementing the youth's housing costs while he or she continues education or employment. Acceptance into these programs is a privilege, not an entitlement.

Both housing programs may provide assistance up to a maximum of \$600 per month, or an amount determined by the department for a one-time housing voucher. The housing payment helps youth with monthly living expenses based on his or her individual need. The youth must complete a budget worksheet to determine how much assistance the department will provide. The housing programs require a youth to be involved in 40 hours of productive activity a week. A youth is also required to be working on his or her secondary education if he or she has not already obtained a high school diploma or GED.

The purpose of the Independent Living Housing Subsidy and Chafee Housing programs are to help youth gain and practice the following skills:

- Manage finances and live on a budget;
- Manage a household (home/yard maintenance, laundry, cooking, self-care);
- Manage time (make and keep appointments, punctuality);
- Manage life demands (balance job, school, friends, family, personal time, food, sleep); and
- Accept responsibility for choices and decisions made.

The purpose of the one-time housing voucher is to provide financial support for the initial costs of establishing one's own residence. The youth who can benefit from the one-time housing voucher already demonstrates the above skills. One-time housing voucher funds may be issued to a youth preparing to transition out of DHS care and custody or an eligible former foster youth.

Once a youth has been returned home, or has achieved permanency and exited care, the youth is no longer eligible for the Independent Living Housing Subsidy (ILHS) program. It is the intent of the Independent Living Housing Subsidy Program that a youth will transition out of the foster care system (have wardship terminated) after successfully completing a maximum of 12 months of assistance. If custody is dismissed at age 18 or older, the youth may qualify for Chafee Housing services.

Caseworkers must become familiar with the various types of housing options available for youth: boarding homes, dormitory housing, host homes, live-in adult/peer roommate, scattered site apartment, shared homes, specialized foster homes, supervised apartment and transitional group

Chapter 4 - Services to children

home. Additional details regarding housing options and appropriate youth for a specific type of housing can be found in Appendix 4.20.

Each program's funding stream has specific eligibility requirements.

Independent Living Housing Subsidy	Yes	No	Chafee Housing	Yes	No
Is the youth 16 or older?			Is the youth 18 or older?		
Is the youth currently enrolled in ILP skills training?			Was the youth's legal custody to Child Welfare or the federally recognized tribe terminated on or after the youth's 18th birthday?		
Is the youth in the legal care and custody of Child Welfare for foster care services?			Is the youth currently enrolled in the ILP or will be enrolled shortly? (requires 180 days subcare placement)		
Is the youth in a program of education and/or employment full-time (40 hours weekly)?			Is the youth in a program of education and/or employment full-time (40 hours weekly)? MUST include at least four hours of work, may include school.		
Has the ILP desk been contacted to ensure funds are available?			Has the ILP desk been contacted to ensure funds are available?		
Are all answers marked Yes?			Are all answers marked Yes?		

All answers must be marked yes for a youth to be eligible for either the Independent Living Subsidy or Chafee Housing Program.

Each program has unique differences

Category	Independent Living Housing Subsidy	Chafee Housing*
Minimum age	16	18
DHS or tribal child welfare care and custody	Must be in care and custody of DHS. Tribal custody does not count for this program.	Prohibited – DHS or tribal foster care must be terminated on or after a youth's 18th birthday
Employment	Optional	Required, at least part time
Duration	12 month maximum	\$6,000 or age 21, whichever comes first

Chapter 4 - Services to children

Category	Independent Living Housing Subsidy	Chafee Housing*
Monthly expenses	Can pay for any monthly expense (transportation, clothing, etc.)	Can only pay for room and board (rent, food, utilities and deposits) and normal transportation costs.
Medical card	Provided by Child Welfare	No, youth must apply for OHP through the Former Foster Care Youth Medical Program
Funding source	State General Funds	Federal Grant Funds

* Youth wanting Chafee Housing funds come back on a voluntary services basis. A new case is opened with the youth now listed as the adult in the case. Refer to “Chapter 6, Family Support Services (FSS)” for detailed procedures for opening an FSS case for ILP services.

1. Before discussing the housing program funds with a youth, contact the ILP desk regarding a potential candidate for ILP housing and provide the following information:
 - a. County where the youth resides;
 - b. Youth’s name and case number;
 - c. Anticipated start date;
 - d. Whether the request will be for ongoing housing service or one-time housing voucher; and
 - e. Caseworker’s name and OR KIDS ID or unit ID.
2. The ILP desk will advise the caseworker of the availability of funds and confirm if the youth is eligible for housing services. If sufficient funds exist and the youth is eligible, the ILP desk will encumber funds as indicated by the caseworker.
3. Engage the youth in a thorough planning process before beginning an ILP housing program with or requesting a one-time housing voucher. The planning process reassesses safety, the youth’s readiness for living independently, and a planned transition from daily adult supervision. This service is not intended to be an emergency move or placement. To plan properly and facilitate a smooth transition, this is typically a three- to six-month process and involves reassessment of the youth’s abilities in the following areas:
 - a. The youth’s CTP and his or her goals for the future;
 - b. School and employment arrangements;
 - c. Capacity for self-care and demonstrated life skills;
 - d. Budgeting skills and demonstrated money management abilities;
 - e. Evidence of good decision-making skills;
 - f. Evidence of supportive adults in the youth’s life; and
 - g. Ability to use and access transportation resources.

Chapter 4 - Services to children

4. Ensure the youth is enrolled and participating in ILP skill-building services as this is required before being accepted and enrolled in an ongoing ILP housing program. Though not required, a youth should also be receiving ILP skill-building services before being considered for a one-time housing voucher.

A youth should participate in contracted ILP services for at least six months before entering the Independent Living Housing Subsidy program or receiving a one-time housing voucher. This will allow the youth time to gain needed money management skills, learn about landlord/tenant rights and responsibilities, set up a support network, and establish a savings account for start-up costs and emergency expenses. This may not be an option for a youth accessing the Chafee Housing Program, as the youth or young adult may need immediate assistance to avoid or end homelessness.

5. The branch must establish a housing screening committee to determine the youth's appropriateness and preparedness to access the ILHS or Chafee Housing programs. At a minimum, the committee must consist of the caseworker, an ILP service provider and other significant adults in the youth's life. Each office has a process for establishing a screening committee. Check with your supervisor if you need to schedule a meeting.
 - a. Set a date and time for the youth's screening (should be set far enough in the future to allow the youth time to prepare for the screening process).
 - b. Inform the youth of the date and time of the meeting. Ensure the youth will be able to attend the screening.
6. Before presenting a youth to the screening committee for ILHS, Chafee Housing or requesting a one-time housing voucher, the caseworker should ensure that:
 - a. The youth has been prepared for the questions the screening committee may ask. (The ILP desk has a study guide available).
 - b. The youth has the capacity to live safely in the community without the supervision provided by a foster family or group care setting.
 - c. If the youth is a ward of the court, the youth must have the approval of the juvenile court to participate in the ILHS program. (The ILP desk has sample letters to assist caseworkers in writing to the courts.)
 - A. In most cases, the caseworker gets approval for the housing program from the screening committee before submitting a request for approval to the juvenile court. Each branch or district may have their own rules. Check with your supervisor for your branch's practice.
 - B. Court approval is required before a housing payment will be issued. If a judge does not approve the independent living situation, the youth would need to remain or be replaced into substitute care.

Chapter 4 - Services to children

- d. The youth has a proposed living situation that meets the following minimum standards:
 - A. The living situation provides reasonably convenient access to schools, places of employment and services required by the youth.
 - B. The living situation complies with applicable state and local zoning, fire, sanitary and safety regulations.
 - C. The living situation is reasonably priced and fits within the youth's budget.
 - D. If able, the youth has established a savings account that can be used to help with moving expenses and/or emergencies.
 - E. The youth is NOT residing with a parent.
 - F. If youth will have a roommate(s), the roommate(s) must be able to pay his or her own share of the monthly living expenses.

If the youth's anticipated residence is known, the caseworker should inspect the residence with the youth to ensure the above standards are met. A youth should be informed if he/she decides to move or pay any start-up fees before obtaining screening committee or DHS approval, the youth may not be reimbursed or accepted to the program.

It is the caseworker's responsibility to ensure the youth has a safe and appropriate living arrangement given the youth's skills, abilities and maturity level. While not required, DHS does have the right to ask any roommates to agree to a background check. Roommates must be willing to show proof of income (paystubs, checking or savings statements, etc.) and an ability to meet his or her financial responsibilities each month.

- e. The youth demonstrates his or her ability to follow the provisions of the case plan, participating in activities and services to achieve independence.
7. If the youth is not interested in ongoing housing services AND has been deemed appropriate for the one-time housing voucher, see additional instructions under Initiate the housing payment section.
8. Complete the following documents with input from the youth and ILP provider:
 - a. CF75 Determinations Check List (completed by caseworker);
 - b. CF76 Responsibility Agreement (completed by the youth with assistance from either the caseworker or ILP worker);
 - c. CF 77 Budget Worksheet (completed by the youth with assistance from either the caseworker or ILP worker); and
 - d. CF78 Youth Transition Funds Request (optional, to be completed by caseworker and may be submitted when requesting assistance with start-up costs, such as

Chapter 4 - Services to children

security or cleaning deposit, utility deposit, start-up kit, etc.) Indicate which housing funds (Independent Living Housing Subsidy or Chafee Housing) the youth will be accessing.

9. Prepare the youth to inform the committee why he or she is a good candidate for the housing program.
 - a. The youth makes the request for acceptance into the housing program through the screening committee. The ILP desk has a study sheet to help the youth prepare to address the screening committee.
 - b. In addition to the youth's presentation, the committee will review the housing documents listed above.

If a youth is just beginning to think about accessing the ILP housing programs, you may want to schedule a prescreening. This would be an informational meeting and allows the youth to hear from those who will make the final decision on what skills or tasks the youth still needs to be deemed appropriate for the housing program. This can be a very eye-opening experience for the youth. A prescreening will also allow a youth to meet and practice addressing the screening committee members before she or he makes a formal presentation/request for housing services. If the youth plans to have a roommate, you may ask the roommate to appear before the screening committee with the youth.

10. The committee must consider the youth's abilities/skills in the following areas when determining the youth's appropriateness for housing services: budgeting, decision-making, education and employment, self-advocacy, household maintenance, youth's vision for the future, and youth's plan once housing assistance ends. The committee will then make one of the following decisions:
 - a. The youth is deemed appropriate and prepared to begin the program immediately:
 - A. Send the original set of the above forms (signed and dated) and any supporting documents to the ILP desk at the following address: DHS, Independent Living – E76, 500 Summer Street NE, Salem, OR 97310 or fax to 503-945-6969.
 - B. Copies of the forms (CF75, CF76 and CF77) go to the youth, the DHS case file (Case Administrative Activity section), the ILP provider and the screening committee chairperson.
 - b. The youth is deemed appropriate for the program, but is **not yet prepared** to begin the program:
 - A. The committee will openly and respectfully discuss their concerns with the youth during the screening.
 - B. The committee will offer the youth suggestions for resolving the concerns.
 - C. The committee may stipulate a timeline for the youth to address the concerns.

- D. A follow-up meeting will be set once the youth has addressed the concerns of the screening committee. Practice varies; some branches may set the follow-up meeting before the youth leaves the screening. This may also vary based on the type of concerns raised by the screening committee.
- c. The youth is denied because the screening committee determines the youth is not suitable for the housing program:
 - A. The youth is advised of this decision at the time of the meeting. The caseworker or committee provides the youth with a written notice indicating the reasons for denial and recommendations for additional skill building or other activities.
 - B. Advise the ILP desk of the denial. This is necessary for statewide budgeting purposes. Any youth denied may not reapply for the housing program for 30 days. If a youth reapplies, he or she must address the original reasons for denial before being approved for ILP housing.

Initiate the housing payment

- **One-time housing payment** requests may be split to be issued to a variety of vendors. Payment must be issued payable to the landlord, utility, telephone company or other vendor(s) as appropriate. The funds for groceries and/or a start-up kit may be issued payable to the youth. If youth is requesting a reimbursement for expenses paid, a receipt must be submitted at the time of request.
 1. Caseworker must complete and submit the following:
 - a. CF75 ILP Housing Determinations Check List (to verify funding stream);
 - b. CF76 ILP Housing Responsibility Agreement (page 3 only);
 - c. CF77 ILP Housing Budget Worksheet (indicating need); and
 - d. CF78 Youth Transition Funds Request (check “One-time housing voucher” as type of request).
 2. Mail or fax the completed forms to the ILP desk at: DHS, Independent Living Program – E76, 500 Summer Street NE, Salem, OR 97310 (or fax to 503-945-6969).
 3. The ILP desk will issue the payment and provide additional instructions, as needed.
 4. If a youth decides to participate in an ILP ongoing housing program after receiving a one-time housing voucher, he or she must wait at least 30 days before applying to the program. ILP life skills training may be provided during the waiting period.
- **Ongoing housing payment** requests are made payable to the youth.
 1. The caseworker sends the CF75, CF76 and CF77 forms to the ILP desk.
 - a. The ILP desk initiates the payment request for the youth’s first-month housing payment.
 - b. If the initial payment is not for the entire month, the payment will be prorated by the ILP desk.

Chapter 4 - Services to children

- c. The ILP desk confirms a youth's acceptance for the housing program and the amount of housing assistance with the caseworker and the ILP provider through an email notice.
2. The ILP desk is responsible for issuing all subsequent housing payments. Subsequent housing payments issued should be made in advance (i.e., the April payment should be issued in March). However, payment depends on the caseworker providing timely budget updates when necessary.
3. The ILP fiscal assistant will issue a confirmation email with instructions for next steps (e.g., subsidy youth require a worker to change/close the previous placement and open the new IL subsidy placement tracking service). If needed, open service retroactively to the actual date service began. Contracted ILP life skills training services must be open while the youth is accessing the housing program.
4. The ILP desk will ensure the mailing address for the youth is listed as the local office.
5. Arrange for courtesy supervision if the youth is residing out of the county.
6. Hand deliver the payment to the youth. The local office receives all payments. Payments are not mailed directly to the youth.

You should alert your mailroom staff when you place a youth on the housing program (make mailroom staff aware of the name of the youth and that checks will be coming in their name). Ensure the mailroom staff is aware of the importance of timely delivery of the youth's housing payments. Late payments could cause a youth to incur late fees or be evicted.

Monitor housing services

- During each of the first three months, **review the youth's receipts** for income and payments (e.g., pay stub, rent, utilities, groceries and other major monthly expenses) **before** delivering the housing payment to the youth.
- During each of the first three months, ensure the youth's 40 hours of productive time per week are appropriate. A youth must have at least 25 hours of productive time consisting of education, employment or a combination of the two. The remaining 15 hours must also be productive and may include volunteer activities, medical or counseling appointments, school activities (sports, clubs, etc.) or additional study hours for youth with special needs.
- Subsequently, if a youth has shown the ability to follow his or her budget, you may extend the period between reviews. You must review the youth's budget and hours of activity at least every three months (quarterly).

The ILP provider is a partner in monitoring the youth's housing situation and activities related to the Housing Responsibility Agreement and budget. Caseworkers should coordinate housing check-in activities with the ILP provider. ILP providers will be working with the youth to improve life skills. Working as a team will improve service coordination and help the youth make a safe, successful transition to adulthood and independent living.

- If changes occur (e.g., in the areas of employment, education or housing), assist the youth in completing a revised budget and Housing Responsibility Agreement (CF77 and CF76, page 2) and notify the ILP desk as soon as changes are known.
- Ensure the youth is able to verify receipts of income, savings (if budgeted) and expenses paid. You may wish to include the cost of a filing system in the youth's housing budget or use ILP discretionary funds to purchase the youth a filing system.
- Arrange the 30-day face-to-face contact at the youth's residence at least once each quarter.

If a youth does not follow the Housing Responsibility Agreement

- If, at any time, a youth is out of compliance with the Housing Responsibility Agreement (CF76), or the youth decides he or she is not ready to continue in the program, you must notify the ILP desk immediately and either:
 1. Terminate: Provide the youth with at least 15 days notice of intent to terminate (a sample is available, see Appendix 4.24). Written notice is preferred, but notice may be verbal with a written follow-up to confirm the conversation.
 - a. The notice must include the reasons for termination, the specific date the youth will be terminated and a statement that the youth may reapply in 30 days if he or she has been able to resolve the issues stated as reasons for the termination.
 - b. Extension of a termination notice is not allowed.
 2. Issue a warning of potential termination if issues are not resolved:
 - a. Provide the youth with a 15-day notice of intent to terminate. However, this notice must include clear and specific reasons for possible termination, the timeframe the youth is being allowed to remedy the situation (no more than 15 days), a statement that if the issues have not been remedied by a specific date the youth will be terminated, and the name of who to contact if the youth wishes to remain on the program. Include a statement that if the youth is terminated from the ILP housing program, the youth remains eligible for ILP skill building services and can reapply for the housing program in 30 days (if they have been able to resolve the issues stated as reasons for the termination).

- b. Request an Exception to Policy from the ILP desk. In this case, provide a begin and end date, reason for the exception request and the youth's plan for regaining compliance.
 - A. If an exception is approved but a youth does not regain compliance within the time specified, the youth will be terminated from the housing program. A format is available from the ILP desk for the Exception to Policy requests.
- The ILP desk may hold a youth's housing payment if a problem is identified and not resolved within 30 days. The caseworker and ILP worker will receive an official notification by email alerting the worker(s) that a problem exists. The caseworker(s) will be given 30 days to resolve the problem with the youth. If the problem remains unresolved after 30 days, a hold will be placed on all future housing payments.

Terminating housing payments

- Advise the ILP desk of all housing terminations (planned or unplanned).
- Close housing services under the following circumstances:
 1. The youth completed the housing program as planned;
 2. The youth achieved independence and self-sufficiency to the extent there is no longer a need for housing payments;
 3. The youth made a voluntary decision to no longer participate in the housing program;
 4. The youth was involuntarily terminated from the program for failing to comply with program requirements (a 15-day notice of termination must be provided to the youth);
 5. The youth reached his or her 21st birthday;
 6. The youth exceeded maximum benefits for the program:
 - a. For Chafee Housing, the youth expended the \$6,000 allotment; or
 - b. For the Independent Living Housing Subsidy, the youth completed the 12th month in the program; or
 7. The Chafee Housing youth is transitioning to Chafee Education and Training Voucher/Grant funds (ETV) for room and board while at college. If a school includes room and board in the projected costs of attendance, a youth cannot access ETV and Chafee Housing funds at the same time.
- The caseworker must inform the following people if terminating a youth from the housing program:
 1. The youth (verbally and in writing);
 2. Data input staff;
 3. The ILP provider; and
 4. The ILP desk.
- Failure to notify these parties may result in an overpayment to the youth.

Continued medical coverage

- Any youth participating in the Independent Living Housing Subsidy remains eligible for a medical card through the department. Request the youth's medical card as you would any other youth in substitute care.
- An Oregon youth who leaves foster care at age 18 or older and resides in Oregon is categorically eligible to receive Former Foster Care Youth Medical (FFCYM) Program coverage up to his or her 26th birthday. To access the program, the caseworker and youth will complete as much of the FFCYM Program Referral form as possible (Appendix 4.27) just before terminating the youth's case. Give the FFCYM Program Referral to your federal revenue specialist (FRS). The FRS completes all other information and faxes or emails the referral to the Children's Medical Unit (CMED, 5508.C-med@state.or.us or fax to 503-945-7032) and files the form appropriately. The youth should receive their new medical card in the mail. Advise the youth there is no need to complete a renewal after this point. However, the youth should respond to OHP mailings requesting updated mailing or contact information. If you or the youth need assistance, please contact the DHS Children's Medical Unit at 503-945-5720 or 503-947-2598.

The supervisor's role

- Train and support the caseworker on local office practice for youth accessing the Independent Living Housing Subsidy (ILHS) and Chafee Housing services.
- Review, approve or deny all ILHS placement requests. If approved, forward the Level 3 approval to the ILP coordinator at Central Office for processing.
- Review, approve or deny all ILP Exception to Policy Requests before submitting them to ILP desk.
- Ensure your workers are assisting young adults who are aging out of care to complete the Former Foster Care Youth Medical Program Referral form.

E. Post-secondary education and training resources

There are several post-secondary financial resources available to foster youth, both within Oregon and nationally. The most frequently accessed is the Chafee Education and Training Voucher (ETV) program.

Procedure

Chafee Education and Training Voucher/Grant

The ETV provides financial assistance to a youth continuing post-secondary education or training.

Chapter 4 - Services to children

Maximum amounts may vary based on availability of funds; check with the ILP desk for current maximum amount available per student. The ETV funds may be applied toward the cost of attendance for all two- and four-year colleges or universities, as well as some trade/vocational schools (e.g., beauty, business, massage, welding schools, etc.).

- The following youth are eligible for ETV funds:
 1. Youths aged 16 or older in substitute care through the department or one of the federally recognized tribes in Oregon;
 2. A youth who was in substitute care for at least 180 days after the age of 14 and who exited substitute care after the age of 16.
- The youth must be receiving funds before age 21. If the youth is receiving funds at age 21, those funds can continue until 23 years of age.
- It is not necessary for a youth to have an open Child Welfare case to apply for and receive the grant funds (through the Office of Student Access and Completion). However, a youth must have an open Child Welfare case to access the voucher funds from DHS.
- Youths do not need to be involved in the ILP program to access ETV funds, but do need to be accepted to or enrolled in a post-secondary education or training institution.
- Youth accessing the ETV program may not be eligible for Chafee Housing. If the post-secondary institution the youth is attending includes room and board in the cost of attendance, the youth cannot access Chafee Housing while receiving Chafee ETV. There are two ways for a young adult to access Chafee Education and Training funds:
 1. Grants
 - a. A youth can access the Chafee Education and Training Grant (ETG) funds by completing an electronic application. A youth does not need to have an open Child Welfare case or be enrolled in ILP services to apply for the Chafee Education and Training Grant. Eligible youths can access the application online at www.oregonstudentaid.gov/chafeeetv.aspx.
 - b. Youths may submit an application any time during the year. However, applications are processed on the following dates: May 1 (summer term), August 1 (fall term), November 1 (winter term), and February 1 (spring term). Late applications will be processed during the next available deadline/term. Only one application per academic year is required.
 - c. A youth should plan ahead and submit an application several months in advance of the anticipated start date, and no later than the deadline for the term they wish to receive funding.
 2. Vouchers
 - a. Education and training voucher funds are for emergency purposes only. Voucher funds are not intended to provide a full award to a youth. The amount of voucher funds provided will be deducted from the amount awarded through the grant process.

Chapter 4 - Services to children

There are several parameters for the vouchers:

- A. Voucher funds can be used only for the “cost of attendance” and include tuition, fees, books, supplies, room and board, personal expenses and travel. Each school will provide an estimated cost of attendance for the school. This estimate is what the ILP desk will use to determine if the requested amount is reasonable. Therefore, the youth needs to be accepted or enrolled in a school and have submitted an electronic grant application at the time of the request.
 - B. The amount of funds a youth can access is proportionate to the amount of time spent taking classes (part-time versus full-time).
 - C. Whenever possible, funds are sent directly to the school.
- b. Complete the Youth Transition Funds Request form (CF 78, check the ETV box) and send the completed form to the ILP desk. The CF78 form requires the caseworker provide information regarding:
- A. The requested amounts in the appropriate category(s).
 - B. How the funds will assist the youth in meeting the youth’s post-secondary education or training goals.
 - C. To whom the payment is made payable.
 - D. Where the payment is to be mailed. While a payment may be made payable to a youth, no payments are mailed directly to the youth. Payments may be mailed to the caseworker or ILP worker for distribution to the youth.

Scholarships

- The Office of Student Access and Completion (OSAC) handles more than 400 scholarship programs for Oregon students. Included in these scholarship programs is the DREAM Scholarship for Oregon Foster Youth. Youth must complete a separate application to apply for the OSAC scholarship programs. However, a youth can apply for multiple scholarships with this one application. The OSAC scholarship application is due by March 1 of each year. The application is available at <https://app.oregonstudentaid.gov/>.
- The ILP desk also has a list of national scholarship funds for eligible foster youth. Caseworkers can direct the youth to review the following Web sites:
 1. www.fc2success.org/programs/scholarships-and-grants/ (Casey Family Scholars);
 2. www.nfpainc.org/scholrsp.html (National Foster Parent Association Scholarship); and
 3. www.fafsa.ed.gov (free application for federal student aid).
- The ILP desk maintains an up-to-date list of scholarship resources specifically for foster youth. Contact the ILP desk to determine if additional scholarships are available.

Oregon foster youth tuition and fee waiver

- The following youth are eligible for the Oregon tuition and fee waiver:
 1. Youth aged 16 or older and in substitute care through the department or one of the federally recognized tribes in Oregon;
 2. A youth who was in substitute care for at least 180 days after the age of 14 and who exited the care and custody of the department, or one of the federally recognized tribes, after the age of 16;
 3. The youth must submit a Free Application for Federal Student Aid (FAFSA) to apply for Oregon's tuition and fee waiver;
 4. The student must be receiving funds before age 25. If the student is receiving funds at age 25, those funds can continue until the student accesses the equivalent of four years of undergraduate education; and
 5. The student must complete 30 hours of volunteer activity each year to receive the Waiver in subsequent years. Students should check with their school to confirm the volunteer activity they have selected is approved by their school.

The department is responsible for notifying participating schools of potentially eligible tuition and fee waiver students. The department notifies the schools if the student has identified that school on the FAFSA. The department will send a confirmation email to the student advising them of their eligibility.

Each school will notify the student of any tuition and fee waiver eligibility and amount (if any; schools are allowed to use a student's Pell Grant, Oregon Opportunity Grant and other school aid before determining a need for the waiver). The school will process and verify the volunteer service requirement. Schools will be confirming the 30 volunteer hour requirement has been met before issuing a tuition and fee Waiver in year two and all subsequent years.

F. Other funding resources to help a youth achieve a successful transition to independent living

- ILP discretionary funds were created to allow local offices a small funding source to purchase items or services that will help a youth meet the goals of his or her CTP.
- Use the Youth Transition Funds Request form (CF 78) to access the funds (check the Discretionary box). When completing the form provide the following information:
 1. The requested amount(s) in the appropriate category(s);
 2. An explanation of how the funds will help the youth in meeting the youth's transition plan;
 3. To whom the payment is made payable; and
 4. Where the payment is to be mailed. No payments are mailed directly to the youth. Payments may be mailed to the caseworker or ILP worker for distribution to the youth.
- The caseworker must sign the form, and the youth and ILP provider must initial the form.

Chapter 4 - Services to children

1. Submit the completed form to the ILP desk.
 2. Some districts have additional review requirements before sending the request to the ILP desk. The supervisor will advise if additional steps are required.
- The ILP funds request is reviewed and approved by the ILP coordinator.
 1. The ILP desk will process the payment and notify the branch when the check is requested.
 2. Payment normally takes up to 10 business days to process.
 - For a complete matrix of ILP services, see appendix 4.25.

G. Requirements at independence

- At least 60 days before the anticipated dismissal of wardship of a youth reaching independence, the caseworker must inform the youth of the upcoming court hearing either by face-to-face contact, phone or written correspondence. This information to the youth must include:
 1. The date, time, and location of the hearing;
 2. His or her right to attend the hearing, and the importance of attending; and
 3. Possible options for transportation to and from the hearing.
- When the court dismisses custody of the youth reaching independence, the caseworker must provide the youth with a Transitions Tool Kit (Appendix 4.26). These are the essential documents, written records and official forms a youth transitioning out of care needs to have for his or her medical history, employment purposes and to continue their post-secondary education (*the majority of these should already be in the case file*). The Transition Tool Kit must include:
 1. Family history;
 2. Placement history;
 3. Location and status of siblings, and contact information the youth can use should he/she want to obtain additional information about his or her case or family history in the future;
 4. Health and immunization records, including whether they have been informed of, or identify a health care representative and completed an Oregon Advanced Directive;
 5. The Former Foster Care Youth Medical Referral should have previously been completed with the youth but if there are questions or additional assistance is required contact the DHS Children's Medical Unit (CMED) at:
 - » 503-945-5720 or 503-947-2598 or
 - » Email: 5508.C-med@state.or.us
 6. Educational summary and records;
 7. The youth's birth certificate (*the original should be given to the youth and a copy put in the case file as the majority of situations requiring a birth certificate or Social Security card require the original*);
 8. Official proof of the youth's citizenship or Permanent Resident/Special Immigrant

Chapter 4 - Services to children

Juvenile Status (SIJS) card in a form acceptable to an employer who is required to verify immigration status. Obtaining an SIJS card can take several months, if not years, so it is important the caseworker plan ahead to ensure the youth receives the documentation before the age of 18. *If applicable, contact the International Case Consultant about the criteria for Special Juvenile Immigrant Status (SJIS);*

9. The youth's Social Security card;
10. A driver's license or other form of state identification (a copy of the license or other form of state identification should remain in the case file). Additional forms of identification could include an Oregon identification card or passport;
11. If applicable, a copy of a death certificate of the youth's parent(s);
12. Written verification of placement in substitute care between the ages of 14 to 18 through the department or one of the federally recognized tribes; and
13. A copy of the youth's credit report (see page 1 for information about obtaining a youth's credit report).

The ILP desk has a letter for written verification of placement in substitute care that meets the requirement for number 12 above.

- If the caseworker is unable to provide the documentation and information described above before the court order relieving legal custody of the youth, the caseworker must prepare the Transition Tool Kit materials and either deliver them to the youth, or if the youth's whereabouts are unknown, the caseworker must retain the records in the case file and the department's electronic information system for any future request for these records that may be made by the youth.

Options for providing or maintaining these documents for the youth:

1. Put documents in an FYI3 Planner. There are some pocket sleeves provided for critical documents such as the birth certificate, Social Security card, etc., although more can be purchased if needed.
2. Purchase a lock box with branch discretionary or youth transition funds for the youth to store the documents.
3. Scan the information into the electronic data system.

The supervisor's role

- Train and support the caseworker regarding local office practice for distributing a youth's Transition Tool Kit and other confidential information.

Chapter 4 - Services to children

- If necessary, provide the caseworker a copy of the “Requirements at Independence Checklist” Youth Transition Tool Kit Check List (see Appendix 4.26) to ensure all documents are provided to the youth.

H. Outcomes tracking

- The federal Chafee Foster Care Independence Program legislation [Public Law 106-169] requires each state to track and report services and outcomes for foster youth and young adults for the National Youth in Transition Database (NYTD). The department began tracking and reporting NYTD services in October 2010. Following is a brief overview of the methods used to track services and outcomes:
 1. Detailed services will be entered in the department’s information system and reported every six months for each youth who receives an independent living service (regardless of age or foster care status).
 2. Caseworkers will conduct a survey with every 17-year-old in substitute care.
 - a. The caseworker will assist the youth to sign up for a FosterClub, Inc. membership at www.FosterClub.org. A FosterClub membership provides information and resources. The caseworkers can discuss the option to provide permission for the department to access their FosterClub online profile information and survey activities. This will help the department contact the youth for the initial and follow-up surveys.
 - b. A survey must be completed within 45 days of the youth’s 17th birthday (referred to as the baseline population). Outreach materials are available at www.fosterclub.com/article/outreach-materials.
 - c. Caseworkers will help the youth complete an electronic survey. Paper surveys can be provided. However, the caseworker will be responsible for entering the information on FosterClub’s electronic survey instrument, or sending the completed survey to OregonRep@fosterclub.com.
 - d. If a youth declines to participate in the survey process, the caseworker must document that information on the youth’s survey where indicated, leaving all remaining details blank.

Maintaining a positive relationship with the teen will be the most helpful tool for engaging youth in the NYTD survey process. The department has contracted with FosterClub for a dedicated outreach representative (DOR). The DOR will also attempt to build a rapport with the youth. The DOR will be coordinating the efforts to obtain the required NYTD surveys. You can contact the FosterClub DOR at OregonRep@fosterclub.com, or by calling FosterClub at 503-717-1552.

3. The ILP desk will work with the research unit and the FosterClub DOR to identify youth for the baseline and follow-up sample population (youth who will be surveyed at age 19 and 21).

Chapter 4 - Services to children

4. If a youth in the follow-up sample is still accessing Child Welfare services at age 19, the caseworker will assist the youth to complete a follow-up survey.
 - a. If the youth has not signed up for a FosterClub membership, the caseworker will encourage the youth to do so, and discuss the option to provide permission for the department to access the youth's online profile information and survey activities.
 - b. Caseworkers will help the youth complete an electronic survey. Paper surveys can be provided. However, the caseworker will be responsible for entering the information on Foster Club's electronic survey instrument, or sending the completed survey to: OregonRep@fosterclub.com.
 - c. The FosterClub DOR and ILP desk will work with youth in the follow-up sample who no longer receive services. Surveys are required for every youth in the follow-up sample.
 5. FosterClub DOR and the department (the ILP desk) will manage the survey of young adults in the follow-up sample at age 21 using the same steps as mentioned above.
- Assistance staying in contact with the follow-up population is encouraged. The FosterClub DOR will attempt to make contact with the youth who have a current FosterClub membership at least once a month (through electronic notices posted at FosterClub).
 - Youth should be made aware of the potential incentives for completing the NYTD baseline and follow-up surveys. Contact the FosterClub DOR at 503-717-1552 for more details.
 - Caseworkers should, as part of the Transition Tool Kit, provide youth with his or her case number and additional survey information needed to identify the youth.

The supervisor's role

- As a part of the 90-day case plan review, ensure caseworkers are aware of the youth's 17th and 19th birthdays and the requirement to survey youth within 45 days of these birthdates.
- Ensure caseworkers have been properly trained in documenting independent living-related service opening and closures.

Forms and references

Federal

- Title IV-E of the Social Security Act, Section 475
- Title IV-E of the Social Security Act, Section 477
- Public Law 106-169, Foster Care Independence Act of 1999, Title 1

Oregon Statute

- ORS 419B.343, 419B.476

Chapter 4 - Services to children

- ORS 109.697, 418.475

Oregon Administrative Rule

- I-B.3.2.1 Substitute Care Placement Review
www.dhs.state.or.us/policy/childwelfare/manual_1/i-b321.pdf
- I-B.2.3.5 Youth Transitions Policy
www.dhs.state.or.us/policy/childwelfare/manual_1/i-b235.pdf
- I-B.2.3.1 Family Support Services
www.dhs.state.or.us/policy/childwelfare/manual_1/i-b231.pdf

Forms (https://aix-xweb1p.state.or.us/es_xweb/FORMS/)

(If in Microsoft Word, Hold down CTRL as you click the links to open Web page)

- CF 69
[0069](#)
- CF 69A
[0069a](#)
- CF 69B
[0069b](#)
- CF 0080
[0080](#)
- CF 0304
<http://dhsforms.hr.state.or.us/forms/databases/FMPRO>
- CF 305
[0305](#)
- CF 75
[0075](#)
- CF 76
[0076](#)
- CF 77
[0077](#)
- CF 78
[0078](#)
- CF 88
- CF 36

Revised September 2016