**CONTRACT BETWEEN PROVIDER AND ST. FRANCIS COMMUNITY SERVICES IN TEXAS, INC.**

This Contract is entered into by and between Saint Francis Community Services in Texas, Inc., (or SSCC/SAINTFRANCIS”) located at \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, and (“Network Provider or Provider”), located at \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**1. Purpose of this Contract.** SSCC/SAINT FRANCIS agrees to purchase and Provider agrees to provide Supervised Independent Living (SIL) services required by and in accordance with the terms and conditions set forth in this Contract. The purpose of this contract is to establish the qualifications, standards, and terms of delivering specified services to young adults placed in supervised independent living. This contract will set the terms and conditions of operations and payment and specify the method of ensuring delivery of contracted services.

2. **Term of the Contract**. The term of this Agreement shall be one year from the Effective Date. The "Effective Date" is the date this Agreement is executed by the SSCC as set forth on the signature page. This Agreement shall be automatically renewed for one-year periods unless either party shall give notice of termination 60 days prior to the last day of any term.

**3.** **Delivery of Notices**. SSCC/SAINT FRANCIS will designate a Provider Relations for this Contract. The Provider Relations will serve as the point of contact between SSCC/SAINT FRANCIS and the Provider. Any notice required or permitted under this Contract by one party to the other party must be in writing and correspond with the contact information noted in this section. At all times, the Provider will maintain and monitor at least one active electronic mail (e-mail) address for the receipt of Contract-related communications from SSCC/SAINT FRANCIS and it is the Provider's responsibility to monitor this e-mail address for Contract-related information.

SSCC/SAINT FRANCIS’s Contact Information. The contact information of SSCC/SAINT FRANCIS for all notices is TXProviderRelations@saintfrancisministries.org.

**4.** **Program Services**. To provide Independent Living Skills in a supportive environment and in order to become self-confident and self-sufficient before leaving Extended Foster Care, Provider must provide to Young Adult:

 A) Assistance with employment, education and housing;

B) Assistance to learn and practice essential life skills;

C) Assistance building community connections and utilizing these resources;

D) Assistance for Young Adults transitioning from foster care to adult independence;

E) Assistance identifying Caring Adults within the community for additional support and mentoring; and

F) Assistance to Young Adults in meeting the goals of their DFPS Service Plan.

**5. Background.** When Young Adults who are in DFPS foster care turn eighteen (18) years of age, they may agree to stay in DFPS Extended Foster Care. However, some do not wish to remain in traditional foster care settings. The desire for a less-restrictive setting may lead these Young Adults to leave DFPS care when they are not ready to be fully self-sufficient. This may result in poor outcomes for them when they are transitioning into adulthood. U.S. Congress in *42 U.S.C. §672(c*) authorized states to establish SIL Settings and services. On July 9, 2010, the federal government issued instructions for the states to follow when developing and administrating these Settings for Young Adults, which can be seen at the following URL: http://www.acf.hhs.gov/programs/cb/resource/pi1011.

 The Texas Legislature has decided to provide Young Adults in Extended Foster Care the option of SIL Settings and services in Texas. These Young Adults may also access other DFPS services, such as the Preparation for Adult Living (PAL) Program and/or the Education Training Voucher (ETV) Program.

**6.** **Purpose of SIL**. The provision of SIL Settings and Services for Young Adults who are between the ages of eighteen (18) and twenty-two (22) and are entering into, or already in, DFPS Extended Foster Care is for Young Adults who are able to reside in an independent living setting with minimal supervision and SIL Case Management. Young adults will find this arrangement allows them to practice necessary Independent Living Skills and achieve self-sufficiency in a supportive environment.

 **7.** **Eligible Population.** A Young Adult will be eligible for Extended Foster Care as determined by DFPS by meeting one or more of the elements described in the definition of Extended Foster Care.

 Although a Young Adult may apply for SIL prior to determination of Extended Foster Care eligibility, a Young Adult may NOT be admitted to SIL until the Young Adult has reached the age of eighteen (18) and has been determined eligible by DFPS.

If DFPS determines that a Young Adult in a SIL Setting is no longer eligible for Extended Foster Care, the Young Adult will leave Extended Foster Care. This will require ending the SIL placement which may be terminated without cause by SSCC/SAINT FRANCIS.

**8. Client Characteristics.** A potential SIL participant is a Young Adult who has the following characteristics:

A) Has signed an Extended Foster Care Agreement (CPS Form 2540 located at http://www.dfps.state.tx.us/site\_map/forms.asp), and SSCC/SAINT FRANCIS has determined the Young Adult to be ready and willing to take on the responsibility of and participate in a SIL Setting;

B) Has been referred by SSCC/SAINT FRANCIS’s SIL Child Case Manager for consideration of placement into a SIL Setting.

C) Has the option to accept a SIL placement in any DFPS Region where a SIL Setting has been established.

 D) May have other characteristics that include, but are not limited to the following:

i. May be the parent of one or more dependent children (maximum of 3) who may be placed and/or reunified with the Young Adult in the SIL Setting.

a. The Young Adult is expected to provide for the children's needs but may need additional support and guidance from the Provider regarding appropriate care.

b. Young Adults with dependent Children in CPS care will not be housed in an SSCC/SAINT FRANCIS- Approved SIL Setting unless these Children have been reunified with the Young Adult, pending dismissal of CPS conservatorship.

 ii. May have visual or hearing impairments including deafness or blindness;

iii. May have gender identity or sexual orientation issues; and/or

iv. May be pregnant.

 **9**. **SIL Setting Types.** Provider must ensure that SIL Settings for the Young Adult and, if applicable, dependent children, are provided in accordance with the SIL Setting Type definitions provided in this section. Provider can only provide SIL Setting Types which DFPS has approved for provision under this contract and which are designated by the checked box(es) below:

A) Apartment Setting - An Apartment Setting is a room or suite of rooms with kitchen facilities designed as a residence and generally located in a building occupied by more than one household.

B) Non-College Dorm Setting - A Non-College Dorm setting is a building containing several private or semi-private bedrooms for housing several persons in a community whose inhabitants are either employed and/or in school and commute to these and other personal and social activities. This is similar to a college dorm without the relationship to an institution of higher learning. Example: a general residential operations (GRO) using an empty facility building (housing unit) on the GRO property.

C) College Dorm Setting - A College Dorm Setting provided by a college or university is a building containing several private or semi-private bedrooms for housing several persons in a Setting whose inhabitants are in school and commute to these and other personal and social activities. This includes dorms on or off-campus and college co-ops.

D) Shared Housing Setting - A Shared House Setting is described as several people living cooperatively as an unrelated family in a large house with an individual or a shared bedroom with a limited number of persons to a bedroom. This involves people renting a house in the community, similar to an apartment situation. This house setting is not on a GRO campus.

E) Host Home Setting - A Host Home Setting is a family home with a rented room or garage apartment with access to a kitchen and preferably laundry facilities in the home. The Young Adult agrees to the household rules and has the independence to come and go as needed for employment, school, and other personal or social activities.

**10.** **Provider Request to Provide Other SIL Setting Types**. Prior to offering any other Placement Setting Type other than those approved by the check in Section 11 (subsections a – e), Provider must submit a written request to their Provider Relations and be approved through the execution of a Contract Amendment prior to providing a new Placement Type.

**11.** **Approval for Placement of Young Adults into SIL Setting(s**). Before Provider may make a placement in a SIL Setting designed for a Young Adult:

A) Provider must receive written approval by an email from SSCC/SAINT FRANCIS’s SIL Child Case Manager prior to placement and only make placements in accordance with the procedures negotiated by SSCC/SAINT FRANCIS and the Provider for approving SIL Settings.

B) Provider may not place Young Adults in any SIL Setting Type or SIL Setting for which the Provider is not approved.

C) Provider is responsible for requesting approval from SSCC/SAINT FRANCIS for SIL Settings which have not been approved by DFPS and maintaining written documentation demonstrating that such setting has been approved by DFPS.

E) Provider cannot place the Young Adult in a setting with foster children younger than 18 years of age.

F) Provider may place the Young Adult in a DFPS-Approved host home setting where the biological children of the host family are younger than 18 years of age.

 **12. SIL Setting(s) Roommates or Housemates.** Roommates or Housemates are those who are placed in SSCC/SAINT FRANCIS Approved Non-College Dorms, Apartments, or Shared Housing by the Provider. Roommates or Housemates can be individuals other than Young Adults in Extended Foster Care.

A) The Provider must have DFPS-Approved procedures in place to ensure it is appropriate and safe for Roommates or Housemates to live in the same setting as Young Adults in Extended Foster Care, including but not limited to, examining the Roommates' or Housemates' past acts, social development, and medical issues to ensure the Young Adults and any potential roommates or housemates will be safe in the SIL Setting.

B) Young Adults cannot be placed with any foster child under the age of 18 years unless it is a dependent child of one of the Young Adults participating in the SIL program. The only exception is a host home setting where there are biological children of the host home family younger than 18 years of age.

C) Only Young Adults, and dependent children, if applicable, and the Young Adults' Roommates or Housemates are permitted to reside in the SIL Setting.

 **13. SSCC/SAINT FRANCIS Service Authorization and Referral Process.** Provider will coordinate with SSCC/SAINT FRANCIS’s SIL Child Case Manager on referrals of eligible Young Adults for placement in Provider’s SSCC/SAINT FRANCIS and DFPS approved SIL Setting.

A) Referral Process and Form. Provider must:

i. Receive a referral form (Form 2529) from SSCC/SAINT FRANCIS’s SIL Child Case Manager or the DFPS Caseworker and return it with determination of whether an application has been accepted or denied in accordance with Subsection D.

ii. Receive a completed Alternative Application for Placement of Children in Residential Care (Form 2087EX) and SSCC/SAINT FRANCIS Placement Authorization Form prior to placement of a Young Adult.

B) Referral Right. SSCC/SAINT FRANCIS retains the right to refer the Young Adult only to those SIL Providers whose SIL Settings and Services it believes can meet the needs of the Young Adult. No part of this Contract will be construed as a commitment, obligation, or legal duty to refer any Young Adult, or a specified number of Young Adults to the Provider. Provider, at its sole discretion, retains a final right to refuse any referral made by SSCC/SAINT FRANCIS.

C) Screening. Provider will screen the SSCC/SAINT FRANCIS referral and make an initial determination if Provider’s SSCC/SAINT FRANCIS and DFPS Approved SIL Setting meets the Young Adult’s needs. Provider will inform SSCC/SAINT FRANCIS’s SIL Child Case Manager in writing within three (3) business days of its determination not to accept the referral.

D) Acceptance or Rejection of Referral. Acceptance and Rejection of a referral should occur by completing the Form 2529, and in accordance with the following:

i. If Provider declines to accept the referral, Provider will provide its rationale for non-acceptance in writing on Form 2529 to SSCC/SAINT FRANCIS’s Child Case Manager – SIL with a copy to the DFPS Caseworker within five (5) business days of its determination not to accept the referral. (This contract does not require the Provider to notify the DFPS State Office SIL Coordinator.)

ii. If Provider accepts the referral, then Provider, Young Adult, SSCC/SAINT FRANCIS, and the DFPS will discuss by telephone or in-person whether the SIL Setting meets the Young Adult’s needs and expectations within five (5) business days of accepting the referral.

iii. If the Provider, SSCC/SAINT FRANCIS, DFPS and the Young Adult all agree the SIL Setting is appropriate, the Provider and SSCC/SAINT FRANCIS will determine when and how the Young Adult will be placed into the Provider’s SIL Setting.

iv. SSCC/SAINT FRANCIS will ensure the Young Adult has transportation to the SIL Setting.

v. The Young Adult has the right to refuse a referral or SIL Setting.

vi. SSCC/SAINT FRANCIS and DFPS reserve the right of final approval of a Young Adult’s SIL Setting.

E) Management of Approved SIL Settings. Provider will provide weekly reports on Form 2661-SIL to SSCC/SAINT FRANCIS of the available SSCC/SAINT FRANCIS and DFPS approved SIL Settings.

F) Provider must ensure that Young Adults are only placed in SIL Settings that have been maintained safely and in a manner that aligns with the Provider’s proposal submitted with their response to the RFP and in accordance with any clarifications submitted and/or negotiations with DFPS with regard to:

 i. Physical location, building structure, floor plans and available amenities;

ii. SIL Setting legal and financial responsibilities (i.e. rent and utilities);

iii. SIL Setting Minimum Furnishings; iv. SIL Setting minimal Household Supplies; and v. SIL Setting physical preservation and ongoing maintenance procedures (e.g., issues with leaking roof, plumbing, electrical, etc.)

**14. Written Agreement for SIL Setting**. After the Provider, SSCC/SAINT FRANCIS, Caseworker or designee, and the Young Adult agree that a SIL Setting is appropriate, the Provider will secure a written agreement, signed by the Young Adult, which:

 A) Includes at a minimum, the following:

i. The type of activities in which the Young Adult will participate to ensure continued eligibility for Extended Foster Care;

ii. The Young Adult's obligation to inform the Provider when they know their eligibility has changed and any changes to contact information;

iii. The Young Adult's obligation to keep Provider informed of the Young Adult's earned income (if applicable) and at least monthly Provider will assist the Young Adult with financial management and budget planning. SIL Providers and the Young Adult need to identify a realistic amount of the monthly funds to be passed through to the Young Adult from the SIL Providers' daily foster care reimbursement funds and how those funds are to be used. The Young Adult must be allowed flexibility in how much money is encouraged to be saved. This will depend on whether the young adult is working, how much they are working and how much they are earning. Young Adults are not expected to contribute to a program's fund pool or other accounts of that nature. The Young Adult must be able to open a bank account and manage their own funds and gain practice with using a budget and managing his or her expenses;

iv. The required Provider's rules, regulations, conditions and/or policies the Young Adult must meet to continue residing in the SIL Setting and receive services.

v. Young adults must be free to practice/express their own religious beliefs;

 vi. The Complaint Process in accordance with this Contract, and

vii. The consequences of the Young Adults’ actions that may impact the Young Adult's continued participation in SIL services.

B) May include, the following:

i. Any other Provider rules, regulations, and/or conditions deemed appropriate by Provider.

ii. Expectations for supervision and personal accountability on the part of the Provider and the Young Adult;

iii. Education, employment, and life skills readiness expectations, financial management and savings requirements, and regular communication with SIL staff;

iv. Tenant and lease responsibilities, such as damages to the SIL Setting and furniture, care of furnishings, use/control of utilities, decorating/painting SIL Settings or rooms, landlord issues, pet policies, loud music and noise, visitation policies, and travel and absence policies;

v. The amount of funds that will be passed through to the Young Adult each month and the expectations of what the funds should cover;

vi. Natural and societal consequences for choices that would be considered “ill-advised”, roommate etiquette, and childcare/babysitting guidelines; and

vii. Grounds for early discharge or termination, rights to furnishings and supplies purchased by the Young Adult upon discharge or termination.

 **15.** **Requirements for SIL Program.** The Provider must ensure that the following is maintained throughout the term of the Contract in order to effectively manage the SIL Program and SIL Settings:

A) Sufficient corporate background, qualified personnel, organizational structure and experience;

B) Notification within five (5) calendar days to SSCC/SAINT FRANCIS’s SIL Child Case Manager and the Provider Relations of any changes in SIL Management staff, organizational structure, SIL program components or requirements of SIL positions that differ from the RFP requirements, proposal or subsequent clarifications;

C) Knowledge of CPS Transitional Living Services, benefits available to Young Adults that may include the ETV, acquiring the State College Tuition and Fee Waiver letter, PAL aftercare room, board, and PAL case management services, transitional Medicaid, or other benefits;

D) Documentation of policies, procedures and processes;

E) Maintenance of financial accountability and stability;

F) Ensuring persons whose behavior or health status presents a danger to Young Adults are not allowed in the SIL Setting;

G) Effective collaboration and coordination with SSCC/SAINT FRANCIS to include public, private, and community resources/programs/services that will assist Young Adults living in a SIL Setting; and

 H) To further the goals below, each Young Adult will be furnished by the Provider a basic model cell phone with call and texting capability. Provider may request the cell phone be returned to Provider when the Young Adult leaves the SIL program.

 **16.** **Annual Assessment**. Provider will assess annually that the SIL program is facilitating the following for participating Young Adults and provide such assessment within ten (10) business days of request by the Provider Relations:

A) Experience living independently with minimum supervision by the Provider;

B) Experience age-appropriate mistakes and consequences and learn responsible behaviors. For additional information about these issues, refer to the provider guidance document “Provider Guide for Serving Older Youth” on the DFPS public Web site at <http://www.dfps.state.tx.us/PCS/Residential_Contracts/contract_resources.asp>;

C) Pursue educational and/or vocational goals and opportunities;

D) Establish gainful employment;

 E) Access transportation and other community resources;

F) Develop independent living, healthy interpersonal, and other daily life skills necessary to successfully transition into adulthood and self-sufficiency;

G) If necessary, transition Young Adult back to CPS licensed care or to independent living with minimal disruption;

H) Establish and maintain relationships with Caring Adults and supportive networks; and

I) Explore healthy, safe, and affordable housing options upon discharge from the SIL Setting.

**17.** **Provision of SIL Services/Procedures**. Provider must provide individualized services in coordination with SSCC/SAINT FRANCIS and consistent with the following:

 A) The young adult's CPS transition plan.

 B) The Provider’s comprehensive descriptions, strategies, and methodologies for their specific SIL Services/Procedures proposed and at a minimum includes, the following:

i. Initial Life Skills assessment procedures for Young Adult(s). Provider may not require Young Adults to complete or submit psychological or psychiatric evaluations as a condition of acceptance or participation in the SIL Program;

ii. Procedures to ensure appropriateness and safety for Roommates or Housemates to live in the same setting as Young Adults in Extended Foster Care; iii. Young Adult supervision procedures;

iv. Young Adult tracking practices – For example: Absences longer than three (3) days from the SIL Setting should have a sign-in and sign-out process, telephone call or voice message documentation;

v. Young Adult opportunities and information regarding Life Skills information which align with Attachment C, Core Life Skills. Attendance at SIL/training classes/courses, house discussions or counseling sessions must be voluntary and are not required. Life Skills class and training in conjunction with children younger than 18 should be minimized. Since classes are voluntary, the Young Adult's schedule should be taken into consideration. Life Skills should include, but are not limited to:

a. Health and safety;

b. Housing and transportation;

c. Job readiness;

d. Financial management;

e. Life decisions/responsibilities;

f. Personal/social relationships; and

g. Other core life skills training (i.e., housekeeping and grocery shopping).

vi. Any available and/or readily accessible services near the SIL Setting location for the Young Adult(s). Accessible services may include, but are not limited to:

a. Transportation information;

b. Information and community resources;

c. Educational opportunities;

d. Employment/vocational assistance opportunities and/or services; and e. Information about available opportunities/activities through local, state, and/or community resources.

vii. Communication procedures with SSCC/SAINT FRANCIS; viii. Safety/security practices and procedures;

ix. Disaster and emergency preparedness practices and procedures;

x. Legal and financial management responsibilities/procedures;

xi. Complaint process and procedures – Complaint procedures may include, but are not limited to:

1. Provision of a written and prominently available complaint process for

Young Adults to use when they need to address concerns about services, resources or any other matter; and

1. Instructions for elevating concerns through the Provider's assigned SIL

management staff. xii. The Provider notifies the Provider Relations of any complaints in writing and includes complaint details and final resolution. xiii. Support the rights of Young Adults and provide a written copy of the Extended Care Rights and Responsibilities available at: http://www.dfps.state.tx.us/Application/Forms/showFile.aspx?NAME=2541.doc at the time of placement, upon request and at the time of any placement change.

 xii. For Young Adults with Depending Children, practices that ensure collaboration with and access to services provided by Health and Human Services Medicaid/Resources Eligibility, Women, Infants and Children (WIC), Head Start, and Child Care Management System (CCMS), licensed daycare programs and any other organizations and community resources and services that serve Young Adults with dependent children.

 **18**. **SSCC/SAINT FRANCIS Reporting/Notification**. Provider must provide sufficient notification to SSCC/SAINT FRANCIS for the following:

A) Incidents Requiring Notification. Provider(s) must notify the Young Adult’s Caseworker and/or Supervisor by telephone and follow-up email of any serious incidents involving Young Adult(s). The incidents listed below must be addressed within the following time parameters:

i. No more than twenty-four (24) hours after discovery a Young Adult has experienced any serious injury including required medical attention, hospitalization, or death;

ii. No more than twenty-four (24) hours after discovery that a Young Adult is a danger to self or others and requires placement in another type of Setting including, but not limited to hospitalization or incarceration;

iii. No more than twenty-four (24) hours after discovery of an evacuation or emergency relocation due to disaster;

iv. No more than forty-eight (48) hour notice after discovery of an identified breach of confidentiality of the Young Adult's information; and

v. No more than five (5) business day notice after discovery that a Young Adult is not participating in school, work, or other activity which qualifies the Young Adult for Extended Foster Care.

 B) SIL Setting Changes to Approved SIL-Settings. Provider must request approval prior to making a SIL Setting change to another Approved SIL-Setting in the following manner:

i. Ensure that such setting is consistent with the DFPS-Approved SIL Setting Type for which the Provider is approved and as designated in the Contract;

ii. Ensure that such setting is a DFPS-Approved SIL Setting prior to placement;

iii. Prior to making a change in a Young Adult’s DFPS-Approved SIL Setting, the Provider must obtain SSCC/SAINT FRANCIS written approval from the Caseworker and/or Supervisor prior to placement;

iv. Ensure that in the event of an emergency, and if prior approval cannot be obtained, SSCC/SAINT FRANCIS must be notified of the move within twenty-four (24) hours; and v. When possible, and at the request of the Young Adult, provide SSCC/SAINT FRANCIS a thirty (30) day notice the Young Adult wants to change their SIL Setting.

C) Discharge Planning from SIL Setting. A discharge from SIL is not necessarily a discharge from Extended Foster Care. Discharges may occur when the Young Adult requests to be moved, or may need to be moved from SIL to a regular Extended Foster Care setting, when either the Young Adult loses their eligibility to be in Extended Foster Care or when it is at the request of SSCC/SAINT FRANCIS, the Provider, or Young Adult. The Provider and Young Adult reserve the right to terminate a referral to a SIL Setting.

 i. Planned Discharges. All discharges are expected to be planned.

 a. If the Provider determines the SIL Setting is no longer in the Young Adult's best interest, is not meeting the Young Adult's needs, or for other reasons, the Provider will provide written notice to the Caseworker and the Young Adult thirty (30) days before the discharge date. This notice is required to be signed by the Provider's assigned SIL Management staff.

b. Provider, DFPS and the Young Adult will work together to ensure, as much as possible, a seamless transition to the Young Adult's new placement in a different SIL Setting, or other living arrangement.

c. Provider and DFPS will ensure that the Young Adults has all their possessions, records and other important information necessary for the transition.

d. If the discharge is a result of the Young Adult leaving Extended Foster Care, then the Provider will participate in the DFPS Transition Plan Review within ninety (90) days of leaving.

ii. Unplanned Discharges. Provider will take all reasonable steps to prevent an unplanned discharge from the SIL Setting.

a. If an unplanned discharge is about to occur or has occurred, the Provider will notify DFPS immediately, but no later than twenty-four (24) hours of when the unplanned discharge is known by the Provider.

b. DFPS reserves the right to remove a Young Adult whenever the Department determines it is in the best interest of the Young Adult.

**19. Insurance Requirements**. Provider shall maintain the following minimum levels of insurance throughout the term of the Agreement.

A. Automobile Insurance. The required amount of insurance is the greater of the amount required by city, county or state ordinance or regulation, or $1 million per accident. The Automobile Liability Insurance must include coverage for any automobile, including but not limited to all owned, non-owned, and hired automobiles. The insurance policy must specify either “Any Auto” or symbols “2,” “8” and “9.”

B. General Liability Insurance. $1 million per occurrence and $2 million aggregate. Such insurance must be written with “Broad Form” coverage that includes contractual liabilities. The General Liability Policy must include sexual abuse and molestation coverage to the full policy limit.

C. Professional Liability Insurance. $1 million per occurrence and $2 million aggregate. Sexual Abuse and Molestation coverage, to the full policy limit, must be included in this policy if not included in the General Liability Policy.

D. Workers’ Compensation Insurance or Non-Subscriber program as required by the State of Texas.

E. Additional Insurance Requirements.

i. The Automobile and General Liability policies shall name SSCC/SAINT FRANCIS Child and Family Services and the Department as “Additional Insured.” The General Liability insurance policy shall be primary and non-contributory but only with respect to the liability assumed by Provider in Section 8.4. All policies must include a waiver of subrogation. These requirements must be included on the Certificate of Insurance.

ii. Before the Effective Date of the Agreement Provider shall submit to SSCC certificates of insurance from its agent or carrier listing SSCC/SAINT FRANCIS Child and Family Services and the Department as “Additional Insured” and listing SSCC/SAINT FRANCIS Child and Family Services as a “Certificate Holder.” Failure of Provider to submit the required certificate of insurance by the effective date of this Agreement shall render the Agreement null and void as though never executed by the parties.

iii. Insurance policies shall indicate that SSCC will be informed in writing at least 30 days prior to cancellation of any insurance coverage.

iv. The certificate of insurance submitted to SSCC shall confirm that the General Liability policy provides coverage for contractual liabilities, sexual abuse and molestation and shall confirm that the Vehicle Insurance policy provides coverage for “Any Auto” or symbols “2,” “8” and “9.”

v. Provider shall submit additional certificates of insurance from its agent or carrier immediately upon the renewal of or any change to its insurance coverage.

vi. Provider agrees that SSCC may communicate directly with its insurance agent or carrier to confirm details or obtain clarification of Provider’s insurance coverage or policy terms.

vii. Any deductible or retention on the aforementioned insurance policies must be fully described on the Certificate of Insurance. Any deductible or retention greater than $50,000 must be approved by SSCC.

**20. Request for Documents**. Provider must provide any required documents to SSCC/SAINT FRANCIS without expense or delay.

 **21. Participation in Training**. Provider must participate in SIL-related conferences, meetings, and conference calls as requested by SSCC/SAINT FRANCIS and DFPS.

 **22. Required Case Records.**  The Provider must maintain a master record for each Young Adult served across all SIL Settings managed by the Provider. Master records must be maintained in an identified office by the Provider’s assigned SIL Management staff. At a minimum, a Young Adult's individual case record must contain documentation related to the services and supports provided by the Provider and the following:

 A) The SIL referral and application;

 B) Provider's completed intake document;

 C) Documentation of all verbal and written (including attempted) contacts with the Young Adult;

D) Documentation demonstrating that the Young Adult is engaged in eligible Extended Foster Care activities and the provision of SIL services;

 E) Copy of the Young Adult's Transition Plan and Plan of Service;

 F) Case notes providing detailed description of service(s) provided, dates of service, and other pertinent information;

G) Copies of required reports submitted to the SSCC/SAINT FRANCIS, Caseworker, Chain of Command and/or designee; and

H) A copy of the Provider's Authorization to Release of Information form signed by the Young Adult prior to the Provider sharing the Young Adult's personal information.

**23. Required Reports.** In addition to the reports specified for Performance Measures, Provider will also accurately complete cost reports, time studies, Internal Control Structure Questionnaires (ICSQs), Contract Monitoring surveys, and any other reports required and requested within time frames specified by SSCC/SAINT FRANCIS or DFPS. The Provider will submit annual cost reports as required by 1 TAC §§355.7101-7103 and provide reports to the Young Adult's Caseworker or designee.

**24. Subcontracting and Sub Provider Reporting**.

A) Providers will ensure subcontracts are executed for services provided under this contract prior to the placement of any Young Adult; and

 B) At a minimum, the Provider will execute subcontracts with SIL Host Home providers.

**25. SIL Background History Checks**.

A) DFPS Background History Checks must be submitted by the Provider using the DFPS ABCS (Automated Background Check System).

B) The completion of Initial and 24-month Background History Checks for an employee and subcontractor of or volunteer at, or an applicant for employment with or to be a volunteer for the provision of SIL services.

C) SIL Background History Checks must be conducted in accordance with the DFPS Background Check policy as amended for the SIL Program to include, at a minimum:

i. Submitting a background check request and receiving the results before allowing direct contact with Young Adults;

ii. Ensuring that a background check request contains accurate information and is submitted in a timely manner;

iii. Retaining background check-related documentation for the purposes of contract monitoring; and

 iv. Disclosing to DFPS and SSCC/SAINT FRANCIS:

a. Criminal convictions,

b. Pending crimes or arrests,

c. Validated findings of abuse, neglect, or exploitation of children, the elderly, or persons with disabilities, or

d. Pending investigations of abuse, neglect, or exploitation.

D) Any other background checks that the Provider determines is necessary to ensure the safety of the Young Adult in the placement shall not be submitted through ABCS.

**26. Goal, Performance Measures, and Reporting to PMET**. Provider performance evaluation is based on assessment of the performance measures outlined below, and compliance with the terms and conditions of the Contract as indicated by SSCC/SAINT FRANCIS records, including all attachments Contract performance evaluation is also based upon Contract Monitoring performed by SSCC/SAINT FRANCIS staff.

A) Goal. The goal of Supervised Independent Living is to assist eligible Young Adults to practice the skills necessary to successfully live as an independent adult by providing a safe and supported setting with limited adult supervision and guidance and the experiential learning activities needed to achieve self-sufficiency.

B) Performance Measures The Provider is expected to meet established performance measures and manage services in a manner which achieves the purpose of each measure. Measures for renewals are subject to change on an annual basis. New baselines for some measures may be computed. SSCC/SAINT FRANCIS or DF P S may also revise the indicators, targets, data sources, or methodologies for the measures during the Contract Period.

If, at any time during the term of the Contract, changes to a measure are necessary due to changes in federal or state laws, rules, regulations, or code, the performance of the Provider will be measured under the new requirements.

Performance measure data may be used by SSCC/SAINT FRANCIS to make decisions about Contract status, to adjust the nature and intensity of SSCC/SAINT FRANCIS' Contract Monitoring and quality assurance activities, and to keep stakeholders informed about the success of the contracting effort.

The Contract Performance Measures are listed below:

Outcome 1. Young Adults can live within their financial means.

Outcome 2. Young Adults exit SIL into safe and affordable housing

Outcome 3. Young Adults exit SIL with connections to Caring Adults.

Output 1. Young Adults exit SIL involved in full-time activities.

Output 2. Young Adults exit SIL having met their education goal(s).

C) Performance Management Evaluation Tool (PMET) Reporting. Provider is responsible for collecting and reporting performance measure data reported to the PMET system via SSCC/SAINT FRANCIS

 i. Reporting the results for each Performance Period to SSCC/SAINT FRANCIS;

 ii. Complying with report date timeframes by submitting to SSCC/SAINT FRANCIS system within 30 days of the end of the Performance Period in accordance with the table below; and

|  |  |  |
| --- | --- | --- |
| Performance Period | Reporting Period | Submitted to SSCC/SAINT FRANCIS |
| First Quarter | Sept, Oct, Nov | December 1-30 |
| Second Quarter | Dec, Jan, Feb | March 1-30 |
| Third Quarter | Mar, Apr, May | June 1-30 |
| Fourth Quarter | Jun, Jul, Aug | September 1-30 |

ii. Maintaining documentation for each performance period and in a manner

 which allows for testing the validity of the results reported.

**27. Use of Funds.** Providers may not use funds received from SSCC/SAINT FRANCIS to replace any other federal, state, or local source of funds awarded under any other contract. Additionally, Providers may not use SSCC/SAINT FRANCIS funds as match (in-kind or cash match) for any other funding opportunity (grant application) in which the Provider may be participating.

 **28. Payment to Contract.**

A) This contract will be paid on a fixed daily unit rate basis determined by Health and Human Services Commission (HHSC).

B) Should a Provider accept placement and provide services to a Young Adult under the terms of this Contract, and the Young Adult is caring for up to three (3) of their dependent Children, then a fixed daily add-on unit rate for each Child, as determined by the HHSC, will also be paid to the Provider for the dependent Children.

C) Provider will accept the SIL Rates as payment for the services under this Contract. The rate includes payment for the following:

 i. SIL Case Management;

 ii. Housing costs;

iii. Add-on rates for up to three (3) dependent Children;

iv. Non-housing costs to include food, transportation, essential clothing, and personal items; and

v. Basic model cell phone (to only include monthly coverage, ability to make/receive calls, and texting ability) which Provider may ask to be returned from the Young Adult at the end of SIL placement.

 **29. SIL Rates**. The following rates will be effective through the Contract Period:

|  |  |
| --- | --- |
| **Host Home Setting** |  |
| Young Adult Only | $33.53 |
| Young Adult plus one (1) Child | $45.03 |
| Young Adult plus two (2) Children | $56.53 |
| Young Adults plus a maximum of three (3) Children | $68.03 |
| **Non-College Dorm Setting** |  |
| Young Adult Only | $43.02 |
| Young Adult plus one (1) Child | $54.52 |
| Young Adult plus two (2) Children | $66.02 |
| Young Adult plus a maximum of three (3) Children  | $77.52 |
| **College Dorm Setting** |  |
| Young Adult Only | $41.49 |
| Young Adult plus one (1) Child | $49.35 |
| Young Adult plus two (2) Children  | $57.21 |
| Young Adult plus a maximum of three (3) Children | $65.07 |
| **Shared Housing Setting** |  |
| Young Adult Only | $43.02 |
| Young Adult plus one (1) Child | $54.52 |
| Young Adult plus two (2) Children | $66.02 |
| Young Adult plus a maximum of three (3) Children | $77.52 |
| **Apartment Setting** |  |
| Young Adult Only | $43.02 |
| Young Adult plus one (1) Child | $54.52 |
| Young Adult plus two (2) Children | $66.02 |
| Young Adult plus a maximum of three (3) Children | $77.52 |

**30. Reimbursement Requirements**. SSCC/SAINT FRANCIS will authorize payments to be made to the Provider after deducting any known previous overpayment made by SSCC/SAINT FRANCIS to the Provider. SSCC/SAINT FRANCIS is not obligated to pay for unauthorized service or to pay more than is consistent with federal and state regulations.

A) The Provider shall be compensated one time for SIL services delivered under this Contract. The Provider shall not bill or retain any additional compensation for such services from SSCC/SAINT FRANCIS. SSCC/SAINT FRANCIS shall recover additional compensation from the Provider.

B) SSCC/SAINT FRANCIS will reimburse Provider for the calendar day of placement, but not for the calendar day of discharge.

C) If a Young Adult is away from the Provider’s Facility without prior authorization, and if SSCC/SAINT FRANCIS’s SIL Child Case Manager or the Care Coordinator’s Supervisor and the Provider agree in writing that the Young Adult should return to the Facility, then the Provider may keep the placement open for the Young Adult. Reimbursement for reserve bed days must be permitted in accordance with 40 TAC §700.323 and the policies established by DFPS (http://www.dfps.state.tx.us/handbooks/default.jsp) incorporated by this reference.

D) Providers must seek payment or adjustment to payments in accordance with the time limit specified in 45 CFR 95.1 (Code of Federal Regulations). This subpart establishes a two-year (eight quarter) time limit for a State to claim Federal financial participation in expenditures under State plans approved under Title IV-E and Temporary Assistance for Needy Families (TANF). Any bill or amended bill, which is submitted to SSCC/SAINT FRANCIS later than seven quarters after the end of the quarter of the expense, will not be processed unless SSCC/SAINT FRANCIS determines that submission for payment of the bill to the federal government can be executed in a proper and timely fashion.

E) Except as provided for in this contract, SSCC/SAINT FRANCIS will provide the Provider notice in writing of any change that affects payments to the Provider.

**31. Reimbursement - Temporary SIL Setting Residence.** If the Young Adult temporarily does not physically reside in the SIL Setting the following applies:

A) For one of the following circumstances and as provided for in this Section, SSCC/SAINT FRANCIS may reimburse the Provider to reserve a space for the Young Adult up to fourteen (14) days of care for the following:

i. Psychiatric hospitalization;

ii. Medical facility hospitalization;

iii. Unauthorized placement;

iv. Temporary placement/visit in own home;

v. Locked facility, jail; or

vi. Short-term substance abuse placement.

B) SSCC/SAINT FRANCIS will only reimburse the Provider if the Young Adult is anticipated to return to this same placement/Setting at a date within 14 days.

 **32. Reimbursement Conditions for Young Adult Absence**. Young adults need to be able to come and go from the SIL placement as needed and without asking permission. Any curfew guidelines must consider a young adult's work hours, school schedule, and social activities. However, if the Young Adult is gone more than 72 hours without prior notification or contact, this may be an unplanned discharge and SSCC/SAINT FRANCIS’s SIL Child Case Manager and the DFPS Caseworker must be notified by the Provider. Payments to the Provider for care during a Young Adult's absence will only be made if each of the following conditions is met:

A) The Provider agrees to reserve a space in the Young Adult's current SIL Setting until the Young Adult's return for as long as payments are made during the Young Adult's absence; and

B) SSCC/SAINT FRANCIS is not making payments on behalf of this same Young Adult to any other provider during the Young Adult's absence.

 **33. Provider Eligibility – Payments**. In order for the Provider to be eligible to receive payments for a Young Adult, the Provider will be actively engaged in the following:

A) Providing active support to the Young Adult while they are participating in any of the circumstances referenced above in Section 34 A), such as active participation in the Young Adult's treatment while hospitalized;

 B) Meeting the Young Adult's needs (providing clothing, etc.); and

 C) Having frequent face-to-face contact with the Young Adult on a regular basis (being physically present with the Young Adult at the hospital as required by some medical facilities, etc.).

**34. Invoicing Process**. The following applies for the invoicing process:

 No payment will be made without the submission of correct invoices. Invoices must be received at the SSCC/SAINT FRANCIS administration office or emailed to: SFAClaimsTX@st-francis.org.

**Due Date**: Providers must submit invoices to SSCC/SAINT FRANCIS no more than thirty (30) calendar days after the last day of the month in which the services were provided.

**35. Changes to Contract**. All changes to this contract must be recorded in writing and become a part of this agreement.

**36. Entire Agreement**. This Contract contains the entire agreement between Provider and SSCC/SAINT FRANCIS and supersedes any prior understandings or oral or written agreements between SSCC/SAINT FRANCIS and Provider.

**37. Signatories**. The undersigned signatories represent and warrant that they have full authority to enter into this Contract on behalf of the respective parties.

**38. Resolution & Complaint Process**. All disagreements will be addressed using the following model. The person involved has the right to redress the situation to find an agreeable solution. If unsatisfactory, the Complainant may request the immediate Supervisor to review the complaint for a satisfactory solution. If Unsatisfactory the Chain of Command will be utilized culminating in the Board of Directors issuing their determination.

**IN WITNESS WHEREOF**, the parties have caused this Agreement to be duly executed on the day and year first above written.

**SSCC/SAINT FRANCIS**

Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**SIL Provider Authorized Agent**

Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**SIL Attachment A-1**

**Performance Measures for Supervised Independent Living**

**Contract Outcome Measures**

|  |
| --- |
| **Outcome #1**: Young Adults are able to live within their financial means. |
| **Performance Period**: Provider performance for this outcome is determined for one or more of the following performance periods, wholly or partially, depending on the Contract start and end dates: September 1 through November 30, December 1 through February 29, March 1 through May 31, and June 1 through August 31. |
| **Indicator**: Percent of Supervised Independent Living (SIL) participants who can pay all their bills and save at least 10% of their Gross Pay for three consecutive months. |
| **Target**: Baseline data will be collected statewide during the contract period to establish future targets. |
| **Purpose:** The purpose of this measure is to determine the Provider's efforts to strengthen the Young Adult's fiscal responsibilities. |
| **Data Sources**: • Performance Management Evaluation Tool (PMET) system; information reported by Provider:  Unduplicated number of Young Adults who had participated in SIL for at least three calendar  months, were able to pay all bills they were responsible for and, if working, were able to save  at least 10% of their Gross Pay for any three consecutive calendar months ending during the  performance period.* Information Management Protecting Adults and Children in Texas (IMPACT): Unduplicated number of Young Adults who had participated in SIL for at least three calendar months during the performance period.
 |
| **Methodology**: The numerator is the number of Young Adults who had participated in SIL, were able to pay their bills and saved, if working, as described in the Data Source.The denominator is the number of Young Adults who had participated in SIL, as described in the Data Source.  Divide the numerator by the denominator. Multiply by 100 and state as a percentage.  |

|  |
| --- |
| **Outcome #2**: Young Adults exit Supervised Independent Living (SIL) into safe and affordable housing. |
| **Performance Period**: Provider performance for this outcome is determined for one or more of the following performance periods, wholly or partially, depending on the Contract start and end dates: September 1 through November 30, December 1 through February 29, March 1 through May 31, and June 1 through August 31.  |
| **Indicator**: Percent of SIL participants who, at the time of exit, have housing which costsno more than 30% of their Gross Income.  |
| **Target:** Baseline data will be collected statewide during the contract period to establish future targets. |
| **Purpose:** The purpose of this measure is to determine the Provider's ability to help the Young Adults find affordable housing when leaving SIL. |
| **Data Sources**: * Performance Management Evaluation Tool (PMET) system; information reported by Provider: Number of Young Adults exiting SIL during the performance period and moving into or remaining in housing that costs no more than 30% of the Young Adult's Gross Income.
* Information Management Protecting Adults and Children in Texas (IMPACT): Number of Young Adults exiting SIL during the performance period
 |
| **Methodology:** The numerator is the number of Young Adults exiting SIL and moving into or remaining in housing, as described in the Data Source.  The denominator is the number of Young Adults exiting SIL, as described in the Data Source.  Divide the numerator by the denominator. Multiply by 100 and state as a percentage. |

|  |
| --- |
| **Outcome #3:** Young Adults exit Supervised Independent Living (SIL) with connections to Caring Adults |
| **Performance Period**: Provider performance for this outcome is determined for one or more of the following performance periods, wholly or partially, depending on the Contract start and end dates: September 1 through November 30, December 1 through February 29, March 1 through May 31, and June 1 through August 31. |
| **Indicator**: Percent of exiting SIL participants who have a documented connection to a Caring Adult |
| Target: Baseline data will be collected statewide during the contract period to establish future targets. |
| **Purpose**: The purpose of this measure is to determine the Provider's ability to help Young Adults increase their supportive network of connections to caring adults. |
| **Data Sources**: * Performance Management Evaluation Tool (PMET) system; information reported by Provider: Number of Young Adults who exited SIL during the performance period and had at least one documented connection to a Caring Adult who is not a staff person working with the Young Adult.
* Information Management Protecting Adults and Children in Texas (IMPACT): Number of Young Adults who exited SIL during the performance period.
 |
| **Methodology**: The numerator is the number of Young Adults who exited SIL and had at least one documented connection, as described in the Data Source  The denominator is the number of Young Adults who exited SIL during the performance period.  Divide the numerator by the denominator. Multiply by 100 and state as a percentage. |

**Contract Output Measures**

|  |
| --- |
| **Output #1:** Young Adults exit Supervised Independent Living (SIL) involved in full-time activities. |
| **Performance Period**: Provider performance for this output is determined for one or more of the following performance periods, wholly or partially, depending on the Contract start and end dates: September 1 through November 30, December 1 through February 29, March 1 through May 31, and June 1 through August 31. |
| **Indicator**: Percent of participants who, at the time of exiting SIL, are employed at least thirty-five (35) hours per week in a paid position; enrolled full-time in an Approved Education Program; or employed at least sixteen (16) hours per week in a paid position and enrolled at least half-time in an Approved Education Program. |
| **Target**: Baseline data will be collected statewide during the Contract period to establish future targets. |
| **Purpose**: The purpose of this measure is to determine the Provider's effort to help participants attain independence by the time they leave SIL. |
| **Data Sources**: * Performance Management Evaluation Tool (PMET) system; information reported by the Provider: Number of participants who exited SIL during the performance period and were employed at least thirty-five (35) hours per week in a paid position; enrolled full-time in an Approved Education Program, based on the program's definition of full-time enrollment; or employed at least sixteen (16) hours per week in a paid position and enrolled in an Approved Education Program at least one-half the requirement of the program's definition of full-time enrollment.
* Information Management Protecting Adults and Children in Texas (IMPACT): Number of participants who exited SIL during the performance period.
 |
| **Methodology**: The numerator is the number of participants who exited SIL and were employed and/or enrolled as described in the Data Source.  The denominator is the number of participants who exited SIL during the performance period.  Divide the numerator by the denominator. Multiply by 100 and state as a percentage. |

|  |
| --- |
| **Output #2**: Young Adults exit Supervised Independent Living (SIL) having met their education goal(s). |
| **Performance Period**: Provider performance for this output is determined for one or more of the following performance periods, wholly or partially, depending on the Contract start and end dates: September 1 through November 30, December 1 through February 29, March 1 through May 31, and June 1 through August 31. |
| **Indicator:** Percent of participants who, at the time of exiting SIL, have met their stated education goal(s). |
| **Target**: Baseline data will be collected statewide during the Contract period to establish future targets. |
| **Purpose**: The purpose of this measure is to determine the Provider's effort to help participants attain their education goals by the time they leave SIL. |
| **Data Sources:** * Performance Management Evaluation Tool (PMET) system; information reported by the Provider: Number of participants who exited SIL during the performance period and met their stated education goal(s), as documented in the participant's plan.
* Information Management Protecting Adults and Children in Texas (IMPACT): Number of participants who exited SIL during the performance period.
 |
| **Methodology**: The numerator is the number of participants who exited SIL and met their goals, as described in the Data Source.  The denominator is the number of participants who exited SIL during the performance period.  Divide the numerator by the denominator. Multiply by 100 and state as a percentage. |

 **Attachment C**

**Core Life Skills**

**Health and Safety Housing and Transportation Job Readiness**

**Financial Management Life Decisions/Responsibilities**

 **Personal/Social Responsibilities**

**1. Health and Safety**

**Goal:**

This document serves as a guide for the Provider to provide life skills information to the Young Adult and assess for gaps or deficits in the Young Adult's understanding regarding health care, hygiene, nutrition, birth control, sexual responsibility, substance abuse, how stress and anger affects the Young Adult's life, the warning signs of violence and how to access resources within the community when in need of help.

**Desired Outcomes**:

a. Understand importance of personal hygiene.

b. Understand importance of healthy eating.

c. Learn how to find a doctor, make an appointment, and health care options when Young Adults leave care.

d. Develop and understanding of their sexual responsibility and risky behaviors.

e. Understand all birth control options, how they are used, pros and cons of use and where to get them.

f. Develop a better understanding of reproduction and pregnancy risks.

g. Understand the different types of Sexually Transmitted Infections (STIs) and know the signs and dangers of STIs.

h. Understand how to protect themselves against STIs.

i. Understand the negative impact substance abuse has on self-sufficiency.

j. Knowledge the signs of addiction.

k. Know how stress affects their lives and how to develop positive coping skills.

**Reinforcement homework activities**:

1. Plan, shop for, and prepare a nutritious meal.

2. Create a balanced menu and a shopping list for three days.

3. Make a doctor or dentist appointment for yourself.

4. Develop a list of your current doctors, their addresses and phone numbers. Also list your medications, purposes and pharmacy.

5. Research local agencies that can help with substance abuse. Call to find out eligibility requirements.

**Minimum Standards Curriculum Outline**

**1. Personal Health Care**

1.1. Review medical rights of Young Adults.

1.2. Identify elements of good personal hygiene.

1.2.1. Discuss importance of bathing, brushing teeth, washing and combing hair, use of deodorant and other personal hygiene items.

1.2.2. Discuss importance of wearing clean clothes.

1.3. Identify elements of good nutrition.

1.4. Identify how to take care of personal health needs, including preventive care, making appointments, right to confidentiality, Medicaid and health insurance.

**2. Sexual Responsibility**

2.1. Describe various types, the transmission and prevention of STIs.

2.2. Tell where, how, and when to be tested for STIs.

2.3. List community resources pertaining to STIs.

2.4. List and compare different forms of birth control.

2.5. Describe basic reproductive anatomy (male and female).

2.6. Describe the process of human reproduction.

2.7. Discuss the options for being sexually responsible.

2.8. Identify your own personal values around sexual responsibility.

2.9. Discuss Gender Identity conflicts.

**3. Substance Abuse**

3.1. List reasons why people may use/ abuse drugs.

3.2. Describe the short- and long-term effects of drug use and abuse on relationships, self-sufficiency, jobs, etc.

3.3. List the warning signs of addictions.

3.4. Discuss where people can get help for substance abuse.

**4. Coping and stress management**

4.1. Label signs of stress due to physical, emotional, environmental, and situational events.

4.2. Compare positive and negative coping mechanisms.

4.3. Tell the difference between and list positive and negative support systems.

4.4. Describe when, who, and how to ask for help.

**2. Housing and Transportation**

**Goal**:

To provide the tools and strategies for participants to plan for, find and maintain safe, affordable housing and transportation.

**Desired Outcomes**:

a. An understanding of the pros and cons of various housing options.

b. An understanding of the pros and cons of various transportation options.

c. An understanding of the legal responsibilities and ramifications of contracting for rental or purchase of property.

**Reinforcement homework activities**:

1. Practice reading Apartment Classified ads.

2. Talk to someone who lives in an apartment and find out what expenses they have in addition to rent.

3. Select an apartment from an advertisement and prepare a monthly budget that includes all monthly expenditures.

4. Select a destination and use the Internet or call to find out the bus route to get there, how long it will take and how much it will cost.

5. Plan a bus trip and take it.

6. Select a car from the classified ads and make a budget to buy and maintain that car for one year (don’t forget gas, insurance, and maintenance and monthly payments).

**Minimum Standards Curriculum Outline:**

**1. Finding Housing**

1.1. List the characteristics of safe housing.

1.2. Describe types of housing options that could be available after care and the qualifications for each (campus housing, military, job corps, rental properties and homeownership).

1.3. Compare various size and types of apartments (studio, efficiency, shared living).

1.4. Define boarding houses and rooms for rent.

1.5. Describe the transitional living programs available and their benefits.

1.6. Explain housing vouchers and how to apply for and use them (Section 8).

1.7. Describe the options for the homeless, such as shelters available in the area.

1.8. Consider the costs of housing, such as deposits, utilities, insurance.

 1.9. Compare the costs of renting vs. owning, as well as benefits of each.

1.10. Define commonly used abbreviations in apartment advertising.

1.11. Practice reading apartment classified advertisements.

1.12. Compare the effect of various apartment selections on personal budgets.

1.13. Describe the role of apartment locator services.

**2. Rent/lease/contracts**

2.1. Review the questions asked on an apartment application and discuss issues such background checks, rental history, credit on application approval.

2.2. Complete a sample apartment application.

2.3. Review a tenant lease and discuss tenant rights and responsibilities. Describe the effects of breaking that lease, paying rent late, damage to the SIL setting, etc.

2.4. Describe the legal ramifications of a signed lease.

2.5. Review an apartment inspection form (move in/move out).

2.6. Describe the negative effects of breaking a lease.

2.7. Explain the reasons you may be evicted.

**3. Roommates/shared living**

 3.1. Describe the pros and cons of having a roommate.

 3.2. Review a roommate agreement and describe the benefits of having a roommate agreement.

3.3. Consider options for sharing household duties and bill paying with a roommate.

3.4. List regular housekeeping duties and consider whom you can contact for needed repairs in your housing.

3.5. List precautions you should take so that you and your belongings stay safe.

**4. Getting Around**

4.1. List the types, costs, and benefits of public transportation available in your area.

4.2. Use a bus schedule to map out a route; determine the cost of doing so.

4.3. Describe steps to obtaining a driver’s license and the responsibilities included with one.

4.4. Describe legal requirements for insurance coverage for drivers and the repercussions of not carrying insurance.

4.5. List steps to buying a car.

4.6. List the ways to research the cost, reliability, dealer reputation, safety information, and warranty on a vehicle.

4.7. Compare the options of paying cash or financing a vehicle.

4.8. List basic maintenance items on a vehicle.

4.9. Compare kinds of insurance for a vehicle and the costs (higher for Young Adults).

**3. Job Readiness**

**Goal**:

To assist participants in attaining their full career potential by helping them consider, assess, and plan their education and employment goals and by supporting their ability to execute their plan.

**Desired Outcomes**:

a. A decision to complete high school or get a GED.

b. Understanding of the role education plays in future economic success.

c. Understanding of options for higher education and vocational training.

d. Understanding of self-marketing (current transferable skills, relevance of a professional resume, and the importance of an interview).

e. Knowledge of how to find and keep a job (including job search and job shadowing/internships).

f. Recognition and development of a career plan (how to set goals, who to include, how to utilize Workforce/WIA services, and how to follow through).

**Reinforcement homework activities:**

1. Explore local pay scales for jobs/careers of interest.

2. Find out what your school offers in terms of assistance or resources for help for classes, schedules, planning for graduation, etc.

3. Create a typical weekly schedule for a student who also works (include homework, writing papers, work schedule, extra-curricular activities, leisure activities, etc.).

4. Research 2 careers of interest to you and describe a typical workday, the skills required and what you will learn on the job, expected starting pay and opportunities for advancement to better paying positions.

5. Create a resume and a cover letter.

6. Secure application and complete for a real job.

7. Practice a mock job interview.

8. Take a tour of a college campus.

**Minimum Standards Curriculum Outline:**

**1. Link between Education and Employment**

1.1. Define livable wage job.

1.2. Compare the effect that level of formal education or trade education has on starting salary scale and lifetime earning ability.

**2. Education- Finishing High School**

2.1. Describe the positive effects and negative repercussions of completing or of not completing high school education with a GED or diploma.

2.2. Describe steps to accomplishing and how to overcome barriers to achieving an individual’s education goal of graduation or GED completion.

2.3. Describe when, where, and who to go to for help in reaching educational goals (tutors, teachers help, study skill classes, etc.).

2.4. Discuss issues that keep students from meeting all their time commitments and tools to help manage time.

**3. Career Planning**

3.1. Assess strengths using career interest inventory, personality profiler, and aptitude indicator. Determine three career options that are reasonable and obtainable based on assessments.

3.2. Define transferable job skills and their value in getting a job. (Skills you get from different roles you play in life- such as athlete, volunteer, artist, friend, family member, co-worker, and how to bring this up on a resume/interview).

3.3. Describe the value a job, volunteer work, and/or internship(s) has on gaining experience or building transferable job skills.

3.4. Define and compare college, vocational school, or trade school education.

3.5. Describe alternative job skill training (WIA or on-the-job).

3.6. Learn where to find workforce: resources, programs, and centers in your area.

**4. Job Readiness**

4.1. Define elements of a resume and cover letter.

4.2. Describe and research ways to search for a job (friends or relatives, newspaper ads, applying directly to an employer, temporary agencies, internet research, government agencies, school placement center).

4.3. Review basic instructions on how to complete/ not complete job applications; complete and critique practice application.

4.4. Participate in mock interview in class and give and receive feedback to improve interview skills.

4.5. Describe how to follow up after interviews and the importance of writing thank you notes.

4.6. Describe benefits of pre-employment options of job shadowing, internships, and mentors.

4.7. Describe ways to keep a job, ways to lose a job, and how-to best deal with issues that may arise in the workplace.

4.8. Describe the best way to leave a job or to change jobs in many circumstances.

4.9. Describe dress code as it pertains to various jobs.

**5. Higher Education**

 5.1. Research higher education options, including College for Texans (online).

5.2. Practice completing the Texas Common Application (online or printed).

5.3. Define the various higher education entrance tests (SAT, ACT, TASP, AP).

5.4. Define orientation at a place of higher education.

5.5. Describe student housing available for higher education.

5.6. Describe the different forms of financial aid available: (tuition waiver, ETV, FAFSA, other) and qualifications for each.

**4. Financial Management**

**Goal:**

To provide the tools and information that will help participants develop skills that will lead to financial responsibility and independence.

**Desired Outcomes:**

a. An understanding of banking.

b. An understanding of the effects of good and bad credit.

c. An understanding of financial responsibility (bills).

d. Awareness of the difference between wants and needs.

e. Experience in developing and maintaining a budget.

f. Experience reading a pay stub.

g. Learn how to balance a checkbook.

h. An understanding of the pros and cons of using credit cards, ATM and debit cards.

i. A list of ways to protect against identity theft.

**Reinforcement homework activities**:

1. Open a checking or saving account.

2. Make a budget for a week and track expenses.

3. List expenses when moving out on own and create plan for covering expenses.

4. Research identity or credit theft.

5. Research check cashing stores and fees.

6. Obtain credit report and review for accuracy.

**Minimum Standards Curriculum Outline:**

**1. Banking**

1.1. List steps in opening a checking and/or savings account.

1.2. Compare debit cards, check cards, and credit cards and discuss responsible use.

1.3. Identify parts of a check.

1.4. Practice writing a check.

1.5. Describe the consequences of bouncing a check.

1.6. Describe how to make a deposit.

1.7. Identify steps to balance a checkbook.

1.8. Identify how and where to cash a check.

**2. Pay Stub**

2.1. Discuss differences between hourly and salaried employees.

2.2. Identify parts of a pay stub (hours worked, wages, gross and net pay, taxes, insurance deductions, benefits).

2.3. Describe the safest plan for signing and depositing your check.

**3. Budgeting**

3.1. Learn how to prioritize expenditures by comparing wants and needs.

3.2. Describe the importance of having and maintaining a budget.

3.2. Learn how to create a budget.

3.3. Discuss benefits and ways to save money.

3.4. Discuss earning enough to cover costs of living (full time versus part time, more than one job, higher wages).

**4. Credit**

4.1. Describe uses for credit cards.

4.2. Describe interest rates and discuss advantages of low interest versus high interest.

4.3. Identify the actions that lead to bad credit (late payments, non-payments, breaking a lease, health debt, etc.) and the effects of bad credit on credit scores.

4.4. Identify the actions that lead to good credit and the benefits of good credit.

4.5. Discuss ways credit companies target Young Adults.

4.6. Discuss scams and identity theft, how to avoid them and/or report them and potential consequences.

4.7. Define credit scores/ratings and discuss importance of scores.

4.8. List ways to get your credit report.

4.9. Review a credit report to locate important information.

4.10. Describe the process for disputing items on a credit report.

**5. Life Decisions/Responsibilities**

**Goal:**

To provide a forum for participants to consider the many responsibilities and decisions they will be making as they move toward independent living.

**Desired Outcomes**:

a. An understanding of the legal rights and responsibilities of being an adult.

b. An understanding of how and why certain documents are important and must be secured.

c. An awareness of community resources and how to access them.

d. A preliminary transition planning document.

e. A list of Caring Adults and community supporters.

**Reinforcement homework activities (select at least 2):**

1. Take a trip to the government offices that issue duplicate birth certificates or ID cards and find out the process for application.

2. Research online where to go in your county to get a driver’s license and what is required to get a learner’s permit.

3. Tour your regional transition center or call to find out what services are available to you.

4. Tour your local workforce center or call to find out what services are available to you.

5. Visit or call or research online social service providers that offer transitional housing or emergency shelter.

6. Create a weeklong schedule for yourself that includes school, work, home duties, church or volunteer commitments.

7. Find out who the candidates are/were for a local, state or national election and describe their main campaign promises.

**Minimum Standards Curriculum Outline:**

**1. Legal rights & responsibilities (Use “Now You are 18”, published by Texas Bar Auxiliary)**

1.1. Describe the steps to registering to vote and the importance of doing so.

1.2. List the characteristics of a good citizen.

1.3. Define and tell the importance of jury duty.

1.4. Tell the requirements for and steps to register for the selective service, as well as the rationale for doing so.

1.5. Describe the legal requirements and responsibilities of signing various contracts and other legal documents, such as car loans, apartment lease, etc.

**2. Legal Documents, records, and roots**

2.1. List reasons why a birth certificate is important and tell how to get a copy.

2.2. List reasons why a Social Security Card is important and tell how to receive a duplicate copy.

2.3. Explain how to qualify and earn a driver’s license, as well as the effects/responsibilities of being a licensed driver.

2.4. Explain what a State ID is, how to get it and compare this to a driver’s license.

**3. Community Resources and Awareness**

3.1. List and describe the services your regional Transition Center offers.

3.2. List and describe the services your Workforce Center offers and your eligibility for those services.

3.3. List and describe the social service agencies and the resources offered in your community and how to find out about contacting.

3.4. Examine examples of referral forms and release of information forms and discuss why these are needed.

3.5. List things to ask when calling a community resource.

3.6. List and define information and referral services (211), hotlines, and help lines in your area.

3.7. List DFPS benefits, tell requirements to access them, who to contact to access them and the amount of money you may request and how and why these funds may be used. 3.8. Describe the qualification process and steps to applying for public assistance such as TANF/Food Stamps.

**4. Life Decisions**

4.1. Consider which educational path is a good match for your desired goals.

4.2. Compare jobs and career paths that will help you reach your desired goals.

4.3. Consider the many effects of significant relationships on desired goals (both positive and negative).

4.4. Consider the many effects of becoming a parent on desired goals (both positive and negative).

4.5. List the characteristics of quality childcare and the steps to locating it in your area.

**5. Organizational skills**

5.1. Explore tools for time management and to keep track of multiple responsibilities and obligations.

5.2. List ways to organize and safeguard important documents.

5.3. Describe ways and reasons to keep personal information secure.

**6. Your Transition Plan**

6.1. Describe the process of setting goals and making action plans.

6.2. Discuss the DFPS Transition Planning Process.

6.3. Discuss Transition Planning options (Circle of Support and Transition Plan Meetings). 6.4. Review Transition Planning document.

6.5. Complete Transition Planning worksheets during each core element.

6.6. Discuss family connections and the options for and risks involved in reconnecting.

**6. Personal/Social Relationships**

**Goal**:

To facilitate training that will promote positive peer relationships, develop appropriate communications skills, help participants to develop a sense of culture and respect for others, and build positive self-esteem.

**Desired Outcomes**:

a. A chance to practice developing and experience positive peer relationships.

b. An awareness of appropriate communication skills.

c. Respect for culture and ethnicity diversity.

d. An understanding of self-esteem and personal strengths.

e. Know the warning signs of violence.

f. Understand what domestic violence resources are available and how to access them when needing help.

**Reinforcement homework activities**:

1. Have a discussion with someone of a different culture or ethnicity and find out what is unique to him or her.

2. Describe similarities and differences between your culture or ethnicity and another person and how these can affect your relationship.

3. List 5 positive self-talk statements and practice them for one week.

4. Teach a conflict resolution skill to a caretaker or peer/sibling and discuss situations where it would work well.

5. Practice using new conflict resolution skills to resolve a conflict.

**Minimum Standards Curriculum Outline:**

 **1. Interpersonal Relationships**

1.1. List different relationships at home, school, and work and the skills needed to interact effectively in those relationships.

1.2. Discuss and identify personal boundaries and the importance of respect for personal space.

1.3. Identify characteristics of and practice forming positive relationships.

1.4. Describe the characteristics of a healthy partner relationship and the importance of making healthy choices.

**2. Communication**

 2.1. Explain the importance of communication in relationships.

2.2. Identify how people communicate (verbal vs. non-verbal) and learn to recognize messages that non-verbal communication sends.

2.3. Identify the characteristics of and practice active listening.

2.4. Compare formal language, informal language, and slang and describe the appropriate situations for each.

2.5. Identify ways to express thoughts, ideas, anger, emotions and opinions in a healthy manner.

2.6. List and practice conflict resolution strategies.

**3. Culture**

3.1. Define and discuss cultural and ethnic diversity.

3.2. Discuss ways and reasons to respect cultural differences.

**4. Self-Esteem**

4.1. Define self-esteem.

4.2. Identify traits of a healthy self-esteem.

4.3. Identify the effects of positive self-talk vs. negative self-talk.

4.4. Identify ways to build positive self-esteem.

**5. Anger Management**

5.1. Explain when anger can be a healthy emotion.

5.2. Define the term de-escalation.

5.3. Tell examples of appropriately and inappropriately expressed anger.

5.4. List the warning signs of violence toward oneself and of violence toward others.

5.5. List resources for getting help with violence.

**6. Paperwork**

6.1. Take the ACLSA and participate in discussion on how it can help build an action plan for improving life skills.

6.2. Participate in a discussion about DFPS benefits for eligible and qualifying transitioning Young Adults and how they may be accessed and for what they may be used.

6.3. Participate in the formation of class expectations and rules (group norms).

6.4. Agree on group norms.

**Attachment D: SIL DEFINITIONS**

|  |  |
| --- | --- |
| TERM | DEFINITION |
| Background History Checks | Searches of different databases that are conducted on an individual. Two types of background checks are required on all individuals: criminal background checks conducted through the Texas Department of Public Safety (DPS) for arrests that occurred in Texas, and DFPS abuse, neglect and exploitation history checks. Individuals who have lived outside the state in the last five years are also required to complete a national criminal history check through the Federal Bureau of Investigation (FBI) for arrests that occurred in the U.S. |
| Caring Adult | An adult not associated with the SIL provider, who takes an active interest in mentoring a Young Adult to become responsible and self- sufficient. |
| Caseworker | A DFPS employee who provides casework services to children in Substitute Care under the conservatorship of the State. When the Contract requires approval from or notification of the Young Adult's Caseworker, the Provider may utilize the Caseworker’s Chain of Command if the Provider is unable to contact the Caseworker.  |
| Chain of Command | The administrative structure used in the event the Provider is unable to communicate with the Young Adult's Caseworker. The typical DFPS Chain of Command is as follows: Caseworker, Supervisor, Program Director, Program Administrator and Regional Director. The DFPS Chain of Command is identified by the district/region in which the Caseworker is housed. |
| Children | The offspring of a Young Adult in SIL. |
| Child-Placing Agency (CPA) | A person, agency, or Operation other than a parent who places or plans for the placement of a child in an adoptive home or other residential care setting. |
| College Tuition and Fee Waiver | A waiver of tuition and fees at state supported colleges, universities and vocational schools for eligible children who are in DFPS conservatorship: • On or after their eighteenth (18th) birthday; or • The day they receive their high school diploma or its equivalent; or• In high school and who take a dual credit course or other course for which a high school student may earn joint college credit; or • At age fourteen (14) or older are eligible for adoption. *(Texas Education Code, § 54.211*); or• Were in DFPS the day before permanent managing conservatorship (PMC) was given to a relative who is not the child's parent, if PMC was given to the relative on or after September 1, 2009.  |
| Contract Period | Time period of the beginning date through the ending date specified in the term of the original Contract, including Contract renewals or Contract extensions. |
| DFPS-Approved SIL Setting | An established Setting that meets the SIL Setting requirements as outlined in the Contract. |
| DFPS State Office SIL Coordinator | DFPS State Office SIL Coordinator is the DFPS point of contact for the SIL program in receiving, reviewing, approving, and denying SIL applications on behalf of DFPS, reviewing application denials and approvals by SIL Providers, tracking SIL Provider placement vacancies, assisting caseworkers, SIL Providers and other DFPS staff with clarification regarding the SIL program, and responding to inquiries from the SIL mailbox. |
| Education and Training Voucher (ETV) | A federally funded (Chafee) program that is administered by the state. Under this program, youth and Young Adults ages sixteen (16) up to age twenty-three (23), may be eligible for up to $5,000.00 in financial assistance per year to help them reach their post-secondary educational goals. |
| Extended Foster Care | A program for Young Adults eighteen (18) to twenty-two (22) years of age who are eligible and have signed an agreement to participate in this program. A Young Adult who turns eighteen (18) while in the conservatorship of DFPS who is continuing to receive Extended Foster Care services is eligible for Extended Foster Care services through the end of the month in which the Young Adult reaches the age limit provided below, so long as the required documentation is provided on a periodic basis pursuant to the terms of the Young Adult's Extended Foster Care Agreement to demonstrate that the Young Adult is:  • Regularly attending high school or enrolled in a program leading toward a high school diploma or GED up to the end of the month of the Young Adult's twenty-second (22nd) birthday;  • Regularly attending an institution of higher education or a post- secondary vocational or technical program up to the end of the month in which the Young Adult turns twenty-one (21) years of age. These Young Adults can remain in care to complete vocational- technical training classes regardless of whether the Young Adult has received a high school diploma or GED certificate.  • Actively participating in a program or activity that promotes or removes barriers to employment through the end of the month in which the Young Adult turns twenty-one (21) years of age.  • Employed for at least eighty (80) hours per month through the end of the month in which the Young Adult turns twenty-one (21) years of age.  • Incapable of doing any of the above due to a documented medical condition through the end of the month in which the Young Adult turns twenty-one (21) years of age. |
| General Residential Operations (GRO) | A residential child-care Operation that provides childcare for 13 or more children or young adults. The care may include treatment services and/or programmatic services. |
| Independent Living Skills | Skills necessary to care for oneself and to function in the community. Independent Living Skills include, but are not limited to grocery shopping, food planning and preparation, maintenance of living environment, laundry, personal hygiene, utilization of transportation systems, maintenance of personal identification documents, personal finance, and budgeting. |
| Monitor or Monitoring | A systematic examination of physical site, financial statements, records, and Procedures of a Provider. Monitoring involves many of the techniques and procedures used in auditing but differs both in scope and purpose. Functioning properly, the Monitoring process serves as an early warning system, detecting potential problem areas before they become severe and providing plans for corrective action. |
| National Youth in Transition Database (NYTD) | The Provider shall assist Young Adults who previously took the NYTD survey to maintain an email address to receive NYTD updates, in gaining computer access for entering NYTD contact updates to the Texas Youth Connection Website www.texasyouthconnection.org and complete the NYTD survey if asked.  |
|  Plan of Service | The DFPS developed plan that addresses the services that will be provided to a Young Adult to meet the Young Adult's specific needs while placed in the Provider’s SIL Setting. |
| Policy | Principles, rules, and guidelines formulated or adopted by an organization to assist it in reaching its long-term goals, reflect the requirements of the SIL Contract and to influence and determine all major decisions, actions and activities that take place within their set boundaries. |
| Preparation for Adult Living (PAL) | Benefits and services provided to youth in DFPS-paid Substitute Care who are age sixteen (16) or older and likely to remain in foster care until Activities at least age eighteen (18). These youth can qualify for services up to their 21st birthday. Services and benefits **MAY** include: • Casey Life Skills Assessment to assess strengths and needs in life skills;  • Life Skills training in core areas including  financial management;  • Job readiness and life decisions/responsibility;  • Educational/vocational services; • Transitional Living Allowance (TLA) up to $1000 (distributed in increments up to $500 per month for children who participate in PAL Life Skills training, to help children with initial start-up costs in adult living (***NOTE: This is only available when the Young Adults exits Extended Foster Care and availability of funds***); • After Care Room and Board (ACRB) assistance, based on need, up to $500 per month for rent, utility deposits, food, etc. (not to exceed $3000 of accumulated payments per child) (***NOTE: This is only available when the Young Adults exits Extended Foster Care and availability of funds***); • Case management to help children with self-sufficiency planning and resource coordination;  • Teen conferences;  • Leadership development activities; and  • Additional supportive services, based on need and availability of funds, such as mentoring services and driver’s education. |
| Procedure(s) | Established and specific methods to carry out Policies in the day-to-day functions of the organization that identify:  • Specific processes which describe the method or series of actions used to implement Policy; • The staff position/title responsible for the Specialist oversight of the implementation of the Policy and its Procedures; and • The timeframe in which the Procedure(s) will be performed. |
| Response | Response includes Attachment A-2 (Business Proposal), Attachment A- 3 (Proposal - Response Template), Attachment B (Required Forms), to include all attachments and exhibits to the listed documents. |
| Roommate or Housemate | A person that lives with the Young Adult in an apartment, shared housing, or non-college dorm setting. |
| Setting | Where a Young Adult will physically reside. |
| SIL Case Management | Consists of, *but is not limited* to the following: • provision of a minimal level of supervision (*at least monthly face to face contact with weekly telephone contact*) to the Young Adult; • referrals to community agencies/services as requested and needed; • initial orientation to the program; • monitoring and tracking the Young Adult's progress; • coordination with the Young Adult's DFPS caseworker, periodic progress reports for the DFPS caseworker; and• action to address safety issues/concerns with the Young Adult as needed; and a plan for 24-hr on-call assistance as needed. |
| Transitional Living Services | Transitional Living Services are multipurpose and available to youth age fourteen (14) up to twenty-three (23). These services and benefits include, but are not limited to experiential life skills training, Transition Planning, Circles of Support, PAL classes and benefits, Extended Foster Care, Medicaid for Transitioning Foster Youth and other medical services, and higher education benefits such as the Education and Training Voucher Program and the state College Tuition and Fee Waiver. |
| Transition Plan | A plan to address the issues that are important for Young Adults as they prepare to leave care and enter the adult world. The plan helps the Young Adult, providers, and Caseworkers identify what services are needed to accomplish goals and it is incorporated into the Young Adult’s Plan of Service. |
| Young Adult(s) | Persons ages eighteen (18) up to twenty-two (22) who were in DFPS managing conservatorship and have entered voluntary Extended Foster Care, and who are referred by DFPS for participation in the Supervised Independent Living Program. |