

DEPARTMENT OF SOCIAL SERVICES

CHILDREN'S DIVISION

P. O. BOX 88

JEFFERSON CITY, MISSOURI

January 15, 2009

M E M O R A N D U M

TO: REGIONAL EXECUTIVE STAFF, CIRCUIT MANAGERS, AND
CHILDREN'S DIVISION STAFF

FROM: CELESTA HARTGRAVES, ACTING DIRECTOR

SUBJECT: OLDER YOUTH PROGRAM

DISCUSSION:

The purpose of this memorandum is to introduce revisions to the Chafee Foster Care Independence Program (CFCIP) Section 4 Chapter 21 of the Child Welfare Manual (CWM) and introduce new forms and tools to help better serve youth in our care who are age fourteen and older. This memo will also discuss the referral process for the Older Youth Program contracted services as well as the roles and responsibilities of case managers for the Children's Division, Foster Care Case Management Agencies, and Specialized Care Contracted Agencies.

History

In Missouri, as well as nationally, statistical data related to outcomes for older youth shows that youth are often exiting care unprepared for living independently, without sufficient support systems, and may become unemployed and homeless. The Children's Division reviewed its work with older youth through the formation of a work group consisting of youth, frontline staff, supervisors, administration, and community members. The older youth work group developed suggestions for improvement to the older youth program which were accepted by management. The National Resource Center for Youth Development provided technical assistance and consultation to meet our needs.

Older Youth Program

The Foster Care Independence Act of 1999, a federal legislation, introduced the John H. Chafee Foster Care Independence Program in each state. Missouri Children's Division renamed the Independent Living Program to the Chafee Foster Care Independence Program, per the new law. In 2007, the Missouri Children's Division again changed the program to a name that more broadly encompasses all of the needs of older youth in foster care. The new name, the Older Youth Program, better reflects the specific philosophy and services that are offered to youth, ages 14 and older, in the custody or previously in the custody of the Missouri Children's Division. The Older Youth Program

What's Inside:

New Forms/Policy
for Older Youth

is based upon the four core principles essential for successful adolescent transition: youth development; collaboration; cultural competence; and permanent connections.

Referral Process

All youth placed in out of home care (Legal Status-1) that turn age 14 or come into care after the age of 14 are to be referred to their Older Youth Transition Specialist (OYTS) for CFCIP Services by the case manager, regardless of their case plan. It is the case manager's responsibility to ensure that all youth ages 14-21 receive the skills necessary to become self-sufficient upon release from custody. The referral is to be given to the Older Youth Transition Specialist who oversees the contracts and determines eligibility. In order to make a referral for services, the Older Youth Referral Form, CD-93, Ansell-Casey Life Skills Assessment, Life Skills Strengths/Needs Assessment Guideline Questions, CD-96, Life Skills Strengths/Needs Assessment Reporting Form, CD-97, and Adolescent FST Guide and Individualized Action Plan, CD-94, which are introduced in this memo, need to be completed and forwarded to your regional OYTS. The Life Skills Strengths/Needs Assessment Guideline Questions, CD-96 and the Life Skills Strengths/Needs Assessment Reporting Form, CD-97, do not have to be submitted for referral but must be completed in order to complete the Adolescent FST Guide and Individualized Action Plan, CD-94, which must be submitted for referral. Youth receiving Transitional Living Group Home or Scattered Site Services will continue to receive their life skills training from these contractors and do not need to be re-referred.

New Forms and Tools

- The **CS-ILP-1A, Older Youth Program Referral, has been renumbered to CD-93**, and is used in conjunction with other forms to refer older youth for CFCIP, including aftercare services for youth released after 17.5 years of age, but not yet 21 years of age, and Transitional Living Services (group homes and scattered sites). Forms included with the referral form must have been completed within the last six months. This form is completed by the foster care case manager.
- **Life Skills Strengths/Needs Assessment Guideline Questions, CD-96, and Life Skills Strengths/Needs Reporting Form, CD-97**, is an interview style tool to assist in the planning process. A holistic approach is used to develop rapport and engage the youth. The assessment covers nine domains and provides a snap-shot in time. This tool is used to assist in determining what a youth wants to work on (need statement) right now for goals in the Adolescent FST Guide and Individualized Action Plan, CD-94. The youth receives a copy of the completed form. This form is completed within the first 60 days of a youth turning 14 or coming into care after the age of 14. Although the completed form is not required as part of the referral packet, it is necessary to complete the form in order to complete the CD-94, which is required for referral. It is the responsibility of the foster care case manager to complete this assessment.
- The **Ansell Casey Life Skills Assessment (ACLSA)** is an evaluation of youth independent living skills. The ACLSA is a free web based assessment tool that produces a scored report instantly. The ACLSA can be completed at <http://www.caseylifeskills.org>. Once completed, a link to the individual report is sent to an e-mail address the user specifies. The case manager or service

worker is responsible for ensuring that the initial ACLSA is completed. Instructions on how to complete the ACLSA are included in the Older Youth Program (OYP) training. This assessment is completed by the youth, and up to three caregivers who know the youth, which may include but are not limited to the foster parent, case manager, juvenile officer, or mentor. The case manager may be one of the caregivers completing the assessment but should also be available to assist the youth and other caregivers in completing the assessment. The ACLSA is completed within the first sixty days of a youth coming into care after age fourteen or turning 14 while in care.

The youth, caregiver, case manager/service worker, and FST members will discuss the assessment results from the Strengths/Needs Assessment and the Ansell Casey Life Skills Assessment. Together they will choose the domains on which to work and set goals and develop a learning plan through the Adolescent FST Guide and Individualized Action Plan (IAP).

Once the youth is referred for Chafee Foster Care Independence Program Services, the ACLSA is completed annually by the Chafee contractor. The Chafee contractor will also complete an assessment upon the youth exiting services.

- **The Adolescent FST Guide and Individualized Action Plan, CD-94**, is a comprehensive document to guide team members through the FST process. The plan will identify the youth specific team members, the identified individuals for a youth support system, goals for the youth and life skills assessment and continued evaluation. The Learning/Action Plan takes the place of the Written Service Agreement if reunification is not the goal and a family Written Service Agreement is not required to meet the case plan. If reunification is the goal, the Individualized Action Plan will be used in conjunction with the family's Written Service Agreement. The entire form does not need to be completed at once. It is a living document that will be updated constantly throughout the youth's time in care. The learning goals and expectations provide the framework for life skills instruction. The Learning Plan can be developed electronically through the Casey life skills website and copied and pasted into the Adolescent FST Guide and Individualized Action Plan. It is an on-going document and is presented at Permanency Planning Reviews in conjunction with the CS-1. This form is completed by the foster care case manager. Upon a youth achieving the goals initially included in the learning plan provided to the Chafee contracted provider, additional goals should be submitted to the Chafee contracted provider for the youth to work on. The same assessment process should be utilized in developing new goals in order to ensure youth involvement and a youth driven plan. **This form is replacing the CS-1 Attachment and the Exit Plan Interview (CS-ILP-7)**. Therefore, in order to prepare youth for their exit from the foster care system, the Case Manager or Children's Service Worker (CSW) should plan to meet with their youth to complete exit planning ninety days prior to release from custody. The Adolescent FST Guide and Individualized Action Plan, CD-94, should be updated to reflect the youth's plan for successful transition from foster care. The Guide and Plan should be started within 30 days and completed within the first four months of a youth coming into care after the age of 14 or turning 14.

- **The Individual Life Skills Progress Form, CD-95**, is a spreadsheet used to record performance of youth in achieving life skills by using a likert scale of: Got It! Getting Close, Attempted, or Needs Guidance. It is completed through direct observation of the youth's work during and just after instruction has taken place and helps the youth appreciate what has just been demonstrated. Together, the youth and the instructor decide where the youth is on the four point scale. It also provides the agency with historical data on the youth's life skill overall development. This form is completed quarterly by the person teaching life skills. This typically would be the Chafee service provider but may also be completed by a foster parent or other individual teaching life skills to the youth.
- **Verification Letter.** Exit Planning was introduced in CD07-34 with the implementation of exit packets. In addition to the CD-94 being updated and exit packets being provided to youth upon release from care, a verification letter shall be given to foster youth. The verification letter shall be signed by the case manager and provided to the youth on state letterhead verifying the youths time in care and exit date. This will aid youth in receiving assistance after leaving care within the state and out of state for services that require eligibility verification.

Roles and Responsibilities

- It will be the case manager's responsibility to ensure that all youth in their caseload age 14 and older in LS-1 are referred and receiving the necessary life skills to become self sufficient upon exiting care. Skills can be taught to youth in a number of ways – the caregiver, other team members, community partners, the youth's parents or relatives, other adults in the youth's support system, the case manager/service worker, and the Chafee provider. A referral is required to be made for Chafee services. This referral will be assured by coordination with the service worker as Chafee services are provided in the youth's residence county. This referral process will be a joint responsibility between the case manager and the service worker. The service worker may be completing portions of the forms with the youth; however, the case manager will be presenting the information to the team.
- Foster Care Contracted Case Managers will follow the same process as Children's Division case managers and service workers.
- Specialized Care Contractors are providing their Chafee services internally but will use the same tools and forms for assessment and planning, and for recording performance.
- The Older Youth Transition Specialist will accept referral packets and verify that the referral packets contain the Referral Form, CD-93, Adolescent FST Guide and Individualized Action Plan, CD-94, and Ansell Casey Life Skills Assessment and forward the packet to the contracted provider. The Older Youth Transition Specialist is responsible for monitoring and supporting the contracted providers. It is important that they are made aware of any non-compliance issues that cannot be directly resolved with the contractor.

- Once a youth is referred for Chafee services, the contracted agency will meet with the case manager or service worker and the youth within 10 days of the receipt of the referral. The ACLSA will then be completed annually by the Chafee contractor. Within 30 days after a youth has been referred to the contractor for Chafee services, the contractor will begin to address the needs of the youth in achieving the goals and tasks identified on the Adolescent Family Support Team Guide and Individualized Action Plan. The contractor will provide services; document the competencies and the plan to address the needs of each youth, and report to the case manager and the Family Support Team. The contractor will also assist the youth in developing a portfolio. Team members may also contribute to the portfolio and should regularly view the portfolio. The Chafee contractor will also submit the Individual Life Skills Progress Form, which details the youth's progress toward the youth's Adolescent Family Support Team Guide and Individualized Action Plan, on a quarterly basis or as requested by the foster care case manager.

Implementation Process

The new forms and tools are strengths-based and actively involve the youth. They help build the youth's self-awareness and are used to produce and revise a youth-driven plan for transition. All youth turning 14 or coming into care after the age of 14 should be referred according to the time frames set forth in this memo.

- The ACLSA should be completed within the first 60 days of a youth 14-21 coming into care or turning 14 while in care. The youth and up to three caregivers should complete the ACLSA. The case manager should assist the youth with the assessment and may be one of the caregivers taking the assessment.
- The case manager should begin working on the FST Guide and IAP, CD-94, in conjunction with the youth, within the first 30 days. The initial FST Guide and IAP, CD-94, should be completed within 120 days of the youth coming into care or turning 14. The CD-94 will be a living document but completely updated every six months and ninety days prior to exiting care.
- The case manager should start working with the youth to complete the Strengths/Needs Assessment within the first 60 days and as needed to develop new goals for the CD-94.
- Verification letters should be provided to all youth exiting care in addition to the exit packet.
- File all documents in the Older Youth Program section of the file with a white cover sheet.

NECESSARY ACTION

1. Review this memorandum with all Children’s Division staff.
2. Review revised Child Welfare Manual chapters as indicated below.
3. All questions should be cleared through normal supervisory channels and directed to:

PDS CONTACT

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PROGRAM MANAGER

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CHILD WELFARE MANUAL REVISIONS

- Section 1 Chapter 2.6 [The Know Your Rights Brochure \(CS-132\)](#)
- Section 4 Chapter 4.4.13 [Independent Living Arrangement](#)
- Section 4 Chapter 5.1 [Placement In a Resource Family](#)
- Section 4 Chapter 6 [Attachment B Direct Service Worker Duties](#)
- Section 4 Chapter 7.2 [Family Support Team Meeting](#)
- Section 4 Chapter 7.2.1 [Composition of The Family Support Team](#)
- Section 4 Chapter 7.3 [Thirty-Day Treatment Activities](#)
- Section 4 Chapter 7.3.6 [Completion of Professional Assessment](#)
- Section 4 Chapter 7.3.7 [Administrative Activities Section 4 Chapter 7](#)
- Section 4 Chapter 7.3.8 [Educational Support and Intervention](#)
- Section 4 Chapter 8.1 [Services for Family-Centered Out-of-Home Care](#)
- Section 4 Chapter 9 [Index](#)
- Section 4 Chapter 9.2 [Administrative Review Process/Permanency Planning Review](#)
- Section 4 Chapter 9.4.2 [Guardianship](#)
- Section 4 Chapter 9.4.6 [Emancipation or Independent Living](#)
- Section 4 Chapter 9.5 [Tasks to Support Plan](#)
- Section 4 Chapter 21 [Index](#)
- Section 4 Chapter 21.1 [Mandates and Rationale](#)
- Section 4 Chapter 21.3 [Older Youth Program](#) (Renamed)
- Section 4 Chapter 21.4 [Aftercare Program](#) (Pre-Independent Living Program Deleted and Subsections Renumbered)
- Section 4 Chapter 21.5 [Independent Living Arrangement](#) (Renumbered)
- Section 4 Chapter 21.6 [Transitional Living Program](#) (Renumbered)
- Section 4 Chapter 21.7 [Exit Plan](#) (Renumbered)
- Section 4 Chapter 21.9 [Outcomes](#) (Renumbered)
- Section 5 Chapter 1 [Index](#)
- Section 5 Chapter 1.1 [Record Composition](#)
- Section 5 Chapter 1.4 [Recording Guidelines - Family Assessments \(Ongoing Work With Families\)](#)
- Section 5 Chapter 1.5 [Recording Guidelines – Out-Of-Home Placement](#)
- Section 6 Chapter 3 Attachment D [Guide for Conducting Renewal Assessment](#)
- Section 7 [Acronym List](#)
- Section 7 [Glossary](#)

FORMS AND INSTRUCTIONS

- [Ansell Casey Life Skills Assessment](#)
- [CD-93, Older Youth Program Referral](#)
- [CD-94, Adolescent FST Guide and Individualized Action Plan](#)
- [CD-95, Individual Life Skills Progress Form](#)

[CD-96, Life Skills Strengths/Needs Assessment Guideline Questions](#)
[CD-97, Life Skills Strengths/Needs Assessment Reporting Forms](#)

REFERENCE DOCUMENTS AND RESOURCES

www.caseylifeskills.org
www.nrcys.ou.edu

RELATED STATUTE

Adoption and Safe Families Act (1997)
Foster Care Independence Act (1999)
Missouri Health Improvement Act of 2007, SB 577

ADMINISTRATIVE RULE

N/A.

COUNCIL ON ACCREDITATION (COA) STANDARDS

S10.3.02	S10.5.06	S14.5.02	S21.2.02	S21.2.05	S21.3.03
S10.3.04	S10.6.01	S14.5.03	S21.2.03	S21.2.07	S21.4.02
S10.5.01	S10.6.04	S21.1.01	S21.2.04	S21.3.01	S21.4.03
S21.4.04	S21.4.05	S21.5.05	S21.6.01	S21.6.02	S21.7.02
S21.10.03	G1.1.01	G1.2.01	G3.2.03	G1.2.03	G1.2.04
G3.2.04	G3.2.05	G3.3.02	G3.2.02		

CHILD AND FAMILY SERVICES REVIEW (CFSR)

Review Instrument

Permanency I, Item 10: Other Planned Living Arrangement
Well Being I, Item 17: Needs and Services of Child, Parents, Foster Parents

Systemic Factors

Item 25: Written Case Plan
Item 33: Ongoing Staff Training
Item 37: Individualized Services

PROTECTIVE FACTORS

Parental Resilience: N/A.
Social Connections: <http://www.dss.mo.gov/cd/info/cwmanual/philbase.pdf>
Knowledge of Parenting and Child Development: N/A.
Concrete Support in Times of Need:
<http://www.dss.mo.gov/cd/info/cwmanual/philbase.pdf>
Social and Emotional Competence of Children:
<http://www.dss.mo.gov/cd/info/cwmanual/philbase.pdf>

FACES REQUIREMENTS

N/A.