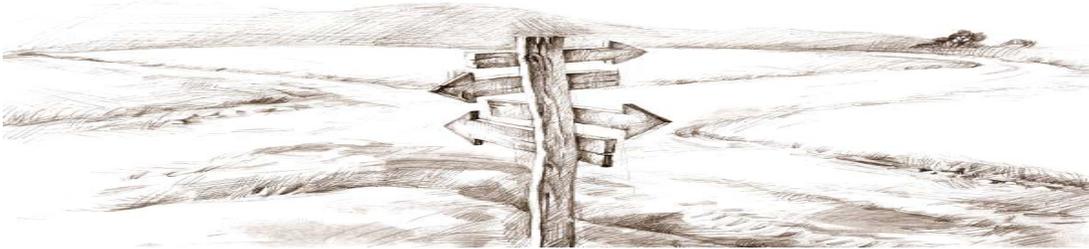


Independent Living

Dependent Children's Services Division



OPTIONS AND OPPORTUNITIES FOR OLDER YOUTH IN CARE

All youth receiving services past their 18th birthday must be legal residents of the state. Youth who will turn 18 while in the Arizona foster care system have the opportunity to remain in care or to leave care on their 18th birthday. If a youth chooses to leave foster care, he/she may request assistance through the "after care" program, called the Transitional Independent Living Program or TILP. Youth may also request to **return** to foster care anytime prior to age 21 if he/she exited care at age 18 or older.

Any legal resident of Arizona who is under age 21, and who was previously in any state or tribal (federally recognized) foster care program at age 16 or 17 may also request aftercare services through the TILP. Only youth who actually turn 18 while in the **Arizona State** foster care system may return to care. Turning 18 can be a very stressful time. It is important to have a good plan in place, whatever the youth's decision.

All youth who will reach age 18 while in the **Arizona** foster care system are pre-enrolled into health care services through the state Medicaid program. This program is called AHCCCS (Arizona Health Care Cost Containment System). A special category of eligibility was created specifically for youth who turn 18 while in the Arizona foster care system. It is called **Young Adult Transitional Insurance or YATI**. Youth may choose a health plan and must sign the application. There are no income restrictions and this coverage is available until the 21st birthday. Youth do not have to stay in foster care to receive this coverage, but **must** ensure they update their contact information and complete an annual re-determination with the agency responsible for this program (Family Assistance Administration or FAA).

Legal residents of Arizona who are under 21, and who were in any state or tribal (federally recognized) foster care program at age 16 or older may apply for funding for post-secondary education and training through the **Education and Training Voucher (ETV)** program. Youth do not have to remain in care to apply for this aid, but must be enrolled in an accredited post-secondary education or training program to receive these funds.

The following pages provide more information about the options and services available to help youth achieve their goals. Be sure to visit the state website at www.azdes.gov/dcyf/ilp.

Remaining in Care

Youth are encouraged to stay "in care" on a voluntary basis until their 21st birthday. "In care" means foster care, which is any type of out-of-home placement (foster home, group home, Independent Living Subsidy, etc.) supervised by the DCYF (CPS). Choosing to stay in care means youth will have continuous assistance and support while pursuing higher education and/or employment training. Youth will continue to have a case manager who will work with him/her to develop an agreement that identifies goals, services, and support necessary to achieve the goals. This agreement is reflected in the "case plan", which is reviewed every 6 months and adjusted as needed. Youth are expected to participate in any combination of education and employment activities, and therapeutic services necessary to help him/her achieve their goals. Youth have more responsibilities, make more decisions, and have more freedom as they transition to adulthood.

Many youth who choose to remain in care attend college or employment training programs (in state or out of state). Some youth are still working to complete high school or earn their GED before they move on to college or trade school. All youth are expected to pursue education and/or employment activities, and to develop life skills that will help them to build positive and supportive adult relationships; and to become self-sufficient. Youth age 18 and older may continue to receive DCYF supervision and foster care services (IL Subsidy) regardless of marital status.

Youth may continue living with a foster parent or in a group home until they are ready to move out on their own, as long as licensing and/or contracting requirements are met. Many young adults receive a monthly "independent living" subsidy to live on their own. Some youth reside in dorms while attending school, or may board (rent a room) with a relative, friend or through a community shared living program (such as Job Corps, Transitional Living Programs, etc.). Youth may also choose to share expenses with a roommate(s) while renting an apartment or simply rent on their own. All services end on the 21st birthday. Youth may choose to stay in care for a while and then leave, but ask to return to care. Eligible youth may re-enter foster care (the Independent Living Subsidy Program) anytime prior to the 21st birthday. (See the section on "Returning to Care" below.)

Independent Living Subsidy Program (ILSP)

The Independent Living (IL) Subsidy is a foster care option that is **ONLY** available to youth and youth who are in the Arizona foster care system and age 17 or older. The IL Subsidy is a monthly living allowance, issued in the youth's name. The amount of subsidy each youth receives is based on "need", and must be documented in the monthly budget. This subsidy is available until the 21st birthday. Youth who exited other state's foster care systems, or tribal foster care systems at age 18 or older are NOT eligible for the IL Subsidy, as it is an Arizona foster care placement type.

Education and Training Voucher (ETV) Program

The Education and Training Voucher (ETV) is financial assistance to help pay the cost of post-secondary education and training programs. Students must be legal residents of the state, and be eligible to enroll in an accredited post-secondary program. Youth must also be under 21 years of age, and previously in any state or tribal foster care program at age 16 or older, or currently in care in the Arizona system. Students may receive up to \$5,000 per year through the ETV, depending on resources available. The amount of the voucher may NOT exceed the "total cost of attendance". Applications may be made at www.statevoucher.org, or contact the Arizona ETV Coordinator at AZ@statevoucher.org.

Transitional Independent Living Program (TILP)

The state provides "aftercare" services to legal residents of Arizona age 18-21 who were in any State or Tribal foster care system at age 16 or older. These former foster youth typically are living on their own, and no longer have an open service case with the DCYF/CPS or with another state's foster care program. TILP services are delivered through community based providers who assist youth to develop an individualized service plan. The service plan must identify goals specific to employment, education, life skills and other areas necessary for self-sufficiency. Some financial support is available (dependent on resources) to assist youth pursue education, employment, therapeutic services, etc. A TILP case manager will meet with youth to discuss his/her needs and goals. TILP services may be provided as often as needed but not past the 21st birthday. Youth must actively participate in the service plan and demonstrate personal responsibility to receive services.

If youth find they are in need of long-term support and assistance, he/she may want to consider returning to care. Youth must be working cooperatively with the TILP case manager in order to make arrangements to return to care. "Returning to care" means the youth will transition from working on a service plan and receiving services through the TILP case manager to working on a case plan and receiving services from a DCYF/CPS case manager. The advantage of returning to care is the long-term support DCYF/CPS can provide, which may include the independent living subsidy.

Re-entering Care

If youth are legal residents of the state and left the **Arizona** state foster care system at 18 or older, they may request to return to care. This is accomplished by contacting the local TILP provider. Youth are required to work with the aftercare provider for a period of time to demonstrate acceptance of personal responsibility for their part of the plan, to address immediate needs, and to develop a plan for transition back into DCYF/CPS care. The TILP provider will contact the local DCYF IL Coordinator with the request for Re-Entry. The local DCYF IL Coordinator will arrange a meeting to coordinate the Re-Entry. Youth may request to re-enter care anytime prior to the 21st birthday.

All youth are required to demonstrate "acceptance of personal responsibility" for their part in creating the individualized case plan and in actively participating in services. For more information on program policies, rights and responsibilities, please refer to Chapter 16 of the State Child Welfare Policy Manual at:

<https://app.azdes.gov/DCYF/CMDPS/CPS/POLICY/SERVICEMANUAL.HTM>

Questions/Concerns may also be referred to:

Barbara Guillen
State IL Coordinator
bguillen@azdes.gov
480-545-1901 ext. 15886
Fax: 480-926-5165

Shannon Clayton
State ETV Coordinator
sclayton@azdes.gov
602-364-0160
Fax: 602-542-3330

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Name _____ Date _____

Daily Living

Are the following statements like me	No	Mostly No	Somewhat	Mostly Yes	Yes
I know where to go to get on the Internet.					
I can find what I need on the Internet.					
I know how to use my email account.					
I can create, save, print and send computer documents.					
I know the risks of meeting someone in person that I met online.					
I would not post pictures or messages if I thought it would hurt someone's feelings.					
If someone sent me messages online that made me feel bad or scared, I would know what to do or who to tell.					
I know at least one adult, other than my worker, who would take my call in the middle of the night if I had an emergency.					
An adult I trust, other than my worker, checks in with me regularly.					
When I shop for food, I take a list and I compare prices.					
I can make meals with or without using a recipe.					
I think about what I eat and how it impacts my health.					
I understand how to read food product labels to see how much fat, sugar, salt, and calories the food has.					
I know how to do my own laundry.					
I keep my living space clean.					
I know the products to use when cleaning the bathroom and kitchen.					
I know how to use a fire extinguisher.					

Self Care

Are the following statements like me	No	Mostly No	Somewhat	Mostly Yes	Yes
I can take care of my own minor injuries and illnesses.					
I can get medical and dental care when I need it.					
I know how to make my own medical and dental appointments.					
I know when I should go to the emergency room instead of the doctor's office.					
I know my family medical history.					
I know how to get health insurance when I am older than 18.					
I have at least one trusted adult who would visit me if I were in the hospital.					
There is at least one adult I trust who would be legally allowed to make medical decisions for me and advocate for me if I was unable to speak for myself.					
I know how to get the benefits I am eligible for, such as Social Security, Medicaid, Temporary Assistance for Needy Families (TANF), and Education and Training Vouchers (ETV).					
I bathe (wash up) daily.					
I brush my teeth daily.					
I know how to get myself away from harmful situations.					
I have a place to go when I feel unsafe.					
I can turn down a sexual advance.					
I know ways to protect myself from sexually transmitted diseases (STDs).					
I know how to prevent getting pregnant or getting someone else pregnant.					
I know where to go to get information on sex or pregnancy.					

Relationships and Communication

Are the following statements like me	No	Mostly No	Somewhat	Mostly Yes	Yes
I can speak up for myself.					
I know how to act in social or professional situations.					
I know how to show respect to people with different beliefs, opinions, and cultures.					
I can describe my racial and ethnic identity.					
I can explain the difference between sexual orientation and gender identity.					
I have friends I like to be with who help me feel valued and worthwhile.					
I am a part of a family and we care about each other.					
I can get in touch with at least one family member when I want to.					
I have friends or family to spend time with on holidays and special occasions.					
I know at least one adult I can depend on when I exit care.					
I know an adult who could be a grandparent, aunt or uncle to my children now or my future children.					
My relationships are free from hitting, slapping, shoving, being made fun of, or name calling.					
I know the signs of an abusive relationship.					
I know what my legal permanency goal is.					
I have information about my family members.					
I think about how my choices impact others.					
I can deal with anger without hurting others or damaging things.					
I show others that I care about them.					

Housing & Money Management

Are the following statements like me	No	Mostly No	Somewhat	Mostly Yes	Yes
I understand how interest rates work on loans or credit purchases.					
I understand the disadvantages of making purchases with my credit card.					
I know the importance of a good credit score.					
I know how to balance my bank account.					
I put money in my savings account when I can.					
I know an adult who would help me if I had a financial emergency.					
I use online banking to keep track of my money.					
I know the advantages and disadvantages of using a check cashing or payday loan store.					
I know how to find safe and affordable housing.					
I can figure out the costs to move to a new place, such as deposits, rents, utilities, and furniture.					
I know how to fill out an apartment rental application.					
I know how to get emergency help to pay for water, electricity, and gas bills.					
I know what can happen if I break my rental lease.					
I can explain why people need renter's or homeowner's insurance.					
I know an adult I could live with for a few days or weeks if I needed to.					
There is at least one adult that I have regular contact with, other than my case manager or other professional, who lives in stable and safe housing.					
I know an adult I can go to for financial advice.					
I plan for the expenses that I must pay each month.					

Are the following statements like me	No	Mostly No	Somewhat	Mostly Yes	Yes
I keep records of the money I am paid and the bills I pay.					
I know what happens in my state if I am caught driving without car insurance or a driver's license.					
I can explain how to get and renew a driver's license or state ID card.					
I can figure out all the costs of car ownership, such as registration, repairs, insurance, and gas.					
I know how to use public transportation to get where I need to go.					

Work and Study Life

Are the following statements like me	No	Mostly No	Somewhat	Mostly Yes	Yes
I know how to develop a resume.					
I know how to fill out a job application.					
I know how to prepare for a job interview.					
I know what the information on a pay stub means.					
I can fill out a W-4 payroll exemption form when I get a job.					
I know what employee benefits are.					
I know what sexual harassment and discrimination are.					
I know the reasons why my personal contacts are important for finding a job.					
I know how to get the documents I need for work, such as my Social Security card and birth certificate.					
I know how and when I can see my child welfare or juvenile justice records.					
I know an adult who will go with me if I need to change schools.					

Are the following statements like me	No	Mostly No	Somewhat	Mostly Yes	Yes
I know how to get help from my school's mental health services.					
I know where I can get help with an income tax form.					
I have an adult in my life who cares about how I am doing at school or work.					
I can take criticism and direction at school or work without losing my temper.					
I know how to prepare for exams and/or presentations.					
I know where I can get tutoring or other help with school work.					
I look over my work for mistakes.					
I get to school or work on time.					
I get my work done and turned in on time.					

Career and Education Planning

Are the following statements like me	No	Mostly No	Somewhat	Mostly Yes	Yes
I know how to find work-related internships.					
I know where to find information about job training.					
I can explain the benefits of doing volunteer work.					
I have recently talked to an adult who works in a job I would like to have.					
I know what type (college, trade school) education I need for the work I want to do.					
I know how to get into the school, training, or job I want after high school.					

Are the following statements like me	No	Mostly No	Somewhat	Mostly Yes	Yes
I know how to find financial aid to help pay for my education or training.					
I have talked about my education plans with an adult who cares about me.					
I know an adult who will help me apply for training or education after high school.					

Looking Forward

Are the following statements like me	No	Mostly No	Somewhat	Mostly Yes	Yes
I believe I can influence how my life will turn out.					
I can describe my vision for myself as a successful adult.					
I have a good relationship with a trusted adult I like and respect.					
I would like to use my experience to help other youth.					
I believe my relationships with others will help me succeed.					
I feel I am ready for the next phase of my life.					
Most days, I am proud of the way I am living my life.					
Most days, I feel I have control of how my life will turn out.					



Name: PID#: Jane Doe **Date of Plan:** October 11th, 2012 **Projected Date of Program Completion:** April 11th, 2013

Independent Living Specialist: Alyssa Maxwell **CPS Case Manager:** Donna Carrey

Individual's Vision for the Future: By the end of 2014, I am working as an emergency room nurse

Individual's Strengths: I am committed to continuing my education; I am a kind person; I am doing my best to become independent; I am resourceful

Reviewed: January 15th, 2013

Measurable Objectives to Achieve Vision & the 5 Domains (# each objective)	Action Steps to Reach Each Objective (Utilize strengths & curriculum. Use objective # with step letter e.g. 1A, 1B, 1C)	Target Date (within or by 90-day of plan)	Responsible Person	Progress on Action Steps (Progressing, Revised to be more effective or Completed)	Objective Completed? (Yes or No & Include Date)
Domain #1: Overcoming Personal Barriers to Self Sufficiency					
1. Address feelings of Anxiety and Depression	1A. Seek assistance by enrolling in local behavioral health clinic 1B. Regularly meet with counselor or attend group	1A. Enroll by November 15 th 1B. Begin after enrollment	1A. Jane & Alyssa 1B. Jane	1A. Completed 1B. Revised to be more effective	1A. November 3 rd , 2012 1B. No
2. Get my own transportation	2A. Evaluate Transportation options 2B. List the cost of each options 2C. Can develop a realistic spending plan for one month 2D. Knows and understands ways to save money 2E. Is able to develop a savings plan 2F. <u>Review: PAYA, Module 1,</u>	2A&2B November 15 th 2C-2F. December 15 th 2G. January 1st	2A&2F. Jane & Alyssa 2G. Jane	2A-2F. Completed 2G. Progressing	2A-2F. January 15 th 2G. No

		breaks in the future			
Other:					
1. I want to know where my biological family is living	1A. Contact CPS Case Manager for Information o Biological Family 1B. Create a list of Biological Family Members & their whereabouts	1A. Jane & Alyssa 1B. Jane	1A&1B. January 11th	1A. Completed 1B. Progressing	1A. January 12 th 1B. No

Youth/Young Adult: _____ **Date:** _____

Independent Living Specialist: _____ **Date:** _____

ILP Supervisor/Director: _____ **Date:** _____

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Other: _____ **Date:** _____

	<p><u>Money Management and Budgeting, p. 5-8 & PAYA, Module 1, Personal Budget, p. 9-63</u></p> <p>2G. Begin Saving money for transportation</p>					
Domain #2: Achieving Mastery in Life Skills						
1. Is able to plan a week of nutritious and economical meals	<p>1A. Create a shopping list specifying the items and quantity for a 7 day menu</p> <p>1B. Calculate the cost of a 7 day menu</p> <p>1C. Purchase food for the week within one's budget</p> <p>1D. Review: <u>PAYA, Module 1, Money, Home, and Food Management, p. 29-37</u></p>	1A & 1B Complete by November 15 th	1A & 1B. Jane 1C & 1D. Jane & Alyssa	1A -1D. Completed 2A-2C. Completed	1A-1D. December 1 st 2A-2C. December 1	
2. Can maintain a clean living space	<p>2A. Identify several household chores and the person responsible for completing the task at home</p> <p>2B. Demonstrate proper storage of cleaning products</p> <p>2C. Demonstrate proper use of cleaning equipment and cleaning techniques</p> <p>2D. Explain what causes sinks and toilets to clog and how to unclog them</p> <p>2E. Review: <u>PAYA, Module 1, Home Management, p. 191-196</u></p>	1C & 1D Complete by December 1 st 2A-2C Complete by December 1 st 2D & 2E Complete by January 1st	2A-2C. Jane & Foster Mother 2D-2E. Jane & Alyssa	2A-2C. Completed 2D-2E. Progressing	2D-2E. No	

Domain #3: Educational and/or Vocational Advancement				
1. Get money to pay for school	1A. Find out how much money is needed per year for nursing program 1B. Make a list of possible scholarships 1C. Create an ETV account 1D. Apply for funds 1E. Register for Winter classes	1A. November 1 st 1B. November 15 th 1C. December 1 st 1D. December 15 th 1E. January 15 th	1A. Jane 1B. Jane & Alyssa 1C. Jane 1D. Jane 1E. Jane	1A-1C. Completed 1D-1E. No 1A-1C. December 15 th 1D-1E. No
Domain #4: Establishing Adequate Independent Housing				
1. Remain in Voluntary Foster Care until registered for school	1A. Regularly contribute in household chores 1B. Ask foster parents for help when needed 1C. Take time for myself if I'm having a hard time around foster siblings	1A-1C. October 15 th 2A & 2B. January 1 st	1A-1C. Jane 2A & 2B. Jane & Community Advisor	1A. Completed 1B. Progressing 1C. Revised 2A&2B. Completed 1A. January 15 th 1B. No 1C. No 2A&2B. January 7 th
2. Move into a dorm room for the winter semester	2A. Create a list of items I want to bring with me when I move 2B. Create a list of items I'll need to buy for the move (i.e. hygiene products, laundry soap, etc.)			
Domain #5: Identification of Natural Supports				
1. Regularly communicate with my Community Advisor	1A. Meet weekly with my Community Advisor in person or by phone 1B Share this plan with my Community Advisor so they can help me stick to it	1A & 1B. November 1 st 2. January 15 th	1A&1B. Jane & Community Advisor 2A. Jane	1A&1B. Completed 2A. Revised-considering Community Advisor for school breaks 1A&1B. November 1 st 2A. No
2. Maintain a positive relationship with current Foster Parents	2. Consider asking Foster Parents if I can visit with them during school			

breaks in the future				
Other:				
1. I want to know where my biological family is living	1A. Contact CPS Case Manager for Information o Biological Family 1B. Create a list of Biological Family Members & their whereabouts	1A. Jane & Alyssa 1B. Jane	1A&1B. January 11th	1A. Completed 1B. Progressing 1A. January 12 th 1B. No

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Other: _____ **Date:** _____