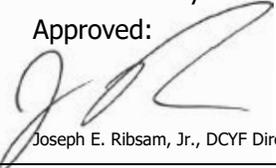


<b>1695 PREPARING YOUTH FOR ADULTHOOD</b>	
Chapter: <b>Out-of-Home Placements</b>	Section: <b>Supporting Adolescents</b>
 <p>New Hampshire Division for Children, Youth and Families Policy Manual  Policy Directive: <b>18-20</b>  Effective Date: <b>June 2018</b>  Scheduled Review Date:</p>	<p>Approved:</p>  Joseph E. Ribsam, Jr., DCYF Director
Related Statute(s): <a href="#">RSA 169-B</a> , <a href="#">RSA 169-C</a> , and <a href="#">RSA 169-D</a> Related Admin Rule(s): <a href="#">He-C 6350</a> , and <a href="#">Ed 1109</a> Related Federal Regulation(s): <a href="#">34 CFR 300.43</a> , <a href="#">34 CFR 300.320(b)</a> , and <a href="#">SSA 475</a>	Related Form(s): <a href="#">FORM 1550</a> , <a href="#">FORM 1690</a> , <a href="#">FORM 1693</a> , <a href="#">FORM 1695</a> , and <a href="#">FORM 1984</a> Bridges' Screen(s) and Attachment(s):

All children, youth, and families have strengths. A key component of DCYF practices is the principle that we prepare youth for adulthood and that we listen to youth and their voices are heard, valued, and considered. This process assesses the adult living strengths and needs of youth in DCYF placement through their voice in order to plan for their acquisition of adult living skills as part of the transition out to the community and into adulthood.

### **Purpose**

This policy describes the Adult Living Preparation Process for preparing youth in DCYF care for their transition to adulthood.

### **Definitions**

**"Adolescent Program"** means the program that ensures current and former youth in care obtain the preparation, resources, and positive youth development they need to establish connections with caring adults and become self-sufficient and successful.

**"Adolescent Program Funds"** means the funds that are made available through the federal "John H. Chafee Foster Care Independence Program" to help achieve the mission of the Adolescent Program.

**"Aftercare Services"** means continued case management, future planning, and limited financial assistance provided to former youth in care pursuing educational, employment, housing, and other goals after the closure of the most recent Child Protective or Juvenile Justice Case.

**"ALPP"** or **"Adult Living Preparation Process"** means a process of assessing, planning, and supporting youth through the transition from childhood through adolescence and into independence and adulthood. This term includes "independent living" or IL.

**"Caregiver"** means a person responsible for a child's welfare, including the child's parent, family member, relative, guardian, foster parent, employee of a public or private residential treatment program, and other individual responsible for the care of the child while in placement.

**"Case Plan"** means the Division for Children, Youth and Families' (DCYF) written plan for the child/youth and the family which outlines how services will be provided, pursuant to RSA 170-G: 4 III, and 42 U.S.C. 671, PART E-Federal Payments for Foster Care and Adoption Assistance Section 471(a)(16), 475(1) and (5)(A) and (D) State Plan For Foster Care and Adoption Assistance. This

term includes all forms with the prefix 1550 (formerly 2240) such as: Case Plan – Maintain In Home; Case Plan – Permanency; Case Plan – Reunification; Case Plan – Legally Free; Community Supervision Plan; Juvenile Justice Placement Plan; CHINS Voluntary Service Plan/Agreement; and Post-Adoption Case Plan.

**“Casey Life Skills Assessment”** means an online survey that assesses a youth’s adult living preparation skills.

**“CPSW”** or **“Child Protective Service Worker”** means an employee of DCYF who is authorized by the Division to perform functions of the job classification Child Protective Service Worker.

**“DCYF”** or the **“Division”** means the Department of Health and Human Services’ Division for Children, Youth and Families.

**“DCYF Adult Living Skills Curriculum”** means an interactive curriculum designed to prepare youth for the transition out of state care and into adulthood through a series of lessons and hands-on activities. This includes the “NH Trails” or “NH Teen Responsibility and Independent Living Skills” curriculum.

**“IEP”** or **“Individualized Education Program”** means a child-specific written plan that meets the educational needs of a child/youth with a disability, as defined in RSA 186-C:2, III.

**“JPPO”** or **“Juvenile Probation and Parole Officer”** means an employee of DCYF who is authorized by the Division to perform functions of the job classification Juvenile Probation and Parole Officer.

**“Placement”** means the removal of a child/youth from his/her normal place of residence to reside in a court-ordered substitute care setting under the placement and care responsibility of DCYF.

<b>Policy</b>
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- I. The individual needs of each youth must be addressed as they prepare for adulthood to support their acquisition of specific skills to become self-sufficient.
  - A. A youth's readiness for self-sufficiency or independence is based on individual accomplishments and abilities to handle responsibilities across the following domains:
    - 1. Career planning;
    - 2. Daily living;
    - 3. Housing and money management;
    - 4. Self-care;
    - 5. Social relationships; and
    - 6. Work life.
  - B. Maturity level, emotional status, length of time in placement, educational situation, social connections, and socioeconomic situation are taken into consideration during the preparation process, as these elements have a direct effect on the youth's ability to become self-sufficient in adulthood.

- C. Adult Living Preparation Process (ALPP) and post-care planning shall include:
  - 1. Educational and career planning;
  - 2. Employment options;
  - 3. Vocational training programs;
  - 4. Adult connections and mentors;
  - 5. Family supports;
  - 6. Medical coverage;
  - 7. Identification documents;
  - 8. Adult housing options or alternatives that are safe and affordable; and
  - 9. Knowledge of applicable town, state and federal resources.
  
- II. The Division's Adult Living Preparation Process and services are provided to all youth between the ages of 14 and 21, who have a legal relationship with DCYF and are in placement.
  - A. Services prepare youth for adulthood and to function in society as self-sufficient as possible.
  - B. [Direct and purchased](#) adult living services are offered to youth which:
    - 1. Help youth acquire the skills to enable them to be self-supporting adults;
    - 2. Provide specialized ALPP training and counseling to youth prior to their leaving DCYF placement;
    - 3. Help youth with special needs to connect with specialized trainings and supportive services and educational programs;
    - 4. Provide support to families of youth in care on ALPP issues and behavior management of the youth;
    - 5. Provide information on DCYF Aftercare Services , community adult services, and other supportive resources; and
    - 6. Identify positive connections and community supports for the youth.
  - C. Services also provide ongoing support and training regarding ALPP issues for substitute care providers, District Office staff, and other service providers.
  - D. All available services are identified in policy [1690 Adolescent Program](#).

**Procedures**

- I. The CPSW/JPPPO:

- A. Ensures that they receive the following completed forms for all youth age 14 and older on their caseload, in residential treatment programs (with exception for youth in shelter care or assessment programs pursuant to He-C 6350.26(d)):
  - 1. Form 1690 Needs Assessment within 30 days of the youth turning 14 years of age;
    - (a) For youth who enter placement after their 14th birthday, the assessment must be completed within 30 days of the youth's placement or within 30 days of a Court's adjudicatory order, whichever occurs last;
  - 2. [Casey Life Skills Assessment](#) within 30 days of the youth turning 14 years of age;
    - (a) For youth who enter placement after their 14th birthday, the assessment must be completed within 30 days of the youth's placement or within 30 days of a Court's adjudicatory order, whichever occurs last;
    - (b) The Casey Life Skills Assessment must be redone with youth every six (6) months to monitor progress;
  - 3. Form 1695 Adult Living Plan within 60 days of the youth turning 14 years of age, or entering placement if placement occurred after their 14th birthday;
    - (a) Form 1695 Adult Living Preparation Plan must be updated at least annually and within 30 days of any change of placement; and
  - 4. Form 1984 Post-Care Plan within 30 days prior to the youth's 18th birthday, or within 30 days of the youth's planned discharge from placement if they will not discharge upon their 18th birthday; or
- B. Is responsible for completion of the forms in A:1-4 above in the respective required timeframes, for youth in foster or relative care by working with the youth, their caregiver and any other family or adult connections.
- C. Reviews all forms completed pursuant to A or B above.
  - 1. Provide feedback and ensure that the forms reflect the ALPP that the youth needs in order to prepare for the transition out of placement and into adulthood; and
  - 2. Assures that information from the forms is transferred to the case plan (as applicable) and documented in Bridges.
- D. Meets with the youth, caregiver, and family members to discuss the ALPP and the types of services and supports the youth will need.
- E. Consults with the Adolescent Worker to:
  - 1. Review Form 1695 Adult Living Preparation Plan and identify specific service needs of the youth; and
  - 2. Discuss the use of adolescent program funds if necessary, or any supports or services that may be needed to support the youth's ALPP.

- (a) Authorization of Adolescent Program Funds is made by Adolescent Workers.
- F. Completes the Adult Living section of the case plan, listing the youth's ALPP goals and objectives, educational status, health/dental, and housing options.
  - G. Supports caregivers providing youth ongoing instruction on daily living skills and becoming self-supporting as an adult.
    - 1. Advocates for experiential learning opportunities for the youth to connect with the community, local employers, merchants, and other resources.
  - H. Ensures that all youth on their caseload receive ALPP services and complete the DCYF Adult Living Skills Curriculum, and records the completion in Bridges.
    - 1. Staff should offer the curriculum upon the youth turning 14 years old.
    - 2. All youth 14 and older should complete the curriculum before they leave state care.
  - I. Ensures the needs of the Form 1695 Adult Living Plan are reviewed at the [Family Assessment and Inclusive Reunification \(FAIR\) reviews](#).
  - J. Provides updates and progress reports to family members.
  - K. Engages the responsible school district in the district's development and implementation of special education transition planning.
    - 1. The youth and his or her family must be involved in the development of plans for the youth's transition to adulthood.
    - 2. Other individuals such as friends, relatives, and community agencies, when they are key members of the youth's family or support system, must be engaged to work cooperatively and focus on meeting the needs of the youth in a creative and sensitive manner.
    - 3. The most recent results of Form 1690 Needs Assessment and the Casey Life Skills Assessment should be shared with the school district for consideration of the youth's strengths and needs.
    - 4. When the youth receives Special Education services, the Form 1695 Adult Living Plan and school's special education transition plan must reflect a coordination of services between the student's ALPP and special education transition planning.
  - L. Upon case closing, completes the case closing summary and page four (4) of Form 1695 Adult Living Plan.
  - M. Documents all contacts and meetings in the Bridges Case Contact Log to record the interventions that occur as the youth progresses through the ALPP.
- II. The Child Protective or Juvenile Justice Supervisor:
- A. Ensures that staff receive the monthly Bridges report that lists all youth in placement age 14 and older;

- B. Monitors CPSW/JPPO compliance with ALPP; and
- C. Monitors and supports the Adolescent Worker's role in supporting the CPSW/JPPO.

III. The Adolescent Worker:

- A. Provides CPSW/JPPOs with the monthly Bridges reports that list all youth in placement age 14 and older;
- B. Provides CPSW/JPPOs with information and access to Adolescent Program resources including but not limited to the DCYF Adult Living Skills curriculum;
- C. Ensures CPSW/JPPOs know how to access all ALPP forms;
- D. Supports the CPSW/JPPOs in the completion of Adult Living Preparation Plan by:
  - 1. Role modeling the completion of the ALPP forms as needed;
  - 2. Connecting the CPSW/JPPO to the components of the [Adolescent Program](#);
  - 3. Reviewing the completed ALPP documents, approving the expenditure of Adolescent Program Funds and making suggestions as needed;
  - 4. Advising CPSW/JPPOs on ways to ensure completion of the ALPP; and
  - 5. Tracking ALPP to ensure that all the required documents are completed within established timeframes;
- E. Notifies the local school district via the Form 1693 School Transition Letter when a youth in placement has an IEP that the Adolescent Worker is available to join with the school district staff in developing a special education transition plan for youth 14 years old, or younger if determined appropriate by the IEP team;
  - 1. The federal regulation 34 CFR 300.320 (b) requires that transition services begin in the first IEP upon a youth turning 16 years old;
  - 2. The New Hampshire Department of Education Administrative Rule Ed 1109.01 (a)(10) requires transition services meeting 34 CFR 300.43 and 34 CFR 300.320 be reflected in the youth's IEP by 14 years old;
  - 3. Form 1693 the School Transition Letter also invites the responsible school district to be a part of the Division's transition process for the youth and encourages inter-agency planning for adulthood;
- F. Attends IEP meetings as able, when invited by the CPSW/JPPO, in order to assist with the integration of the youth's IEP Transition Plan and the youth's Form 1695 Adult Living Preparation Plan, and to identify specific ALPP services that would help to implement both plans; and
- G. Provides ongoing support and training on ALPP to substitute care providers and District Office staff, as needed.

## Practice Guidance

### **If a youth is in a Residential Treatment Program do I complete the adolescent assessments and plans?**

- The Residential Treatment Program (except for shelter care programs) is responsible for completing Form 1690 Needs Assessment, the Casey Life Skills Assessment, Form 1695 Adult Living Plan, and Form 1984 Post-Care Plan with the youth pursuant to Administrative Rule He-C 6350.26(e).
- The CPSW/JPPPO should make sure that the forms are received timely and subsequently review the forms for completeness and alignment with the case goals before being documenting them in the file.